



# **SELF STUDY REPORT**

**FOR**

**4<sup>th</sup> CYCLE OF ACCREDITATION**

## **STELLA MATUTINA COLLEGE OF EDUCATION (AUTONOMOUS)**

**STELLA MATUTINA COLLEGE OF EDUCATION, KAMARAJAR SALAI, ASHOK  
NAGAR, CHENNAI**

**600083**

**<https://smcedn.edu.in>**

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**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

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# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

**“What can better empower a new generation than education!”**

: Mother Klemens Maria Hofbauer; Founder of SMCE

Stella Matutina (Morning Star) College of Education, under the Management of the Franciscan Sisters of the Presentation of Our Lady, was established in July 1961. The College offers B.Ed., M.Ed., M.Phil, and Ph.D. Degree courses. The college has been affiliated to the university of Madras up to 2008. The college was recognised by UGC under section 2(f) and received a 12(B)-status grant in 1972. The College was conferred Autonomous status in 2005. The institution has been affiliated to Tamil Nadu Teachers Education University since 2008 and continues to be so.

The college was accredited with a five-star by the National Assessment and Accreditation Council (NAAC) in 2000, conferred autonomy in 2005, re-accredited with Grade ‘A’ in 2007, extension of autonomous status in 2012, re-accredited (Third Cycle) with ‘A’ Grade and CGPA of: 3.48 in December 2014 and further extension of autonomous status in 2017. The college has been recognized by NCTE for an intake of 200 students in 2009-2010 for the B.Ed. programme an intake of 50 students beginning in the academic year 2015-2016 for the M.Ed. programme and an M.Phil. intake of 20 students from 2013.

The motto of the college is “Attain truth by the path of love”

### **Vision**

**To emerge as an Institute of Excellence in Teacher Education by evolving the Future Teachers with Learning, Teaching, and Research Skills through celebrating Tradition-cum-Heritage along with Modern Values.**

### **Mission**

- **To become an Effective Teacher Preparation Institution at National level by adopting scholastically advanced curriculum.**
- **To be committed to Academic Excellence in Learning, Teaching and Research skills.**
- **To train Emotionally Mature, Socially Responsible Teachers with Ethical Values.**
- **To produce Globally Competent, Innovative and Transformative Teachers.**

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

## **Institutional Strength**

- A long-standing reputed institution of education in the city of Chennai and in the state of Tamil N?du.
- Accredited thrice by NAAC with five-star status, 'A' grade and 'A' grade with CGPA 3.48
- UGC-approved 2(f) + 12(B).
- Continued support from UGC/NCTE/NAAC & TNTEU.
- Successful functioning of Autonomy since 2005.
- Affiliated To TNTEU
- Progressive, proactive and highly supportive management striving for women's empowerment.
- Competent and committed faculty with due focus on the integration of innovative teaching methods.
- Talented, enthusiastic, disciplined and committed students attaining all-round development.
- Registered and vibrant Alumni Association
- Decentralized administrative structures for better functioning of the institution. (includes the Deans – Academic, Research and Student Affairs, Controller of Examinations, and coordinators for various cells).
- Active Internal Quality Assurance Cell since 2002 playing a vital role in planning and implementing academic activities.
- Best structured academic programmes with innovative/ transformative teaching.
- Restructured curriculum to accommodate global relevance pertaining to the academic dimension of the courses.
- Skill embedded value added courses.
- Effective organization of Workshops, Seminars, Webinars, Panel Discussions, National and International Conferences.
- Faculty Enrichment Programmes are meticulously planned and executed.
- Effective mentor-mentee system
- Ravel Research centre producing number of Ph.D.'s in Education.
- Research initiatives published through, 'The Indian Educational Researcher'.
- High standard of extracurricular activities and social outreach programmes.
- Automated library and E-resource access for the better use of students and faculty.
- Wi-Fi enabled well-built infrastructure and instructional facilities.
- Instructional studio and Language laboratory enhances the quality of teaching-learning experiences.
- E-content material uploaded on the institution's website.
- Safe and secure campus with continuous CCTV monitoring.
- Campus is clean, green and rich in Bio-diversity.
- The policy of reducing, reusing, and recycling is implemented for institutional waste management.
- Well maintained and spacious hostel rooms
- TET and NET coaching classes are organized effectively.
- Majority of our students are employed in well reputed institutions every year.
- A continuous and consistent engagement with the community through conduct of National priority programmes.
- Close rapport with socially backward and disadvantaged people
- A Reputed institution commanding respect from the stakeholders.
- Strategically located & centrally placed in the city of Chennai with easy access to public transportation.
- High level of student placements in well reputed institutions each year.

## **Institutional Weakness**

- Proportion of time involved in teaching-learning and required documentation takes a large share leaving lesser time for preparation of e-content
- Release of UGC funds for developmental and research assistance in the post XII plan period is short of the demand.
- Decrease in enrolment for M.Ed. Programme since the change in duration of programme from one to two years.
- Limited MOUs for Exchange Programmes.

## **Institutional Opportunity**

- Increasing scope for collaboration with other institutions.
- More avenues for innovative online teaching-learning process.
- Space and infrastructure available for integrated B.Ed.
- Lot of scope for outreach programmes.
- Scope for centrally Recognized Research Centre.
- Support from management for research and professional development.
- Students pursue number of online courses through SWAYAM.
- To maximize hands-on training to disseminate digital curriculum methodology.
- Initiating Faculty exchange programmes to create opportunities for collaboration with other institutions.
- Offers awareness and exposure to motivate students towards teaching the challenged in society
- Marching towards attaining the status of college of potential excellence.
- Applying to Funding Agencies for number of Major and Minor Research Projects.

## **Institutional Challenge**

- To get additional Teaching and Non-Teaching posts from Government of Tamil Nadu as per NCTE (National Council for Teacher Education) norms
- Regulations for 2 years duration B.Ed. and M.Ed. Programmes.
- Delayed admissions due to single window counselling.
- Paucity of financial resources.
- To enable the student teachers to clear Teachers Eligibility Test (TET), NET, CTET.

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

The curriculum of the institution reflects the programme's educational objectives of the institution. The curriculum is structured so that it caters to the contemporary demands of outcome-based education and the aspirations of society, giving special attention to the marginalised sections of society. Curriculum planning, revision and implementation are done in a technologically rich environment, meeting global standards, giving

significant weightage to skill-based training programs and self-development programs to enable the students to bring out their inherent intellectual potentialities and, at the same time, build a robust value system in them to dedicate themselves as positive change agents for the community and for national development.

The planning of the curriculum is done for the courses to be taught, the practicum to be undertaken, and the co-curricular inputs to be given for the academic year. The IQAC ensures that the quality is maintained for all the courses.

The Outcome-Based Education within the framework of Choice Based Credit System (CBCS) has been implemented in B. Ed and M. Ed programmes offered by the Institution, incorporating the latest trends in education at the National and International levels.

Various innovative and skill-based courses are offered to meet the changing global trends. The knowledge component in teacher education is derived from the broader area of the disciplines of Philosophy, Sociology and Psychology. It is thus multidisciplinary in nature within the context of Education. Conscious efforts are being made to embody explanations with the multidisciplinary perspective through a constructive approach, problem-solving approach, flipped and blended mode, team teaching, seminars and guest lectures. Research with interdisciplinary perspectives is also encouraged.

The curriculum is holistic in nature, emphasising the needs of the marginalised section of the community. Value-added courses are offered to enhance employability and provide valuable learnings for life.

The institution with the autonomy constructs the syllabus adhering to the norms prescribed by Tamil Nadu Teachers Education University and NCTE. Thus, the Curriculum is planned, modified, structured and updated only after the approval of the Board of studies and academic council. Feedback obtained from different stakeholders is systematically analysed to arrive at decisions about the curriculum.

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

Quality teaching is vital for improving students learning. In Stella Matutina, teaching is outcome-based, embracing the ancient ideals of education with modern technology. Investment in education is a long-term investment. Hence, teacher educators provide high professional standards in the curriculum framework by constantly exploring, analysing and evaluating their teaching. A collective effort among the faculty is ensured to internalize their values for attaining institutional goals. Reflective teaching is mainly concentrated in each classroom. This enables the students to develop a culture of critical thinking, to be seekers of new knowledge and constructors of new learning paradigms.

Remedial classes are taken to meet the challenges of academically incompetent students. Peer tutoring is done for learners who struggle to grasp classroom teaching. Group discussions enable the students to build self-confidence and communication skills. The teacher trainees visit special schools and observe the teaching mode, enabling them to clearly understand the children's differential needs. The proportion of supplementing the conventional teaching with technology has increased manifold. Blended, Self-directed and participatory learning techniques have been tried as innovative instructional approaches. Student-centred activities help the student teachers to enhance self-learning skills. Field visits help in getting first-hand experience. Practice teaching plans are developed in consultation with the heads of the institutions, teacher educators and mentor teachers. Sufficient teaching skills are developed through internships, with the result that students teach with self-confidence.

The teacher trainees are provided with rating sheets for getting their teaching assessed. The guidance from the school mentors, teacher educators and shared views of the peer group help the student teachers to acquire the skill of reflection and maintain their commitment to teaching. The academic growth of the student teachers is evaluated through Continuous Internal Assessment (CIA) and End-Semester Examination. Results are evident in an effective teaching-learning process, impacting the percentage of students placed during the campus interview. The teaching, learning, and evaluation processes are set up to promote students' overall development. The IQAC promotes measures for curriculum and evaluation functioning towards quality enhancement. The pedagogical practices and evaluation therefore have been getting redefined, thus creating an effective and confident workforce.

## **Infrastructure and Learning Resources**

The college constantly upgrades its infrastructure to be commensurate with the latest trends in teacher education. The entire Campus is Wi-Fi enabled, with a total land area of 5 acres. The total covered area of the institution is 23269.42 Sq.mts. All Classrooms and Lecture halls are equipped with Audio-visual facilities. Exhaustive application of innovative classroom techniques is available to prepare student teachers for the digital age. Techno-pedagogical method is used for curriculum transactions. Spacious multipurpose halls are available to conduct workshops and seminars for teacher educators' professional growth and broaden student teachers' knowledge.

There are six different laboratories in the institution namely the Physical science, biological science labs, mathematics lab, psychology lab, art lab and a computer lab which are equipped with teaching learning materials. Psychology Lab is equipped with the apparatus for practicum at B.Ed. level. Computer Lab is furnished with 54 Desktops with language software in both Tamil and English for soft-skill training. Mobiles are allowed to encourage the students to use their own devices for their blended learning.

Stella Matutina College Library is automated with Library Automation called Library Management Portal (LMP). The Library functions as a knowledge resource centre for the faculties and students of the college, which is operated under LMP, an Integrated Library System (ILS).

E-Content Recording Studio provides a Well-structured digital and ICT-enabled space for creating and disseminating digital e-learning content by the prospective teachers. The other academic support facilities are Multipurpose Hall, IQAC room, Conference Room, Examinations office, Extension Services Department, Guidance and Counselling Room, and Administrative Office. The academic and administrative buildings have power backups in the form of UPS and Generator. The Environmental Club is very active in preserving an eco-friendly environment on the campus and the motto "Go Green, Go Clean" is implemented. An herbal garden is maintained beside the college office to enhance the aesthetics of the campus. The institution has a hostel attached which is well furnished with a lunch room and a common recreation room for the students. The Institution has all the facilities for better teaching and learning.

## **Student Support and Progression**

The institution is proactive in its care for its student's welfare and encourages them in their endeavours. They help them obtain government-sponsored scholarships at state levels. The institution has also established several awards for deserving pupils. Experienced counsellors are available on campus to provide career and personal counselling to improve students' capacities.

The College has an adequately elected and active Students' Council that meets regularly, deliberates on various subjects, and organises various activities under the supervision of the faculty. Remedial tutoring is offered when needed, and bridge courses are held to cover curricular gaps. All Laboratories of the Institution is well-equipped. Sporting and cultural activities are encouraged. Soft skills, language, and life skills (Yoga, Meditation, Health & Hygiene, Physical fitness courses) are imparted to students in the academic programme. Various cultural activities are held on campus regularly. These allow students to develop team spirit, demonstrate their abilities and sharpen their skills.

Students are motivated to overcome learning obstacles through the student-centered remedial and bridge courses taught by dedicated faculty members. The college trains students to contribute to national growth and build global competencies needed to compete in the workplace.

Students who are first-generation learners from the vernacular medium receive systematic training in the English language and life skills. The democratically elected Students' Union serves as the student body's representative. Members of the Union represent a cross-section of the student body and actively participate in decisions affecting student life on campus.

Students' general growth is also assured through various co-curricular activities such as talent day, introduction day, citizenship training camp, inter and intra-model exhibitions, student seminars, exhibits, and article writing for journals, paper presentations. Cultural celebrations and events organized by various groups allow students to demonstrate their extracurricular abilities.

The institution has an active Placement Cell that arranges placement-related events, such as on and off-campus interviews and career counselling workshops. The Alumni help the institution in various ways, both through the registered Alumni Association and individually. The alumnae actively contribute to their Alma Mater as resource persons and trainers. The college has an active Parent-Teacher Association (PTA).

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

The College understands that pursuing an outstanding education is a collective effort. The Institution administers in a decentralised, transparent, and participatory manner. The institution ensures that all stakeholders are involved in decision-making by clearly outlining the duties and responsibilities, establishing a feeling of commitment and accountability in the College.

The Strategic Planning document places out the road map for quality improvement by selecting focal areas, setting precise goals, and creating an action plan with specified targets and dates. Through training programmes and financial aid, opportunities for career progression and skill development are available. The Institution recognises that its most valuable resources is its human resource-i.e., its academic and administrative staff, and has implemented a number of welfare initiatives to ensure their physical and mental well-being. The institutes friendly professional aura and work culture guarantees best contribution from the workforce.

IQAC serves as the nodal point of contact between the College's various structural units, initiates feedback processes, organises training programmes, and initiates academic and administrative reforms as needed. Increased research output and engagement are two significant post-accreditation goals championed by the IQAC. In this five-year period, key teaching-learning innovations have included the implementation of new courses and the enhancement of the life skills component.

The Institution has always had a decentralised and participative management structure. The Institution has implemented e-governance in several aspects of its operations, including administration, finance and accounting, examinations, and student admissions. Faculty Enrichment Programs are held on a regular basis for the teaching staff on a variety of academically important topics. Non-teaching staff members are also given chances for personal and professional development.

Stella Matutina College of education champions the cause of women's empowerment to mould and fashion every woman that passes its portal to be responsible teachers at home in their workplace and in society at large. This is achieved through the vision and mission of the institution, managements philanthropical ideals, friendly and inclusive culture, sincere endeavour of the faculty members and excellent team spirit of both staff and students.

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

The college has an eco-friendly, plastic free and pollution free campus. It is correspondingly shifting in a phased manner to solar lights LED and CFL bulbs to optimize energy saving. The college is committed to effective waste management system by following the techniques - reduce, reuse, recycle and recover.

The two best practices out of various quality initiatives taken by the college are

#### **1.Social Sensitization of Students (SSS)**

SMCE had followed a philanthropic path from its inception continuously till date taking great interest and sensitizing its students towards tackling social causes and issues. This has always been the best practice of the institution making the students socially responsible citizens along with their academic growth. The number of SSS programs have increased over the years.

#### **2.Leadership Digital Brigade Programme (LDBP)**

“Best Practises is the uniqueness/spice of the College”, said the NAAC team in their last visit. Motivated by the team, our college initiated best practises for the benefit of the society. “As we look ahead into the next generation, leaders will be those who empower others” says Bill Gates.

Thus, the college devised Leadership Digital Brigade Programme as the best practise. The objectives of the practice are to realise and adapt fundamentals that lead to leadership skills and to become proficient in leading the future through digitised operations

### **Research and Outreach Activities**

SMCE is always open to new research initiatives providing an intellectually and creatively stimulating atmosphere to enhance research potential and capacity. Progressive steps are taken for vibrant research culture and works towards plans for Research and innovations, strategies to increase publications, Research scholars are encouraged to publish articles in the college biannual journal “The Indian Researcher”. Research mentorship cultivated to increase the research Publication. Research committee works towards the goals of enriching research, evolve strategies to increase Publication. The proposal writing sessions is being conducted to improve the research skills. SMCE motivates to competently understand the strategic art of proposal writing



and hone the writing skills for submitting papers for journal Publications. Micro research on specific area such as Attention Deficit Disorder, Emotional Immaturity, Absenteeism and Homework Procrastination, Covid Pandemic, and the mix women issues, online learning problems new innovative technological Creations the teaching learning methodologies are suggested by research and development committee. SMCE constantly conducts research workshops and skill sessions and fosters the spirit of research rigour inside the campus.

Outreach activities are conducted to sensitize students towards their duties and responsibilities within the community. Students have participated in National Priority programmes like Swachh Bharat, AIDS Awareness Programmes, talk on Transgender, Yoga and Digital India organized by the institution to motivate the teacher trainees to discharge their duties as good citizens of India. The College is very keen in extending a helping hand student teachers by organising various training programmes for them. During pandemic, the college found ways to cope up with the situation quickly. The institutions resilience not only helped its students but also helped many institutions to adopt to the situation by conducting hands on training programmes for their faculty members on the usage of digital tools.

## 2. PROFILE

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### 2.1 BASIC INFORMATION

<b>Name and Address of the College</b>	
Name	STELLA MATUTINA COLLEGE OF EDUCATION (AUTONOMOUS)
Address	STELLA MATUTINA COLLEGE OF EDUCATION, KAMARAJAR SALAI, ASHOK NAGAR, CHENNAI
City	CHENNAI
State	Tamil Nadu
Pin	600083
Website	<a href="https://smcedn.edu.in">https://smcedn.edu.in</a>

<b>Contacts for Communication</b>					
<b>Designation</b>	<b>Name</b>	<b>Telephone with STD Code</b>	<b>Mobile</b>	<b>Fax</b>	<b>Email</b>
Principal	Joseph Catherine	044-24894262	9941287627	-	catherinejoseph2@gmail.com
IQAC / CIQA coordinator	Alma Juliet Pamela	044-24747212	9500194738	-	almapame@gmail.com

<b>Status of the Institution</b>	
Institution Status	Grant-in-aid

<b>Type of Institution</b>	
By Gender	For Women
By Shift	Regular

<b>Recognized Minority institution</b>	
If it is a recognized minority institution	Yes <a href="#">Minority Order.pdf</a>
If Yes, Specify minority status	
Religious	Christian
Linguistic	English
Any Other	

<b>Establishment Details</b>				
<b>State</b>	<b>University name</b>	<b>Document</b>		
Tamil Nadu	Tamil Nadu Teacher Education University	<a href="#">View Document</a>		
<b>Details of UGC recognition</b>				
<b>Under Section</b>	<b>Date</b>	<b>View Document</b>		
2f of UGC	01-06-1972	<a href="#">View Document</a>		
12B of UGC	01-06-1972	<a href="#">View Document</a>		
<b>Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)</b>				
<b>Statutory Regulatory Authority</b>	<b>Recognition/Approval details Institution/Department programme</b>	<b>Day,Month and year(dd-mm-yyyy)</b>	<b>Validity in months</b>	<b>Remarks</b>
NCTE	<a href="#">View Document</a>	09-07-2015	1111	Permanent Recognition for all Programmes

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

<b>Location and Area of Campus</b>				
<b>Campus Type</b>	<b>Address</b>	<b>Location*</b>	<b>Campus Area in Acres</b>	<b>Built up Area in sq.mts.</b>
Main campus area	STELLA MATUTINA COLLEGE OF EDUCATION, KAMARAJAR SALAI, ASHOK NAGAR, CHENNAI	Urban	5	3652.98

## 2.2 ACADEMIC INFORMATION

<b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b>						
<b>Programme Level</b>	<b>Name of Programme/ Course</b>	<b>Duration in Months</b>	<b>Entry Qualification</b>	<b>Medium of Instruction</b>	<b>Sanctioned Strength</b>	<b>No.of Students Admitted</b>
UG	BEd, Education	24	Under Graduation and Post Graduation	English	200	182
PG	MEd, Education	24	Under Graduation in Education	English	50	9
Doctoral (Ph.D)	PhD or DPhil, Education	36	Post Graduation in Education	English	26	3
Pre Doctoral (M.Phil)	MPhil, Education	24	Post Graduation in Education	English	20	0

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

<b>Teaching Faculty</b>												
	<b>Professor</b>				<b>Associate Professor</b>				<b>Assistant Professor</b>			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	1				1				9			
Recruited	0	1	0	1	0	1	0	1	0	9	0	9
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				1				14			
Recruited	0	0	0	0	0	1	0	1	0	14	0	14
Yet to Recruit	0				0				0			

<b>Non-Teaching Staff</b>						
	<b>Male</b>		<b>Female</b>		<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government						12
Recruited	2		7		0	9
Yet to Recruit						3
Sanctioned by the Management/Society or Other Authorized Bodies						6
Recruited	1		5		0	6
Yet to Recruit						0

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

### Qualification Details of the Teaching Staff

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	1	0	0	2	0	0	17	0	20
M.Phil.	0	0	0	0	0	0	0	5	0	5
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

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

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

<b>Details of Visting/Guest Faculties</b>					
<b>Number of Visiting/Guest Faculty engaged with the college?</b>	<b>Male</b>		<b>Female</b>		<b>Total</b>
	0	11	0	11	

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	0	0	0	0	0
	Female	180	2	0	0	182
	Others	0	0	0	0	0
PG	Male	0	0	0	0	0
	Female	9	0	0	0	9
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	1	0	0	0	1
	Female	2	0	0	0	2
	Others	0	0	0	0	0
Pre Doctoral (M.Phil)	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0



<b>Provide the Following Details of Students admitted to the College During the last four Academic Years</b>					
<b>Category</b>		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
SC	Male	0	0	0	0
	Female	58	34	40	52
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	2	1	1	2
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	131	113	135	131
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	16	14	29	19
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	1	0	3
	Others	0	0	0	0
Total		207	163	205	207

### **Institutional preparedness for NEP**

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>The institution is proactively working towards the implementation of the suggestions given in the National Education Policy to impart multidisciplinary education. The college already adopts a multidisciplinary strategy that incorporates professional and traditional Indian knowledge along with the arts, humanities, social sciences, science, and mathematics. The institution is offering certificate programmes in language, health and hygiene, communication, and computer skills. Students receive a value-based education that includes constitutional values, ethics, civic values, innovation, and leadership skills. Curricular and pedagogical reforms are done to integrate Indian</p>
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values, languages, knowledge, culture, and traditions with the latest advances in education. The B.Ed. programme collaborates with other departments such as Psychology, Philosophy, Sociology, Indian Languages, Arts, Music, History, Literature, Physical Education, and Mathematics for optimum multidisciplinary inputs with employable skills and training. In the future as per the directions of the NEP 2020, the college will be transformed into a multidisciplinary institution by introducing integrated B.Ed. programme in Commerce and Arts streams initially along with the existing B.Ed. and M.Ed. programmes as there are adequate facilities available. The institution would also collaborate with Arts and Science College in the city if required to add more streams in the integrated B.Ed. Programme. A strategy for multiple entries and exits will be introduced. Students who successfully finish the first year may be awarded an education diploma. After completing the second year, pupils can receive an advanced diploma in education. Graduate degrees are awarded to pupils who finish their studies in three years. The integrated degree is available to students who finish the four-year programme. Inter-disciplinary and Collaborative research will be encouraged with sufficient support to facilitate the transformation of Teachers. The institution already encourages multi-disciplinary research by the M.Ed. and M.Phil. scholars. The institution employs an interdisciplinary method when dealing with curriculum. The content is not compartmentalised and no topic is handled separately. They are integrated whenever possible with other subjects, daily life, and actual events. The students compare and develop a better comprehension of the pedagogical practices and philosophies as a result.

2. Academic bank of credits (ABC):

The organisation is ready to fulfill NEP 2020's prerequisite for an Academic Bank of Credits. The Academy meets all criteria necessary to be qualified for enrollment in the Academic Bank of credits. As a result, the College has listed itself among the institutions with an Academic Bank of Credits. It will further proceed to register in the Academic Bank of credits. The necessary changes in the curriculum and existing credits will be modified to enhance academic flexibility. The College has been functioning as an Autonomous institution for the past two decades and

	<p>has the practice of designing the curriculum for various programmes offered by the College. The curriculum is updated frequently according to the feedback given by the subject experts. Every component of the programme offered by the College has been allotted credits according to its importance. The students can earn credits by completing all the components of the various programmes. The students have the freedom to select the elective courses according to their needs and interest. The College has already included self-study courses in its curriculum. In addition, choice-based add-on courses are initiated to select courses and earn extra credits. The digital certificates of these certificates of all the students in the future will be saved in the Academic Bank of Credits in the future as suggested by NEP. The institution has made vital efforts to sensitize the students regarding the academic bank of credits under the Digital India Programme. To propagate academic competencies, the institution will orient the students with the mode of transactions of the academic bank of credit. It includes the deposit of the academic credits gained by the students, maintaining the credits accumulated and transferred, and validating and redeeming them for the award of a degree certificate from the institution. The scanned copy of the certificates of all the students is procured at the time of admission and is currently available with the college. It is uploaded to the university website for acquiring eligibility for the B.Ed. course. In the future, the College proposes to enter into an MOU with other international and national universities to facilitate credit transfer and student exchange programs to enable students to accumulate additional external credits in addition to credits from the College. The college will also collaborate in research with other universities.</p>
<p>3. Skill development:</p>	<p>The institution ensures a conducive environment for learning. It nurtures the foundations of education by imparting the principles of learner-centeredness, lifelong learning, and practical knowledge. These are integrated into the teaching-learning process to enable the holistic development of the student teachers. The curricular and co-curricular activities enhance the overall development of student-teachers. It develops their personality and prepares them to enter into different walks of life with great</p>

confidence. In addition to normal academic sessions, seminars, workshops, and training programmes on important subjects are scheduled. Additionally, they receive training in professional and life skills. The students also receive procedural instruction to create products that have social benefits. Special sessions are scheduled, and experts who can provide hands-on training in arts and crafts are invited. Art Integrated Learning is a part of the curriculum which provides adequate knowledge of the theoretical and practical aspects of Art and craft. Its integration into the teaching-learning process also helps in developing the entrepreneurial skills of the students. Every year a workshop is conducted in association with Pidilite Industries in art and craft. The students with skills are made to share their knowledge with their peers in the form of training forums. The co-curricular programmes like citizenship training camp impart knowledge and skills related to life situations. The talents of the student are identified during the Talent Day competitions. Their talents are further developed during the practice, enabling them to participate in various cultural events and competitions. The institution organises a Citizenship training camp, organises programmes, and celebrations that enable them to build flexibility, coordination, group functioning, life skills, confidence, communication skills, interpersonal skills, personality, leadership skills, management skills, and personal values. Self-study courses with two credits are designed to acquaint the student teachers with the basics of computers. Knowledge in digital skills, operating systems, cyber security, preparation for competitive exams, language, and entrepreneur skills are provided offline and online. Add-on courses and Webinars further enhance the professional skills of the students. Social commitment and sensitizing students to social issues are integral parts of the institution's vision. Visits to special schools, HIV homes, juvenile homes, and old age homes are organized to create social awareness, value integration, and community sensitisation.

4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):

The M.Ed. and the B.Ed. programme in all its courses incorporates several elements from the Indian knowledge system. Students benefit from a rich experience of the country's heritage of its ancient educational system. Some are immediately put into

action, while others are thoroughly discussed in the classrooms during the various tasks and assignments. The instruction in the classroom is bilingual. Both English and the state language Tamil are spoken with ease by the institution's teachers. The instructors use both languages while teaching. Students who know both Tamil and English are present in the class. To enable all students to comprehend, the teachers turn to bilingual instruction. The students may use either of these two languages to write their exams, assignments, and documents for their internships. The teaching-learning process can be completed successfully regardless of the pupils' or the teacher's native tongue. The concepts related to Language across the Curriculum for B. Ed. students help them understand language's role in teaching-learning. For efficiency in the regional language, efforts are taken to Promote Tamil an ancient Indian language through value-added courses and online seminars. Many programmes on traditional food and traditional medicine were organized by the institution. The consumption of traditional food and the use of traditional medicine is encouraged in the institution. Programmes are organized to create awareness of combating COVID-19, and Dengue with traditional medicines. Efforts to Promote Indian Arts and Indian dance during the Art Integrated learning sessions and talent day are done. Students are trained in Indian arts and dance to participate in inter-collegiate cultural competitions and talent day competitions in the college. The music teacher Mrs. Revathy from K.K. Nirmala Girls Higher Secondary School is available to guide and evaluate the students during talent day. Efforts to Promote Indian Culture through celebrations of all religious festival with vigour promotes communal harmony and understanding of different cultures and traditions.

5. Focus on Outcome based education (OBE):

The Stella Matutina College of Education (SMCE) has ingrained the guiding principles of the Outcome Based Education (OBE) philosophy to carry out the various academic programmes at the college. The ultimate objective is to achieve the standard in every course that makes up the programme. The Course Outcomes (COs) in all courses in the curriculum are addressed to fill the curricular gaps. The college has set the programme educational objectives and programme outcomes for the B.Ed. and the M.Ed.

programmes. The faculty members of stella Matutina have designed the course outcomes for the course into which they are specialised. COs are the measurable parameters which evaluate each student's performance for each course that the student undertakes every semester. According to Bloom's taxonomy, CO statements are based on the three domains of learning: Cognitive, Affective and Psychomotor. The CO statements follow a well-defined structure: Action, knowledge elements, conditions, and criteria. Tagging COs with POs, cognitive levels and the number of classroom hours associated facilitates the computation of attainment of COs and POs. Each CO specifies the outcome of each unit of the syllabus. A well-written CO facilitates teachers in measuring the achievement of the CO at the end of the semester. It also helps them design suitable delivery and assessment methods to achieve the designed CO. The COs are reference points that would help formulate graduate attributes, qualification descriptors, Programme learning outcomes and course learning outcomes which will help in curriculum planning and development and the design, delivery and review of academic programmes. They provide general guidance for articulating the essential learnings associated with programmes of study and courses within a Programme. Each course is written with five COs and each unit's cognitive level accomplishment. It includes course objectives, course prerequisites for each unit, the time required, and the cognitive level to which the topics belong, as well as texts, references, and web resources. The same procedures are used for all courses in the B.Ed. and M.Ed. programmes. The goal of OBE is to identify the areas of strength and weakness in the student's educational progress and to devise strategies to improve the individual performance of the students. The college, in order to map the attainment of students have framed the Rubrics. Rubrics is the scoring guide which is used to evaluate the performance of a student. Hence, apart from framing the course descriptors, Dynamic Course Plan for the curriculum framework, Rubrics were framed for the practicum components. For the B.Ed. Program, rubrics are framed for Scholastic, Co-scholastic and Research components in the M.Ed. programme.

## 6. Distance education/online education:

Education is the most effective instrument of social re-engineering and empowerment of people. Education determines the quality of an individual's life and its importance has reached all sectors. Life-long learning has become imperative and the acquisition of knowledge beyond the curriculum and after the B.Ed. and M.Ed. programmes has forced institutions to provide courses both online and offline. The institution has made use of the faculty's potential and resources to offer value-added courses through offline and online platforms. The assessments and the classes were done online during the pandemic. The institution has earmarked one semester to take up online courses and our students have taken up the following courses through SWAYAM during the third semester for B.Ed. and M.Ed. students. In addition, the college has initiated two credit choice-based credit courses in collaboration with other institutions, which are both online and offline. These courses integrate knowledge, attitudes, and skills required for a successful teacher. The students attend several seminars conducted online by the institution and other institutes to expand their knowledge beyond their curriculum. Coaching in competitive exams is also done through online mode. The institution uses online portals and online presentations, seminars, games puzzles, quizzes, Google forms, and google classroom. Google Classroom supports the students in communication and collaboration with others. Instant feedback from the teacher provides them with personalized learning. The existing digital platforms are used extensively, the facilities will be expanded further to meet the current and future challenges. The staff is also encouraged to do additional courses online and through distance education. They have attended online refresher courses and attended several webinars to update their knowledge. The institution currently makes use of web portals, presentations, seminars, games, quizzes, and Google forms in the teaching-learning process. Google Classroom helps pupils collaborate and communicate with others. They receive immediate feedback from the instructor, which allows for personalised learning. The current digital platforms are utilised, and new technology will be added in the future to better address current and forthcoming challenges. For the benefit of pre-service and in-service teachers, our institution

proposes to develop a variety of vocational, entrepreneur skills workshops. The newly established instructional studio will enable the teacher educators to introduce innovative vocational educational programmes related to the teacher education programme which will be introduced in a phased manner in the institution.

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

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>The Electoral Literacy Club was formed in our college with the objectives of educating the students about voter registration and the electoral process, assisting the students in understanding the value of their vote so that they can exercise their vote right in a confident, comfortable, and ethical manner, developing a culture of electoral participation, maximizing informed and ethical voting, and adhering to the principles of "Every Vote Counts" and "No Voter Left Behind."</p>
<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>Every year ELC functions with student coordinators, faculty members represented by the College. For the current year S.Saranya and Rubica are the Student Co-coordinators. Dr.J.Jain Shanthini, Dr.B.Annapoorani, Dr.J.Annapriya, Mrs.J.Rubina, and Dr.Sr.Sheeja Vayola, serve as Coordinating faculty members. The ELC aims at strengthening the culture of the electoral participation among student teachers by organizing awareness programmes.</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>The ELC members of the College gather and discuss on pertinent issues. They plan activities such as outreach campaigns and on-campus programmes with certain groups to raise voter awareness. The members work towards the objective of creating and preserving club literature. The institution takes a number of priority-oriented initiatives to enrich the knowledge on voting rights of every individual student.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content,</p>	<p>The college provides awareness to the student teachers, on the significance of Voting Rights, Voters Right to Vote. Every year the National Voter's Day</p>



<p>publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>is observed and celebrated on 25th January. Resource persons from Chennai Corporation are invited to orient the students on “My Right to Vote” as responsible citizens of the country. The main Objectives of National Voter’s Day Celebration are: Encouraging the students to get enrolled with the government portal towards election. The student teachers take a pledge to adhere to the norms and cast their vote appropriately with self-dignity and sincerity. The college takes initiative to distribute pamphlets spreading awareness to the people in the neighbourhood, which the students enthusiastically participate and mobilize towards Electoral Rights. On 14th March, 2019 the college organized an awareness programme on Parliament Election in which the student teachers, presented a skit highlighting on the status of voting as well the procedure to vote using the Electronic Voting Machine. Both the student teachers and the neighbouring women participated and benefited. During the pandemic COVID-19, the National Voters Day was Observed and marked on 25th January, 2021 through online mode. The students took the solemn oath to adhere to the norms and right to vote. The college takes initiative to distribute pamphlets spreading awareness to the people at the neighbourhood, which the students enthusiastically participate and mobilize towards Electoral Rights. On 14th March, 2019 the college organized an awareness programme on Parliament Election in which the student teachers, presented a skit highlighting on the status of voting as well the procedure to vote using the Electronic Voting Machine. Both the student teachers and the neighbouring women participated and benefited. During the pandemic COVID-19, the National Voters Day was Observed and marked on 25th January, 2021 through online mode. The students took the solemn oath to adhere to the norms and right to vote.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>On 5th March 2019, the Youth Red Cross (YRC) of the College organized voter’s awareness program towards the upcoming Parliament Election then. The officers from South Chennai parliament - T.Nagar Constituency oriented student teachers towards voting and distributed the pamphlets to the students. The students enacted a skit and a mime on voting, which created awareness among students.</p>

## Extended Profile

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### 1 Students

#### 1.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
360	358	398	399	360

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

Other Upload Files
1 <a href="#">View Document</a>

#### 1.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
250	250	250	250	250

File Description	Document
Letter from the authority (NCTE / University / R	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

#### 1.3

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

2021-22	2020-21	2019-20	2018-19	2017-18
208	208	208	208	208

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Central / State Govt. reservation policy for adm	<a href="#">View Document</a>

## 1.4

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

2021-22	2020-21	2019-20	2018-19	2017-18
158	195	193	194	159
File Description		Document		
List of final year students with seal and signat		<a href="#">View Document</a>		
Institutional data in prescribed format		<a href="#">View Document</a>		

## 1.5

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

2021-22	2020-21	2019-20	2018-19	2017-18
157	195	193	194	159
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		
Consolidated result sheet of graduating students		<a href="#">View Document</a>		

## 1.6

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

2021-22	2020-21	2019-20	2018-19	2017-18
207	163	205	207	204
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		
Enrollment details submitted to the state / univ		<a href="#">View Document</a>		

## 2 Teachers

### 2.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
26	26	22	22	18
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		
Copy of the appointment orders issued to the tea		<a href="#">View Document</a>		

## 2.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
26	26	22	22	18
File Description		Document		
University letter with respect to sanction of p		<a href="#">View Document</a>		
Any other relevant information		<a href="#">View Document</a>		

## 3 Institution

### 3.1

#### Total expenditure excluding salary year wise during the last five years (INR in lakhs)..

2021-22	2020-21	2019-20	2018-19	2017-18
109.45	33.24	50.49	73.91	54.03
File Description		Document		
Audited Income Expenditure statement year wise d		<a href="#">View Document</a>		

### 3.2

#### Number of Computers in the institution for academic purposes..

#### Response: 66

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

## 4. Quality Indicator Framework(QIF)

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### Criterion 1 - Curricular Aspects

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#### 1.1 Curriculum Planning

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

**Response:**

##### **Curriculum Planning**

The technological wave has brought indomitable challenges to the higher education system. Suited to the changes Stella Matutina College of Education (SMCE) has prepared the curriculum for the present challenges of techno pedagogy. SMCE enjoys autonomy for the past 17 years with its own curriculum revision and review. Choice-based Credit system(CBCS) followed from 2007 leveraging the innovative initiatives focussing on the innovative capabilities of the students. A notable milestone in curriculum planning is the introduction of a learning outcome-based curriculum Framework. The curriculum was framed for two years in accordance with the NCTE curriculum Framework 2014 with explicit objectives. With the UGC's expectations, the curriculum was formulated in tune with the POs and COs in the year 2019 with intrinsic linkages of teaching pedagogy and the assessment pattern. The two-year curriculum Framework was restructured during the academic year 2019-2020 and the PEOs, POs and COs were modified and implemented in the year 2021 -2022. While planning, small groups of quality circles of students are created so that the academic and other discussions are individualized.

##### **Curriculum Reviewing**

The curriculum is reviewed at regular intervals. SMCE strives to incorporate the suggestions given by the subject experts, students, teachers, alumni, employers, and parents. As per the current trend, the faculty design the course and present it before the Board of Studies, for approval. The Board of Studies contributes their ideas and suggestions. The fundamental courses, pedagogy, and courses related to enhancing professional competencies are reviewed to enable students to understand and apply the knowledge during the internship. Periodic reviews of the POs and COs are executed to articulate the essential learning outcomes which enable curriculum revision and development. This regular annual revamping with minor changes makes the curriculum more contemporary and relevant.

##### **Curriculum Revising**

The inputs received from subject experts, parents, alumni, students, and employers help revise the Mission, PEOs POs, COs, curriculum framework and course content. The IQAC ensures the attainment of the defined outcomes, and accordingly, revisions are carried out for improvements in course content transaction and assessment methods.

The ratified syllabus is placed before the Academic Council and, after corrections and suggestions is, presented before the governing body of the college. The decision made by the Management Governing Body is final. The curriculum is made available on the website.

## Curriculum Adapting

Aiming scholastically advanced curriculum with emotional maturity, social responsibility with ethical values to produce globally competent, innovative and transformative teachers is the significant aspect of the mission of SMCE. Major revisions of the regulations, curriculum, and syllabus are done once in five years. Minor revisions as and when required, recommended by the faculty, are placed before the Board of Studies, ratified and incorporated into the curriculum after the approval of the academic council and the curriculum transaction is done as per academic schedule of TNTEU.

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

**1.1.2 At the institution level, the curriculum planning and adoption are a collaborative effort; Indicate the persons involved in the curriculum planning process during the last completed academic year 1. Faculty of the institution 2. Head/Principal of the institution 3. Schools including Practice teaching schools 4. Employers 5. Experts 6. Students 7. Alumni**

**Response:** A. Any 5 or more of the above

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

**1.1.3 While planning institutional curriculum, focus is kept on the Programme Learning Outcomes**

**(PLOs) and Course Learning Outcomes(CLOs) for all Programmes offered by the institution, which are stated and communicated to teachers and students through 1. Website of the Institution 2. Prospectus 3. Student induction programme 4. Orientation programme for teachers**

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

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

## 1.2 Academic Flexibility

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

**Response:** 100

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

2021-22	2020-21	2019-20	2018-19	2017-18
39	41	41	42	42

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

2021-22	2020-21	2019-20	2018-19	2017-18
39	41	41	42	42

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

### 1.2.2 Average Number of Value-added courses offered during the last five years

**Response:** 4.2

#### 1.2.2.1 Number of Value – added courses offered during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
5	4	4	4	4

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

### 1.2.3 Percentage of Students enrolled in the Value-added courses mentioned at 1.2.2 during the last five years

**Response:** 97.44

#### 1.2.3.1 Number of students enrolled in the Value – added courses mentioned at 1.2.2 during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
355	350	387	390	345



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

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

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

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

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

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

**Response:** 38.03

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

2021-22	2020-21	2019-20	2018-19	2017-18
355	354	4	0	0

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

## 1.3 Curriculum Enrichment

### 1.3.1 Curriculum of the Institutions provides opportunities for the students to acquire and demonstrate knowledge, skills, values and attitudes related to various learning areas

#### Response:

#### **A fundamental and coherent understanding of the field of teacher education**

The curriculum of the fundamental courses in SMCE is vivid and expansive, with broader and deeper knowledge base. It provides extended learning opportunities and challenges for students to master the curriculum in teaching-learning areas. The content of Philosophy, Psychology and Sociology of education connect the subjects to a more meaningful facet of the real world. The insights gained through these courses allow students to gain more knowledge within their discipline, thereby raising their self-confidence and resilience. The curriculum provided by SMCE to prospective teachers increases their critical thinking and problem-solving skills.

Further, the curriculum is enriched through visual, auditory, and tactile enrichment. Learner-centred and problem-centred curriculum form the unique feature of curriculum framing in SMCE for keeping the student teachers engaged in thinking. Thus, the curriculum Framework of the core courses make the student teachers ever searching for newer knowledge, adapt and apply them for progress in teaching as well as to uplift the society.

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

(I) Perspectives in Education courses brief on Education and Educational philosophy, Psychological aspects in childhood and growing, Gender issues and inclusive education at the B.Ed level and History and Political economy of Education, Philosophy and Sociology of Education, Perspectives in Teacher Education and Research in Education at M.Ed level. These provide the students philosophical knowledge to understand the educational paradigm, engage the values gained to their wards and influence them for better life style in future.

(II) Pedagogic Courses include the process and principles of teaching and learning which are underpinned by a solid theoretical and practical base. They incorporate aims and objectives of pedagogic practices to be

trained and realised by student teachers. Practice in constructive, collaborative, integrative, reflective, and inquiry-based approaches is provided to prospective teachers to improve skills, knowledge, and abilities to integrate effective communication while teaching. Pedagogy courses provide instructional suggestions, lesson plans and assessments related to the objectives framed. The integration of pedagogy courses with the fundamental courses in education provides an opportunity for the students to apply in the classroom while in internship which develops the student's potentiality in the quest for knowledge and cherishes the innovative teaching methods contributed by theoretical education. Thus, the curriculum provided through pedagogy courses shapes the prospective teachers' intellectual and cognitive, affective and psychomotor skills.

(III) Enhancing Professional Capacities include courses on Art Integrated Learning, Yoga for well-being, Digital Pedagogy, Guidance and Counselling skills, Reading and Reflecting on texts leads to better understanding of the related subjects and the applicability of the subjects at the B.Ed level.

Thematic specialisation course at the M.Ed level enriches the learning capabilities of the students.

(IV) Value-added Courses/Self-Study courses at the B.Ed and M.Ed levels equip the student teachers with self-realisation, self-esteem and resilience. This helps the student teachers to exhibit the values to the school students to make them self-reliant.

(V) Elective Courses make the students choose a course of their choice so that they enjoy learning and make joyous teaching-learning experience.

B.Ed. Practicum Components consist of Teaching Competency, Scholastic Activities, Reflective Practices and Co-Scholastic Activities.

M.Ed. practicum components consist of Scholastic Activities, Co-Scholastic Activities and Practicum related to Research. Thus these Procedural knowledge creates teachers for different levels of school education skills that are specific to one's chosen specialization

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

SMCE firmly believes in excellence through the well-structured curriculum in tune with the vision and the mission to imbibe educational values. The college focuses on outcome-based education. The curriculum courses at the B.Ed and M.Ed levels enable prospective teachers to critically reflect the educational philosophies, and psychological theories effectively in classroom practices and thereby influencing the society.

The pedagogy courses directly impact the classroom environment to engage the students in the construction of new knowledge. Through enhancing professional capacity courses and self-study courses prospective teachers gain knowledge and the capability to extrapolate from what they have learnt and apply their acquired competencies with confidence.

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

Skilled man power is the requirement of any society and in education sector, it is pivotal. Courses offered by SMCE provide opportunities for students to acquire various skills which are needed at work and

society. Since the society at large expects their children to be trained academically to attain intellectual and emotional maturity with extra-curricular inputs, the responsibility of an average student teachers increases manifold. SMCE gives rigorous training to its students to meet the growing demands. Concrete and abstract thinking makes one to learn better. This also leads to critical thinking. As these skills are needed for every individual, SMCE provide it to the society through their teacher students.

English proficiency skills offered help in improving their communication skills. Programs such as internship, hands-on activity, field visits, citizenship training camp and college excursions aid collaborative learning. Elective courses, value-added and self-study courses enhance the skills and competencies such as emotional intelligence, critical thinking, communication, collaboration, and negotiation skills. Thus, the College is constantly working to improve student-teachers' abilities to prepare them for the future.

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

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

#### **Response:**

Students become familiarised with the diversities through the following aspects.

#### **Development of the School System**

Students can better understand how the Indian educational system and other countries have evolved by taking courses in perspectives in education and Pedagogy Courses. Students also learn about the expanse and the diversity of the Indian school system, and teacher preparation during the introductory sessions to the core papers in Education. (ECI)

#### **Functioning of various Boards of Education System**

Students receive a thorough introduction to the operation of the various boards of education, including the State Board, the Central Board of Secondary Education (CBSE), the Indian Certificate of Secondary Education (ICSE), and other boards of education, through their core courses perspectives in education.

#### **Functional Differences among them**

The Perspective Course on Creating an Inclusive School concentrates on the functional distinctions among diverse student populations in various school settings while emphasizing the structure and curricular patterns in special, integrated, and inclusive schools. Teaching interns gain experience in the functioning of different types of schools during their sixteen-week internship in addition to academic instruction. Thus, they become aware of the functional diversity in schools.

### **Assessment System**

The B.Ed. Student teachers are allotted internships in schools under boards of education. They conduct assessments about their practising school boards and acquire practical knowledge about the variation in norms and standards of the assessment system in different boards of school education. The M.Ed. students undertake an institutional study of schools belonging to various boards. In addition, they undertake an in-depth study of the various activities organized in the school.

### **Norms and Standards**

Along with receiving theoretical instruction, students who participate in a 16-week teaching internship programme during the third semester, visit special schools and are better able to comprehend the differences, expectations, and standards of the many educational systems in our nation.

The functional aspects, the mode of assessment, the norms and standards of those various school education boards, and the state-wise variations in school education are comprehensively and amply discussed in the core courses of education. The prospective teachers are provided opportunities to visit the special schools and schools for the blind, and the deaf and the school for the mentally retarded. The visit to the normal and special schools enlightens prospective teachers regarding the diversity of education in India's school system.

### **State-wise Variation**

The B.Ed, M.Ed. level Perspective Courses and thematic specialization Courses, assist aspiring teacher educators in understanding the statewise variation in the school systems.

### **An International and Comparative perspective**

The courses Philosophical and Sociological Foundations of Education, Teacher Education in India, and Comparative Education at the Masters level, as well as Education in Contemporary India at the Bachelors level, adequately prepare students with knowledge about the current school systems, their similarities and their sociocultural environments from comparative perspectives.

The Bachelor's and Master's curricula are thus carefully designed to familiarise students with the diversity in Indian school systems about their development, functioning, functional differences, assessment systems, norms and standards, and state-by-state variation from a global comparative perspective.

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

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

#### **Response:**

The main objective of the college is to be recognized as a reputable institution with distinctiveness. It is unique because of its conducive environment for teaching-learning, research, and innovation. SMCE allows student-teachers to take advantage of contemporary courses, ICT-enabled, and value-added courses which are appropriate both nationally and internationally.

The IQAC plans a variety of curricular and extracurricular activities that will improve the quality of instruction. Students receive assistance in comprehending how academics relate to their potential careers as teachers. The courses in the B.Ed. and M.Ed. programs are designed with the suitable learning activities to combat the educational challenges academically and socially. Entry level tests and the exit level students capacities prove it.

#### **Theoretical knowledge**

The college ensures overall development and provides a theoretical base for a pragmatic and humanistic approach to teaching and learning by consistently redefining teaching methods. Students are made to conceive, comprehend and continually influence values by personally inspiring their wards.

#### **Pedagogical knowledge**

Lesson plan drafting, with focus of learning objective with appropriate learning experiences help students to be proficient in thinking and exhibiting these skills to their wards. Peer-teaching, case studies, action research and remedial teaching promote and project empathy for their students.

#### **Practical knowledge**

Practical activities are specifically designed for outcome-based learning. Participating in value-added, self-study, and certificate courses helps students acquire the knowledge and abilities needed for teaching. Other student development programs, panel discussions, workshops, seminars, and all other academic activities enrich their potential.

Morning assemblies, sports, cultural activities, important day celebrations, and other events arranged help students develop organisational, teamwork, and creative abilities that will help them grow professionally. Citizenship camp teaches them how to be better citizens. Active engagement in NSS programmes and the women's cell increase their empathy for others and prepares them to be socially responsible teachers. Moral and value education seminars assist students in imbibing professional ethics and moral values, allowing them to integrate into the noble profession.

### Technological knowledge

The curriculum is enriched with the integration of ICT in all the courses. In addition, students are trained in the basics of computers, and a course named digital pedagogy for B. Ed students, instructional technology for M. Ed students equip them to technological knowledge.

### Research skills

Significant educational trends enrich students through expert academicians from various universities and colleges. A course on Data Analytics in Education is newly introduced to M.Ed. students to equip themselves with analysing their own collected data for analysis. In addition, Research Colloquia strengthen the knowledge of research. The Indian Educational Researcher [ISSN0974-2123], a biannual research journal published by the college, welcomes articles on education from a variety of perspectives from students.

### Life skills

The Course on Proficiency in English classes help the students to sharpen their language skills and improve their communicative language. Leadership workshops and all the special guest lectures organised enable the students to become better teachers. A course on Life Skills in Education introduced at the B.ED level enrich the students with the various skills to cope with life.

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

## 1.4 Feedback System

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

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

<b>Response:</b> A. All of the above	
<b>File Description</b>	<b>Document</b>
Sample filled-in feedback forms of the stake holders	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

<b>1.4.2 Feedback collected from stakeholders is processed and action is taken; feedback process adopted by the institution comprises the following</b>	
<b>Response:</b> A. Feedback collected, analysed and action taken and feedback available on website	
<b>File Description</b>	<b>Document</b>
Stakeholder feedback analysis report with seal and signature of the Principal	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Action taken report of the institution with seal and signature of the Principal	<a href="#">View Document</a>



## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1 Average Enrollment percentage of students during the last five years..

**Response:** 78.88

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

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

**Response:** 86.35

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

2021-22	2020-21	2019-20	2018-19	2017-18
191	149	176	191	191

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

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

**Response:** 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

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

## 2.2 Honoring Student Diversity

**2.2.1 Assessment process is in place at entry level to identify different learning needs of students and their level of readiness to undergo professional education programme and also the academic support provided to students..**

**Response:**

The College intends to address the diverse learning needs of student teachers at the entry-level. Each academic year, an entrance-level evaluation is carried out to ascertain the unique learning requirements of students as well as their level of readiness for the B.Ed. Program due to the student teachers' socioeconomic, educational, and cultural diversity. The preliminary evaluation will help student teachers overcome their reservations and plan their lessons.

The entry-level test is conducted in terms of English proficiency, general awareness of education, teaching aptitude, and teaching attitude. Student teachers are classified as "above average," "average," or "below average" based on the evaluation results. In addition, they receive academic counseling, remedial teaching, enrichment inputs, collaborative tasks, opportunities for multilingual interaction, and orientation depending on their learning needs and readiness to participate in teacher education programs.

Based on the assessment findings, pedagogy teachers administer oral exams and diagnostic tests to students during their entry into the B.ED. curriculum transaction to assess their communication level and the quality of content knowledge they possess. After being evaluated, pupils are offered instruction in English proficiency and payanpattu(application) Tamil, a value-added course, throughout the first semester. Due to COVID pandemic, students are provided with orientation programme in computers education, followed by a value-added course on digital pedagogy to transact their knowledge and to achieve the vision, mission, and objectives of the college.

The autonomous status of the college provides a unique privilege to the faculty to discuss the diverse demands of student teachers in line with the university norms guided by the UGC. Hence the

academic courses, teaching learning transaction strategies and the learning outcomes are drafted after brain storming session with the board of studies and academic councils in which academic expertise are sought from the experts.

During mentoring sessions, student teachers get academic counselling, and Counselling Cell provides psychological counselling as required. Additional enrichment inputs are employed to meet the demands of Above Average student teachers. At the same time, collaborative projects are used for Average student teachers and remedial actions are done for Below Average student teachers. Faculty members encourage multilingual interactions to benefit both average and below-average students. Students are also instructed to complete practical-oriented assignments in each course based on their ability level (above average, below average), and they can choose the assignments based on their ability.

Student teachers' teaching abilities are developed by exposing them to mini- and micro-teaching, followed by observation and demonstration workshops taught by experienced school teachers and teacher educators. Student-teachers participate in a 16-week school internship during Semester III to gain competence in teaching practices for successful topic content delivery. After the internship, pedagogy faculty members evaluate the student teacher's teaching performance. Each member of staff identify slow learners, engages and aids them academically by offering specific, individualized attention and assistance; remedial education is focused on learner needs, and hence the efficiency of the students is improved. Using exams and assessment data, student teachers assess their instructional effectiveness.

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

**2.2.2 Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through 1. Mentoring / Academic Counselling 2. Peer Feedback / Tutoring 3. Remedial Learning Engagement 4. Learning Enhancement / Enrichment inputs 5. Collaborative tasks 6. Assistive Devices and Adaptive Structures (for the differently abled) 7. Multilingual interactions and inputs**

**Response:** A. Any 5 or more of the above

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

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

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

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

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

**Response:** 14:1

**2.2.4.1 Number of mentors in the Institution**

Response: 26

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

**2.3 Teaching- Learning Process**

**2.3.1 Multiple mode approach to teaching-learning is adopted by teachers which includes experiential learning, participative learning, problem solving methodologies, brain storming, focused group discussion, online mode, etc. for enhancing student learning**

**Response:**

The institution uses a range of cutting-edge strategies and techniques to enhance the effectiveness, relevance, and pleasure of teaching and learning. When knowledge is transformed into an experience, it becomes unfading and is used appropriately. Therefore, collaborative and experiential understanding is the culmination of professional courses' entire teaching and learning process. The institution has continuously experimented with curriculum design and development to ensure quality and satisfy stakeholder demands.

The curriculum framework of SMCE consists of Perspectives in Education, pedagogy courses, Enhancing professional capabilities, value-added courses, and optional courses. At the B.Ed. Level, the practicum components include teaching competencies, scholastic activities, reflective practices, and co-scholastic activities. Perspectives courses, thematic specialisations, and value-added courses are offered at the M.Ed. level, and practical components include scholastic, co-scholastic, and research activities. Faculty members are active in introducing topics in several ways. Teacher-centred, learner-centred, and student-centred are followed at both levels.

**Perspective Courses**

The discussion, dialogue, focused group discussion, and interactive methods are used in the perspective courses. In addition, students are exposed to problem-solving techniques, inductive-deductive techniques, analytic-synthetic techniques, lecture-cum-demonstration techniques, heuristics, project-based techniques, historical techniques, and biographical techniques in the pedagogy courses. Further, inspiring methods like flip-flop constructive method, cooperative learning, experiential learning, blended learning, and supervised study techniques are used. Also, Case study, mind mapping, group teaching, storytelling method, and panel discussions techniques are employed for enrichment.

**Pedagogy Courses**

Teacher students are exposed to various teaching models in the pedagogy courses, for effective teaching learning progress. Each model is explained to the trainee teachers. They are trained to identify educational objective, design appropriate instructional material and employ suitable transactional strategy to establish the learning outcomes. These skills are well established during their internship to help the school students achieve their learning outcomes.

**Enhancing Professional Capacities**

For Enhancing Professional Capacities, field experience, collaborative learning, experiential learning, Individual projects and presentation techniques are adopted to enable student-teachers to adopt and apply the content, pedagogical knowledge, skills and attitudes in various situations.

**Online Mode**

To help student teachers to cope up with the current trends of technology usage every classroom is embedded with PCs, interactive boards, LCD projectors and internet facilities. Hence every educational transaction is enriched with techno-crafted instructional material. During the COVID-19 pandemic, the staff and the students found easy to reach across the globe.

## Post-Graduate Level

Higher order levels of teaching, learning and researching areas are focussed at the post graduate courses. Besides the perspective thematic and elective courses, individuals and individualised researching areas are focused. Hence the students gain research interest and researching areas are focussed. Hence the students researching attitude is enriched ,which helps the future educational field. Further apart from descriptive study, students are trained to research the educational problems scientifically and prove it using technology.The students at M.Ed level write thematic and case study research articles to the college journal by getting trained with the experts.The students are also trained for data analysis and interpretation using computer application software.

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

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

**Response:** 100

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

2021-22	2020-21	2019-20	2018-19	2017-18
26	26	22	22	18

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

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

**Response:** 100

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

Response: 360

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

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

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

**Response:** A. Any 4 or more of the above

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

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

**Response:**

Continual mentoring is provided by teachers for developing professional attributes in students. The

institution provides solutions accordingly by organizing relevant related programmes to equip students with professional requirements and attributes. Continual mentoring is provided for developing professional attributes in students by organizing career development programmes such as personality development, coaching on TET, NET and CTET

### **Working in Teams**

Unity in diversity is the flavour of life. In education also teamwork brings fragrance of expertise and sharing among faculty and students. A strong thread like the expertise of the faculty binds them to focus on one Concept for the benefit of the students, mentor the students to the highest level of knowledge and understanding in a diversified point of view, helping them to develop divergent, convergent thinking for a better scholastic citizen of the nation. The kind of teamwork carried out by the faculty help them to radiate their bundle of verified knowledge to the society as well as to the teaching community. This approach helps the students to adopt on their teacher training courses and reflect them in their internship training to transform the students for a knowledgeable understanding and United society.

### **Dealing with Student Diversity**

Accepting and accommodating different sectors of the people in the society is the prime quality of a teacher to treat all the sectors of the students equally. To imbibe these qualities in students, regular programs are conducted with different categories of renowned people from the society. Inviting popular transgender person, a programme was conducted to discuss the vital issues and the student teachers were able to understand them and were able to understand and become aware of their lifestyle. Students were also exposed to the physiological and psychological needs of specially gifted children through a program organised for visually challenged, speech and hearing impaired Students by reaching to the Blind school Mitra,,Anna Nagar and Deaf School Adyar in Chennai.

### **Conduct of Self with Colleagues and Authorities**

Having its mission statement as teachers with ethical values the college gives priority for ethical values in every individual member from the top till the last in the college premises. Hence the highest Caliber of citizenry is maintained within campus to exhibit the same in the society.

### **Balancing Home and Work Stress**

To balance their studies and home environment and overcome stress, a number of seminars, workshops and academic counselling have been organized to equip students' teachers with relevant information.

### **Updating with Recent Developments in Education and Life**

Updating knowledge on recent trends in education such as ICT integration, Online Tools and resources, a number of seminars and workshops have been organized to equip students' teachers with relevant information. The institution provides opportunities to develop professional attributes such as participating in competitions such as elocutions, Continuous Speech for seventy hours, singing, artwork, participating in cultural events, and attending seminars. Self-Study Courses on Communication Skills, Positive Thinking, Positive Psychology, Payanpaatu Tamil at the B.Ed. Level and , a course on Data Analytics in education at the M.Ed. level is introduced.



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

**2.3.6 Institution provides exposure to students about recent developments in the field of education through 1. Special lectures by experts 2. ‘Book reading’ & discussion on it 3. Discussion on recent policies & regulations 4. Teacher presented seminars for benefit of teachers & students 5. Use of media for various aspects of education 6. Discussions showcasing the linkages of various contexts of education- from local to regional to national to global**

**Response:** A. Any 5 or more of the above

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

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

**Response:**

Stella Matutina College of Education (SMCE) produces nationally and globally competent teachers who serve society with commitment, integrity, consciousness, and conscientiousness. The college stands magnificent on the base of Tradition and Heritage with modern values embedded educational practices by service minded faculty of high educational calibre. It produces student teachers who are potentially matchless, intellectually competent, innovative and resourceful, reliable and responsible in the making of worthy citizens of the nation right from their internship.

**The National Education Policy 2020 on Higher Education (P. 36–11.3)** states, “A holistic and multidisciplinary education would aim to develop all capacities of human beings—intellectual, aesthetic, social, physical, emotional, and moral—in an integrated manner.” SMCE emphasises a teacher-centric, student-centric, and technology-enabled teaching style that promotes creativity, innovativeness, critical thinking, life skills, leadership skills, and empathy among student-teachers.

## Scholastic Activities

SMCE continues to imbibe teaching spirit in student teachers to acquire knowledge and understanding in various courses, apply them appropriately for the benefit of themselves and their wards for future. It provides arena for widening the academic sphere of the students by organising several educational programmes in different pedagogical fields through inviting experts from different parts of the nation and equip them to address educational issues in future. Internet facilities of the college provide autonomy to the faculty to identify and acquire educational proficiency from global experts. Students are also trained to practice and exhibit communal harmony with positive attitude through skills development programmes such as soft skills training, leadership training, communication skills, by means of co-operative and collaborative learning.

To improve student teachers' thinking strategies such as convergent and divergent thinking, analysing and synthesizing abilities student teachers are trained to employ various teaching-learning strategies, such as problem-solving techniques, inquiry-based learning, brainstorming strategies, and storytelling methods. In addition, Panel Discussions, Seminars and Workshops are organised to stimulate reflective and creative thinking. As a result, student teachers implement creative skills in their teaching process during the internship, and also effectively carryout case study and action research for class room effectiveness.

## Co-scholastic Activities

Co-scholastic activities allow students to discover their strengths, overcome weaknesses, and develop a broader perspective on life. Therefore, Educational Tours and visits, citizenship training camps, Institutional visits, and students portfolio maintenance are entertained. As Co-scholastic activities help students learn more effectively and beyond subjects, they are designed and balanced with the academic standards.

Co-scholastic activities develop social skills, intellectual skills, moral values, and personality traits progress. To enhance these attributes, SMCE includes citizenship training camp, sports and athletics, cultural events, library activities, science club activities, and creative arts. In addition, to imbibe and develop life skills, the students are exposed to sessions on interview skills, holistic development, and health and hygiene aspects.

Thus, the college ensures that the teaching-learning process focuses on developing creativity, innovativeness, intellectual and thinking skills, empathy, and life skills among students through various scholastic and co-scholastic activities.

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

## 2.4 Competency and Skill Development

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

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

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

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

**2.4.2 Students go through a set of activities as preparatory to school-based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as 1. Formulating learning objectives 2. Content mapping 3. Lesson planning/ Individualized Education Plans (IEP) 4. Identifying varied student abilities 5. Dealing with student diversity in classrooms 6. Visualising differential learning activities according to student needs 7. Addressing inclusiveness 8. Assessing student learning 9. Mobilizing relevant and varied learning resources 10. Evolving ICT based learning situations 11. Exposure to Braille /Indian languages /Community engagement**

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

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

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

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

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

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

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

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

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

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

**2.4.5 Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of 1. Preparation of lesson plans 2. Developing assessment tools for both online and offline learning 3. Effective use of social media/learning apps/adaptive devices for learning 4. Identifying and selecting/ developing online learning resources 5. Evolving learning sequences (learning activities) for online as well as face to face situations**

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

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

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

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

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

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

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

- 1. Library work**
- 2. Field exploration**
- 3. Hands-on activity**
- 4. Preparation of term paper**
- 5. Identifying and using the different sources for study**

**Response:** A. Any 4 or more of the above

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

#### **2.4.8 Internship programme is systematically planned with necessary preparedness..**

**Response:**

The internship of student-teachers is a mandatory part of Teacher Education Programme. SMCE meticulously plans and prepares student-teachers for effective internship in identified schools for which permission is obtained from appropriate higher authorities.

##### **Identification of schools for internship on request**

The College identifies schools for internship based on the need, availability and on request to the heads of Corporation, Government and Government-aided schools. A minimum of five students and maximum of twelve students are allotted for a school on obtaining permission from Chief Educational Officer (CEO), State of Tamil Nadu. Consent is also sought from the Principal/ Head Master/ Headmistress/ Correspondent of the respective supportive schools for Internship programme based on medium, locality and type of school.

### **Orientation of school principals and teachers**

The college requests the Heads of Teaching Practice Schools and the mentors to observe the curriculum transaction namely teaching and evaluation activities of student teachers during internship and share feedback and suggestions to improve their teaching skills.

### **Orientation to students going for internship**

Student teachers are taught about what and how of the internship well in advance. Besides preparing them for training in teaching, they are instructed to carry-out the legacy of the college in adapting values. Also, students are advised to strictly follow the rules of the respective schools for which they are allotted for internship.

### **Defining role of Teachers of institution**

Student teachers put-forth seamless efforts in mentoring student-teachers by approving lesson plans and useful teaching materials, preparing for unit tests, diagnostic exams and remedial instruction, and guiding for effective action research. Special attention is provided to make the student teachers be proficient in ICT operations to enrich their teaching during internship. Additionally, the faculty prepares the students regarding the challenges that they would face for the various learning needs of their students, perform Case Studies of individuals in their respective schools, write Reflective Journals and other required records.

They assess their performance periodically and give feedback for progress. During pandemic, unusual teaching learning mechanism, namely airing the learning activities was carried out. The IQAC initiated learning different apps, taught by each faculty, and faculty in turn to their students. The unusual mode of educational transaction created a wide in the educational sectors and the faculty, the student teachers, and the students and parents of their 75 supportive schools were benefited.

### **Streamlining Mode/ s of Assessment of Student Performance**

Periodical assessment and feedback mechanism of the college help student-teachers performance better in their activities namely, content delivery, communication, classroom maintenance and management, administering various tests and evaluation of tests, and usage of instructional and learning resources.

### **Exposure to variety of school set ups**

A weekly meeting is held between the teacher educators and the student teachers. Teacher educators support them as they discuss and share their experiences in various school settings. Accordingly, the students are tuned to better acquisition of the objectives, curricular layout, and evaluation processes' uniqueness of each educational setting.

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

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

**Response:** 3.59

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

Response: 44

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

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

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

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



<b>File Description</b>	<b>Document</b>
School-wise internship reports showing student engagement in activities claimed	<a href="#">View Document</a>
Sample copies for each of selected activities claimed	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

#### **2.4.11 Institution adopts effective monitoring mechanisms during internship programme.**

##### **Response:**

##### **Monitoring by the Teacher Educator**

A monitoring mechanism is exercised for all scholastic activities, and for preparation of records during internship. Teacher educators create a checklist to assess for the final submission. All practical work assigned to students during internship is well discussed in college. Resources such as observation sheets, student assessment sheets, mentor assessment sheets, and the peer evaluation sheets, are supplied to the student teachers before going for internship.

The teacher educators discuss all activities to be prepared by the students during internship. Students get clarification regarding the files to be prepared. teacher educator reviews questions produced by student teachers for tasks such as diagnostic tests, action research, and achievement tests. During the internship, the teacher educator observes the student teachers four times for 45 minutes each, analyses their teaching performance, and makes suggestions for improvement. This constant feedback shapes the student teacher.

##### **Monitoring by the Practice Teaching Schools**

Every day, the student teachers sign the attendance record in the principal's office. The principal supervises all school-based events for student teachers. The principal visits classrooms regularly to verify that the guiding teacher is effectively supervising them. The principal provides frequent feedback to the school in charge, which is well documented.

##### **Monitoring by the school Teacher**

The school mentor observes each of the student teachers' teaching and evaluates their instruction based on the lesson plan-linked Teaching Assessment Scale. School mentors assess the appropriateness, adequacy, organisation and construction, logical arrangement and neatness of the lesson plan. While teaching, the mentor observes the motivation, presentation and explanation, consolidation and review, techniques incorporated and completeness in teaching. Further suitability, novelty, adequacy, originality, utility and effectiveness, handling time and displaying while using teaching aids is monitored.

##### **Monitoring by the Peers**

During the internship, every student teacher observes their peers' teaching and provide instant feedback with comments, which create a more engaging learning experience. They discuss on the challenges in teaching, for development and progress to higher level. Furthermore, their team spirit and mutual support are demonstrated when working together in unity to ensure the smooth operation of all school events, from morning assemblies to outreach programmes. Thus, SMCE's effective monitoring process assures a successful School Internship and evaluates internship activities to discover gaps between intended and accomplished achievements.

### **Monitoring by the school Principal**

The school Principal appoints the senior guide instructors, determines the standards and sections to be handled, and sets the timetable for each trainee. He/she monitors trainees' attendance at school daily and evaluates trainees' general performance and behaviour during the formation process. The school Principal allocates substitute classes and other additional tasks to our trainees as needed by the school. The principal also assign responsibilities such as holding school assemblies, children's day, Independence Day, and other co-curricular events. Finally, the school principal must give summative assessment forms to the college, such as the internship report, a complete appraisal of trainees, a teaching practice completion certificate, curriculum feedback, and a trainee attendance record.

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

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

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

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

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

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

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

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

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

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

## **2.5 Teacher Profile and Quality**

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

**Response:** 100

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

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

**Response:** 74.56

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

Response: 17

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

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

**Response:** 9.62

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

Response: 250

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

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

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

**Response:**

*To equip and empower teachers to meet the demands of their profession and address the issues that arise, teacher education programs strongly emphasise developing teacher proficiency and competency. Teacher education is ever-evolving and dynamic. To ensure that teachers are prepared to meet the demands of a rapidly changing society, teacher education must stay current with these trends and developments. Additionally, a teacher needs to learn specific knowledge and skills known as "tricks of the trade" because teaching is both an art and a science. The College takes the initiative and drives teachers to put forth efforts to keep themselves professionally updated through in-house discussions on current developments and concerns in education, as well as an information exchange with colleagues and other institutions.*

## **In-house discussions on current developments and issues in education**

The college has a vibrant IQAC to initiate discussions on current events and reflect on educational challenges and opportunities, as well as a plan for organizing training and capacity-building programs. In addition, the college organizes faculty development programs keeping the vision, mission, and objectives in mind to assist faculty members in developing their professionalism.

The programmes offered were:

- National Seminar on Research in Education on 21st February 2018 and Enhancing Holistic Wellness in classrooms for Sustainable development on 14th - 15th February, 2019.
- Staff Enrichment Programme on Work Ethics and on 9th July 2019.
- A Three Day National Level Workshop on Applied Statistical Methods using SPSS & AMOS on 18th - 20th September 2019, Digital Pedagogy with Web and Cloud Apps on 12th – 14th January 2020. and Data Analysis using SPSS on 24th – 26th February 2021.
- A Three Day Webinar on Research Ethics & Management of Resources on 15th -17th December 2021.
- A Panel Discussion on Edulead in the year 2021.
- A series of Research Colloquiums from 2016 onwards and series of Workshop on outcome-based curriculum Framework

## **Sharing information with colleagues and with other institutions on policies and regulations**

India has reached the threshold of the development of new technologies which are likely to revolutionise classroom teaching. Programs for different stages of teacher education have evolved and are sufficiently specialised and diverse across stages.

An amalgamation of teaching skills, pedagogical theory, and professional skills would help teachers acquire the necessary knowledge, attitude, and abilities, fostering holistic growth. Keeping this in mind the institution's reputation, the faculty members share and discuss recent educational developments and issues. They attend seminars and workshops and jointly publish papers. Our IQAC Coordinator shared her expertise in research by conducting a series of quizzes based on research online; she also was a resource person for problems in research, inferential statistics workshops, a resource person for the International Conference named "cognitive Skills", almost moderator for all panel discussions conducted. The faculty members are oriented to the new manual of NAAC for assessing institutions. The faculty also arranged workshops on learning outcome-based curriculum framework and on 'New Education Policy'.

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

## **2.6 Evaluation Process**

## **2.6.1 Continuous Internal Evaluation(CIE) of student learning is in place in the institution**

### **Response:**

SMCE is autonomous, having unrestricted freedom of action under established norms for the examination system. The college uses a holistic assessment approach to determine students' cognitive and co-cognitive abilities to ensure they have received a well-rounded educational experience. Evaluation of various academic and extracurricular activities serves as a means of tracking the development of cognitive and co-cognitive abilities. Hence there is Continuous Internal Assessment (CIA) for each Course of all programmes for all semesters.

The Examination System of the college has two parts (Continuous Internal Evaluation) and External Evaluation or End-Semester Examination. The curriculum part consists of theory courses, pedagogy and practicum components. In the theory courses, the ratio of weightage for internal and external is 40:60. The internal marks are an aggregate of marks scored by students for Internal test – I, Internal test II, Seminar, Assignment, Practical Oriented Assignments and Model Examination. First two units are included in internal test I, third and fourth units in internal test II and all the 5 units in model examination.

Seminar topics are allotted for all the trainees giving sufficient time for preparation. Assignments are submitted and valued and then seminars are taken by the students. The instructions regarding practical oriented assignments are given and students perform the tasks and submit reports and are valued.

For B.Ed Programme some courses are purely of task oriented. The total marks for those courses are an aggregate of the various tasks given.

The practical components are evaluated internally by the respective faculty members and then presented in the Practical Commission, where the external examiners evaluate them.

For M.Ed., along with theory and practical aspects, dissertation thesis and viva voce also forms part of CIA. The research supervisor and external examiner evaluates each and every chapter and the dissertation as a whole and also the viva voce and awards marks.

Continuous Internal Assessment is carried out to judge the performance of students in a fair and effective way. Students are allowed to look into the valued answer papers and feedback is given by the faculty members.

The results of the students' performance are used by the faculty members to identify the weak and slow learners. Guidance is given to students by the respective faculty who deviates from the normal students. Remedial classes are conducted to improve the performance. The mentors also give personal counselling on academic and non-academic issues of the mentees.

Thus, the examination pattern of SMCE encourages and motivates students to be active and dynamic in acquiring knowledge. Further emphasis is given to improving students' learning throughout the B. Ed program. It is a process of continuous attempts to assess whether desirable changes are taking place in students along the lines of educational objectives and outcomes. The academic calendar contains internal and external timetables, so students know it well in advance. Our college follows these carefully thought-out examination processes.

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

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

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

**Response:** A. Any 4 or more of the above

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

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

**Response:**

Mechanism and procedure for grievance redressal related to examination.

Grievance Redressal has now become part and parcel of the administrative operations of any institution. An institution can only claim to be responsive and user-friendly if it has an effective grievance redress mechanism. Grievance redressal technology is a measure to determine the efficiency and

effectiveness of the institution as it provides feedback on the organisation's functioning.

Being an Autonomous Institution, SMCE follows the semester system and conducts internal and external examinations for each semester. The semester system is followed for the theory and practical components. The practical commission is done in the last semester of the B.Ed and M.Ed programme. End Semester Examination question papers are set by external subject experts identified by the Principal, and they are scrutinized by the senior faculty of the college duly approved by the examination committee. The external examiners value the answer scripts of End Semester Examinations. The Continuous Internal Assessment of all Courses relevant to all programmes is carried out by Faculty members of the Institution, ensuring that examination and assessment are impartial and objective.

The institution has a well-planned and coordinated technique for conducting internal and external examinations. Students have the right to communicate their complaints. *Grievance Redressal is a standard procedure for hearing and acting on student complaints or grievances.* It allows for rapid action on any issue they highlight and more effective service delivery. To that end, the college maintains a Grievance Redressal Committee that investigates problems raised by students, either directly or through a student representative. They solicit student comments regularly. The Student Welfare and Monitoring Committee and the Dean of Student Affairs are also in charge of hearing the complaints and reporting them to the examination committee. Students can also convey their grievances to their mentors.

The students can submit their grievances by requisition letter to the mentor or directly to the controller of examinations or mail it to the college mail ID directly. After every semester exam, feedback is collected from the students, and any grievances related to the exam is brought to the examination committee. The examination committee discusses every issue's genuineness, probability of occurrence, practicality, and feasibility. The grievances related to individual students are rectified immediately, and those related to the entire group will be discussed and made into a policy.

The assessed internal test answer papers and model exam answer papers are shown to the students, and any grievance regarding marks can be discussed with the concerned teacher and resolved in the class. The name, date of birth, and other student details are checked with the students before printing the mark sheets. If any change in any particulars is found, they are provided with the correct mark sheet without claiming any additional fees. The dates for all the evaluation procedures are announced earlier in advance. Thus mechanism for grievances related examination is operationally effective.

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

#### 2.6.4 The Institution adheres to academic calendar for the conduct of Internal Evaluation

**Response:**



Stella Matutina College of Education for Women has a well-established method for developing its academic calendar, which includes internal evaluation. At the start of each academic year, the College follows a robust and transparent mechanism for meticulously preparing academic calendars for B.Ed., M.Ed., and M.Phil. programs based on suggestions and feedback provided by stakeholders and approved by the Planning and Evaluation Committee for the conduct of the internal evaluation and all other scheduled activities.

In faculty meetings, discussions are undertaken with faculty members to finalize the dates of the internal review, which includes internal tests and revision examinations, subject to the permission of the Examination Committee. The academic calendar is prepared by the calendar committee in consultation with faculty members and with the approval of the principal, taking significant events and the total number of working days into account and adhering to the standards of the National Council of Teacher Education and the Tamil Nadu Teachers Association.

The academic calendar, delivered to students as hardcopies and displayed on the College website, informs student-teachers on the components and timetable of Internal Evaluation and Practicum-based activities. The College sticks to the date determined and distribute to all concerned. Only in unforeseen circumstances and severe scenarios, such as COVID -19, the examination rescheduled. Examinations are scheduled transparently following discussions and approval at in-house meetings of Faculty members with the permission of the Examination Committee. During the pandemic, the examination was conducted online through the college Gsuite. The Examination Committee if any changes due to unforeseen reasons will intimate well in advance about the conduct of the examination through the College Website, and official social media such as Student WhatsApp Groups.

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

## 2.7 Student Performance and Learning Outcomes

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

#### Response:

#### Alignment of PLOs and CLOs with Teaching-Learning Process

The PLOs, also known as Programme Outcomes (POs) are mapped with the CLOs, also known as Course Outcomes (COs). The Institution frames the Program Outcomes (POs) and Course Outcomes (COs) for B.Ed., and M.Ed, which reflects the vision and mission of the institution.

These outcomes have been set, considering the variety of programmes and the heterogeneity of rural and urban students. PLOs and CLOs are displayed on the college website and communicated to teachers and

students. The syllabi with the explanation of PLOs and CLOs are handed over to the teachers and students at the beginning of the programme. They are retained in the library for reference. Program Learning Outcomes and Course Learning Outcomes are highlighted and made aware to the students during the induction and orientation programmes. Besides, they are addressed through practicum components, value-added courses and activities such as Practical oriented assignments, Seminars, Citizenship Training camps, Field Visits, Social Useful Productive Work, and competitions organized by the Institution.

Learning outcomes are informed to the parents during Parents Teachers Meeting. Care has been taken that the course Learning outcomes defined in each curricular area are linked in terms of appropriateness and complexity within and across the curriculum. The students are encouraged and guided to learn and imbibe these outcomes. Every department plans and conducts all activities based on the Programme Outcomes and course outcomes.

The dynamic course plans for all courses are developed by the teachers before the commencement of the academic year. The dynamic course plan encompasses aspects about the teaching transaction methodologies through the integration of ICT. assignments, constructive approaches, collaborative tasks, enrichment content, presentation on recent developments, discussion on contextual linkages, group projects and special lectures are assigned which concentrates more on knowledge, understanding, analysis, application and skills.

#### **Alignment of PLOs and CLOs with Internal Evaluation**

The College ensures the attainment of PLOs and CLOs through well-structured plan. All CLOs are linked with one or more PLOs. Hence attainment of each CLO contributes towards attainment of PLOs. In order to check the attainment of CLOs the College has designed suitable assessment procedures through the rubrics for core courses, pedagogy and practicum components. The performance of the students indicates the attainment of the corresponding CLO. The continuous comprehensive internal assessment system of the College helps the faculty in monitoring the progress of the students according to the stated PLOs and CLOs. At the end of each semester, the faculty check the attainment of all CLOs related to the courses. The end semester marks of the students are also analysed to check the attainment of each CLO related to the corresponding courses. When the students complete the programme, the attainment of all CLOs are mapped with PLOs. This systematic procedure helps the College to check whether the teaching learning strategies followed by the faculty of the College are aligned with the stated PLOs and CLOs of the programmes offered.

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

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

**Response:** 99.89

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

2021-22	2020-21	2019-20	2018-19	2017-18
157	195	193	194	159

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

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

#### Response:

Learning and skill development are continuous processes. The college monitors the performance of students in a continuous process and checks, the progressiveness and reinforce through different academic activities. Learning tasks are given to the students according to the interest and cognitive level. This helps the trainees to develop the cognitive as well as professional attributes.

The student performances are continuously assessed and linked to attainment of PLOs and CLOs. The performances are assessed through various components of Internal Evaluation and External Evaluation that are recorded by faculty members for further course of action

The perspective courses, pedagogy courses and the elective courses, helps them to improve their cognitive knowledge and skills and the base for the professional attributes. The progress of the students is monitored by adopting different examination procedures. Since the programmes are professional programs, equal importance is given for theory and practical components.

The Course learning outcomes facilitate in clear understanding about the course expectations and support the process of learning. The Course learning outcomes also present a clear picture of employability, skill development and entrepreneurship prospects of the course. Further Dynamic course plans are written by every faculty member for each and every course. It gives a clear action plan for implementing the curriculum. This curriculum is transacted to the students with incorporation of appropriate learning engagements and technologies.

The cognitive attributes are tested by conducting two internal tests at regular intervals, checking the attainment of course learning outcomes and knowledge levels based on Bloom's revised taxonomy like remembering, understanding, applying, analyzing, evaluating and creating. Also, each course has practical oriented tasks and assignments in which students performance reflect on and present it and are valued. Model examination conducted towards the end of the semester helps to analyze the performance of cognitive attribute by teacher educators. The students finally undergo the end semester examination. Thus, the progressive performance of students and attainment of professional and personal attributes are in line with the PLOs and CLOs and feedback analysis report is used for further improvements.

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

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

**Response:** 85.44

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

Response: 135

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

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

**Response:**

The College conducts assessment from time to time which provides vital information regarding the institution's efforts to meet the needs of the students. This serves as the foundation for the institution's continuous efforts to create learning experiences that better meet the requirements of the students. Entry

level test is administered for communication, proficiency in English, attitude and aptitude for teaching, measures various levels of the entrants. During the entry level test the students needs are understood. In order to fulfill the initial needs of the students, the institution plans systematically the teaching learning process as well as enhancing the teaching skills of the students for professional development.

Faculty members determine the learning needs of student-teachers through the diagnostic test as well as through different endeavors such as observation and personal interviews at the initial stage.

Student teachers are allowed to observe the classes of the teacher educators. They practice the teaching skills in their respective major subjects. They are also given opportunities to observe student teachers' teaching in other subjects and are allowed to teach a concept of their choice. The student teachers are thus evaluated, which helps them identify the different skills to be developed by them. Real classroom experiences strengthen their teaching talents throughout the internship.

Hence the activities such as micro-teaching skills demonstrated by the teaching faculty as well as by the peer groups, observation by the students of macro teaching skills, demonstration of macro teaching by the teaching faculty and the school teachers, relevant records are oriented for preparation and the output of records and teaching aids are assessed.

To improve English proficiency and communication, the college organizes an intensive one-week Bridge Course on English training. This is further strengthened with a value-added course on 'English Proficiency Skills' for the first semester. This course is activity oriented which continuously train the students in LSRW. The results are very much visible in the cultural as well as other college programmes whereby the proficiency of English Language is very much observable. The students excel in the campus interview for the various types of schools and find employment.

Students are given challenging practical-oriented assignments for the assessment of different capabilities inherent in them. These tests are conducted on a regular basis and the performance of students of different levels is evaluated by test scores internal tests, model exams and end semester examinations are conducted. Furthermore, regular mentor-mentee meetings help to overcome academic and personal obstacles by providing enhanced input and corrective steps to address the unique needs of students recognized at the outset of the academic program.

At M.Ed level the research aptitude test conducted in the beginning and at the end very clearly indicate the level of growth of students in the research area; during the viva-voce, the budding researchers spontaneously describe in a lucid manner the process of researching and dissertation writing which enables to opt for doctoral research programme,

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

## **2.8 Student Satisfaction Survey**

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

**Response: 3.83**

## Criterion 3 - Research and Outreach Activities

### 3.1 Resource Mobilization for Research

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

Response: 0.4

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

2021-22	2020-21	2019-20	2018-19	2017-18
1	1	0	0	0

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

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

Response: 0.04

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

2021-22	2020-21	2019-20	2018-19	2017-18
0.1	0.1	0	0	0

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

**3.1.3 In-house support is provided by the institution to teachers for research purposes during the last five years in the form of: 1.Seed money for doctoral studies / research projects 2. Granting study leave for research field work 3. Undertaking appraisals of institutional functioning and documentation 4. Facilitating research by providing organizational supports 5. Organizing research circle / internal seminar / interactive session on research**

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

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

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

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

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



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

### 3.2 Research Publications

<p><b>3.2.1 Average number of research papers / articles per teacher published in Journals notified on UGC website during the last five years</b></p> <p><b>Response: 2.02</b></p>				
<p><b>3.2.1.1 Number of research papers / articles per teacher published in the Journals notified on UGC website during the last five years</b></p>				
2021-22	2020-21	2019-20	2018-19	2017-18
10	10	14	9	3

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

<p><b>3.2.2 Average number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the last five years</b></p> <p><b>Response: 3.29</b></p>				
<p><b>3.2.2.1 Total number of books and / or chapters in edited books, papers in National / International</b></p>				

**conference proceedings published during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
1	20	10	12	32

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

**3.3 Outreach Activities****3.3.1 Average number of outreach activities organized by the institution during the last five years..****Response:** 11**3.3.1.1 Total number of outreach activities organized by the institution during the last five years.**

2021-22	2020-21	2019-20	2018-19	2017-18
23	4	16	6	6

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

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

**Response: 100**

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

2021-22	2020-21	2019-20	2018-19	2017-18
360	358	398	399	360

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

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

**Response: 100**

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

2021-22	2020-21	2019-20	2018-19	2017-18
360	358	398	399	360

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

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

#### **Response:**

Community service is a part of the B.Ed. Programme to encourage students to become more socially conscious and to support community development. The institution coordinates various extracurricular events to encourage student awareness of community concerns. Students actively engage in volunteer work that benefits their growth. The college conducts outreach programmes and all students are part of National Service Scheme. In order to foster leadership, patriotism, discipline, character building, the spirit of adventure, the concept of self-service, and national equality consciousness, NSS conducts several social issue-focused activities.

The college is cognizant of its obligations to develop students into responsible members of society by educating them about social concerns through a variety of initiatives, such as Environmental Awareness, Personal Health and Hygiene, Diet Awareness, Road Safety, Tree Plantation, Soil and Water Testing, Plastic Eradication, No Vehicle Day, Visits to Orphanages, Voters Awareness, Blood Group Detection, Health Check-up Camps, Blood Donation Camps, Dental Awareness, and other initiatives.

#### **Social Service for Slum Dwellers (Social Project)**

The Volunteers of the college make an annual trip to the village of Tirukazhukundram, home. Volunteers engage in conversation with the IRULAR and Gypsy communities. After assessing their needs, provide information sessions about education, the ill effect Corona, other illnesses, health, and hygiene through songs, quizzes, dances, speeches, yoga and meditation, as well as other health advice, hold competitions and recognise the award winners.

#### **The Friend in-need Society**

Student teachers help in reading the lessons to visually impaired pupils and write assignments as scribes. The college's NSS Unit took the initiative to spread happiness as a way of commemorating the "Happiness Day". The college took a vow on World Elder Abuse Awareness Day. NSS unit of SMCE raised awareness of Covid-19, providing the neighbouring community with sufficient information on the disease, through posters, stressed the significance of wearing masks, and the phrase "NO LIFE WITHOUT MASKS". The antibacterial and antiviral Nilavembu Kashayam was distributed to raise awareness about how to strengthen immunity. Encouraged them to take proper precautions, including avoiding them in social situations, cleaning their hands frequently, and maintaining a healthy diet, provided necessities like rice and food to needy students, front-line employees, auto drivers, and non-teaching personnel. Sewing machines were also supplied. A Corona Immunization Camp was held at Dr. KK Nirmala Girls Higher secondary School as part of continued collaboration between the college and Chennai Corporation, providing the local populace with 100% vaccination coverage.

#### **Visit to Mentally Challenged and Home for the Aged**

Students visit every year Mithra, learn about the value of occupational therapy, speech therapy, and vocational training for physically and mentally challenged children. They help to combat social isolation by offering company, emotional support, and activities. Further Visit the Holy Apostle Orphanage, St. Thomas Mount, and the "Maria old age home" (Kaakum Karangal)

## Rally

"Go Green, Tree Plantation!" to raise public awareness rally was held along the streets next to it to raise awareness. "The Manjapai thittam" (Yellow bag) rally to promote the use of manjapai, DENGUE AWARENESS RALLY was held. Thus the Outreach activities in the community helps in influencing and sensitizing students to social issues and contribute to community development.

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

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

Response: 14

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

2021-22	2020-21	2019-20	2018-19	2017-18
4	4	2	3	1

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

## 3.4 Collaboration and Linkages

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

Response: 1.6

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

years

2021-22	2020-21	2019-20	2018-19	2017-18
5	2	0	0	1

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

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

**Response: 8**

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

Response: 8

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

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

- 1. Local community base activities**
- 2. Practice teaching /internship in schools**
- 3. Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education**

- 4. Discern ways to strengthen school based practice through joint discussions and planning
- 5. Join hands with schools in identifying areas for innovative practice
- 6. Rehabilitation Clinics
- 7. Linkages with general colleges

**Response:** B. Any 5 or 6 of the above

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

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

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

**Response:**

The institution has well-built structures that meet the demands of both teacher educators and students.

The classrooms and halls well equipped with provided with ICT facilities such as LCD Projectors, Wi-Fi connectivity and internet access to create smart classroom environment thereby to focus on e-learning. Also, all the classrooms are under CCTV surveillance. Separate rooms for Research Guides, Student Dean, Alumni, Placement Cell, Eco Club, Women Cell, NSS, Sports and Fitness centre are available. Internet facility is available in the faculty cabins with LAN connections, in addition to the Wi-Fi enabled for the campus. Faculty Members are given a laptop as a teaching-learning tool.

The library employs fully automated library management software and WiFi facility. The library's open-access service makes all learning resources available. In addition, the library renders e-resource services through its subscription to NLIST through UGC INFLIBNET (MHRD).

There are six Laboratories in the College namely Psychology Lab, physical science lab, biological science lab, computer lab, Art integrated lab and mathematics lab. The psychology lab is equipped with psychological test materials and tools which are being used both for research work and for training the teachers in the usage of administration of psychological test. Physical Science and Biological science Lab is also utilized to prepare working and non-working models. The science students also rehearse the experiments that they would be teaching during their practice teaching. The lab is well-equipped and properly maintained. The old and broken items are replaced every year and a stock register is maintained. Language Lab: Language Laboratory with computers and accessories and Communication lab to enhance the effective communication skills are available to students.

#### Sports Facilities

A permanent multipurpose sports ground is there in the campus along with a multipurpose hall for Yoga, Meditation and Aerobics. The college has a spacious and well-equipped Sports room, where pupils can play in door games like table tennis, chess, caroms etc.,. Further it has a hall for Yoga where students and faculty members do meditate and even practice yoga also Yoga workshops are conducted in different sessions. Cultural Activities: The College is equipped with the hall to host large gatherings for cultural as well as academic events.

Additionally, the college has Water purifiers which are installed in the staff room, parlour and in each floor. There are fire extinguishers placed in three floors. There is a canteen facility where staff and students refresh themselves. there is regular general check up by the doctor on various health issues for women. (Health Care Room). LED Digital Board to display the academic activities like importance announcement, celebrating the important days. Herbal garden is maintained in the college campus and "Go Green, Go Clean" is followed to add beauty to the campus.. Utilities such as Reverse osmosis Drinking Water, Solar



Panels, Fire Extinguisher, Rest rooms, Sanitary Napkin Incinerator, Vermicompost for manage Solid Waste management, and power generators. are available in the college. Open Air Stage facilitates to conduct various cultural programmes. Morning Star Hostel within the campus is equipped with all amenities. Thus the college has a conducive atmosphere for teaching and learning purposes.

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

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

**Response:** 84.21

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

Response: 16

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

Response: 19

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

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

**Response:** 52.37

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

2021-22	2020-21	2019-20	2018-19	2017-18
62.31	17.3	19.22	41.87	27.48

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

## 4.2 Library as a Learning Resource

### 4.2.1 Institution has adopted automation of library using Integrated Library Management System (ILMS) or any other software

#### Response:

The library is a major learning resource of the institution accommodating the needs of the primary stakeholders of the institution. Library is fully automated to facilitate the service. Information regarding the new arrivals is made known to the staff and students through the library portal.

**E-GATE:** E-gate maintains the attendance registers for the general category, teaching staff, office staff and students. It shows summary of month-wise, and date-wise visitors. Frequent visitors and long stayers' reports can be retrieved through this option.

**Gate entry** allows users to view the visitors on a particular date and during a particular period.

**OPAC:** The users search books with keywords, the field that the book belongs to and the language in which they are written. The search results are displayed as the front page of the book, the name of the author, title, publication and the year of publication. Registered members can gain entry using E-GATE and access OPAC.

The college library consists of 24,964 books, Journals – National - 78, International – 5, Magazines – 12, Newspapers – 3, CD's-138 with comfortable learning environment. The library is open from 8.30 a.m. to 4.30 p.m. on all working days.

#### Library Automation

The College Library is automated with Library Automation called MODERNLIB until 2022 and updated with Library Management Portal (LMP) from 2023. It helps effective management and usage of library resources.

The Library Management Portal (LMP) which operates under Integrated Library System (ILS), an online service with cataloguing data. The user interface is very configurable, adaptable and highly impulsive.

**Some of the Activities of the LMP:**

- Highly technical system is easy and simple.
- Portal for Students and Staffs
- Students can check book availability.
- Issue, return and all activities of Library.

**Facilities and Services Available in the Library:**

- Latest and upgraded version of LMP (Library Management Portal) Library Automation.
- Different Portal for Users and Admin.
- Admin can add and edit recorded details in the Portal.
- Admin can add and remove members through the Portal.
- Users (Students and Staff) can check their taken books and date for return in their Portal by using their user credentials.
- Search facilities added for both Users and Admin to filter wanted books.
- Best user interface for user friendly with menu options.
- Portal contains all the books and thesis details.

The library also hosts a repository that provides access to Curriculum Framework, Question papers, Theses, Course Schedules, and other research-related documents.

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

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

**Response:**

The institution provides a calm and pleasant academic ambience and is sufficiently equipped with labs, spacious, well-furnished halls and classrooms, an open-air stage, a library and recreational facilities.

It manages the upkeep of labs, libraries, sports complexes, computers, and classrooms to ensure that physical, academic, and support facilities are used effectively in the following ways:

## **Maintenance of Physical Facilities**

Guidelines for Upkeep of Physical Infrastructure Regular maintenance is carried out on the civil, plumbing, and electrical systems. Annual stock verification is performed. The RO drinking water facility is scheduled for annual maintenance. The CCTV and biometric systems are serviced regularly. Procedure for Physical Infrastructure Maintenance Permitted suppliers of the institution to maintain pipes, electrical equipment, air conditioners, CCTV, and biometric devices. Teachers and administrative personnel are assigned preventative management tasks.

## **Maintenance of Academic facilities**

### **Laboratories:**

Lab equipment is maintained periodically. Stock-taking of equipment is done annually. Laboratory Maintenance Procedure Faculty members are trained to handle laboratory equipment. Stock registers are maintained and verified annually. Any repair work is done immediately.

### **Library Maintenance**

Library works on all days except public holidays from 9 a.m. to 5 p.m. Library software is used for data maintenance. Stock verification is done at the end of every year. Library systems and software are under continuous maintenance. N-LIST subscription is renewed every year for staff and students. Research scholars from other colleges are permitted to refer library resources upon request. The Library Committee of the college takes care of the development, use and maintenance of library resources. Library automation helps to keep track of cataloguing of resources, circulation of resources and visits of users. The library software is updated whenever needed. Research scholars from other institutions are permitted to refer the library resources after submission of a request letter. The librarian of the college renews the annual N-LIST subscription.

### **ICT Infrastructure Maintenance**

Laptops and systems maintenance is done every month. All systems have antivirus installations. Software updating is done as per the requirements. Internet and Wi-Fi facility are freely available for teachers. Staff in charge maintains the computers and other accessories on a periodical basis. Faults of the system are noted and rectified every month. Need for new requirements or replacements are notified to the college Secretary. The service engineer of the institution does the installation of antivirus and other software.

### **Sports Infrastructure Maintenance**

Sports infrastructure is available for use from 7 to 9 a.m. and 5 to 6.30 p.m. on all working days. Sports equipment stock is maintained annually. Sports infrastructure is made available to the use of women school students only. Procedure Track is maintained by regular weeding and leveling. Stock register is maintained and verified annually. Sports infrastructure is given for the usage of students after a written requisition is made through the concerned organization.

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

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

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

**Response:** A. Any 4 or more of the above

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

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

**Response:** 1.46

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

2021-22	2020-21	2019-20	2018-19	2017-18
0.96	0.92	1.41	2.77	1.25

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

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

**Response:** 11.78

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

**Response:** 620

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

**Response:** 945

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

**Response:** 1111

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

**Response:** 820

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

**Response:** 1050

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

**4.2.6 Efforts are made to make available National Policies and other documents on education in the library suitable to the three streams of teacher education –general teacher education, special education and physical education by the following ways**

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

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

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

### 4.3 ICT Infrastructure

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

**Response:**

The college incorporates technology into the teaching-learning process, offering avenues for individualised and participatory education to fulfil the particular requirements of students as independent learners within a larger classroom environment. The faculty members take theory and practical classes with the help of LCD projectors, further integrating ICT immensely in the curriculum transaction by adopting flipped and blended learning modes, teachers prepare e-content using the instructional studio.. In practice teaching, student teachers are insisted on using ICT for effective teaching. Interactive software is installed in the computer lab. for developing the communication skills. Student teachers are trained to communicate effectively through the software which is available in the computer lab.

Teaching and Non-Teaching Staff salary prepared in IFHRMS and distributed through ECS. All Income and Expenditure statements are prepared, each financial year through Tally software. The office of the Controller of Examinations publishes results online.

The college is equipped with electronic and electrical gadgets to meet current trends in ICT integrated teaching learning process.

The campus has high-speed Wi-Fi access to integrate technology in teaching and learning.

Each PC is equipped with high-tech speakers and headphones. Computers, high-speed internet, and Wi-Fi are available in all administrative offices. The library uses software, which includes an OPAC module for online public access cataloguing. It is used by staff members, academics, and students to locate and reserve new books. The College Library is automated with Library Automation called Library Management Portal (LMP). It helps control library resources better and serve the students better.

The library offers its patrons INFLIBNET-N-LIST and DELNET services. Faculty and students login with user ID and password to access and download e-books and e-journals.

Staff room with PCs and internet access is available for planning classes through hybrid mode. Every system is equipped with appropriate and current peripherals to ensure ease of use. There is an uninterruptible power supply (UPS), solar energy, and generator power backup on campus. All systems on the college campus are continuously connected to the internet. The audio-visual aids are upgraded as per the requirement. During the COVID pandemic the new youtube channel was started ,and seperate gsuite wasbought which created a wide platform for connecting with experts and learning interaction across the globe. The gsuite platform enabled tto conduct exams during the lockdown period. The college was live online through the web address www.smce-chennai.com until 2022 and modified to a new portal from 2022 onwards in the web address www.smcedn.edu.in

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

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

**Response:** 5:1



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

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

**Response:** 450

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

Response: 450

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

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

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

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

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

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

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

**Response:** 42.92

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

2021-22	2020-21	2019-20	2018-19	2017-18
45.05	13.11	28.56	27.59	23.53

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

##### **4.4.2 Systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. are in place**

**Response:**

The institution provides a calm and pleasant academic ambience and is sufficiently equipped with labs, well-furnished halls and classrooms, an open-air stage, a library and recreational facilities.

It manages the upkeep of labs, libraries, sports complex, computers, and classrooms to ensure that physical, academic, and support facilities are used effectively in the following ways:

### **Maintenance of Physical Facilities**

Guidelines for upkeep of Physical Infrastructure Regular maintenance is carried out on the civil, plumbing, and electrical systems. Annual stock verification is performed. The RO drinking water facility is scheduled for annual maintenance. The CCTV and biometric systems are serviced regularly. Procedure for Physical Infrastructure Maintenance Permitted suppliers of the institution to maintain pipes, electrical equipment, air conditioners, CCTV, and biometric devices. Teachers and administrative personnel are assigned preventative management tasks.

### **Maintenance of Academic facilities**

#### **Laboratories:**

Lab equipment is maintained periodically. Stock-taking of equipment is done annually.

#### **Laboratory Maintenance Procedure:**

Faculty members trains student teachers to handle laboratory equipments. Stock registers are maintained and verified annually. Any repair work is done immediately.

### **Library Maintenance**

Library works on all days except public holidays from 8.30 a.m. to 4.30 p.m. Library software is used for data maintenance. Stock verification is done at the end of every year. Library systems and software are under continuous maintenance. N-LIST subscription is renewed every year for staff and students. Research scholars from other colleges are permitted to refer library resources upon request. The Library Committee of the college takes care of the development, use and maintenance of library resources. Library automation helps to keep track of cataloguing of resources, circulation of resources and visits of users.

### **ICT Infrastructure Maintenance**

Laptops and systems maintenance is done based on requirement. All systems have antivirus installations. Wi-Fi facility are freely available for teachers. Staff in charge maintains the computers and other accessories on a periodical basis. Faults of the system are noted and rectified every month.

### **Sports Infrastructure Maintenance**

Sports equipment and Stock register are maintained annually. Procedure Track is maintained by regular weeding and leveling.

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

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

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

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

**Response:** B. Any 4 or 5 of the above

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

**5.1.2 Available student support facilities in the institution are:**

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

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

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

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

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

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

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

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

**Response:** A. Any 5 or more of the above

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

## 5.2 Student Progression

### 5.2.1 Percentage of placement of students as teachers/teacher educators

**Response:** 63.36

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

2021-22	2020-21	2019-20	2018-19	2017-18
115	41	187	165	61

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

### 5.2.2 Percentage of student progression to higher education during the last completed academic year

**Response:** 6.37

#### 5.2.2.1 Number of outgoing students progressing from Bachelor to PG.

**Response:** 8

#### 5.2.2.2 Number of outgoing students progressing from PG to M.Phil.

Response: 1

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

Response: 1

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

### 5.2.3 Percentage of students qualifying state/national level examinations during the last five years (eg: NET/SLET/ TET/ CTET)

Response: 3.23

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

2021-22	2020-21	2019-20	2018-19	2017-18
1	9	11	3	5

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

## 5.3 Student Participation and Activities

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

Response:



Student Council of Stella Matutina College of Education is formed in order to foster democracy and it is supervised by the Dean of Student Affairs. Student Union is formed by the interested and eligible students elected by the students through voting at the start of every year. Along with Student Union and the class representatives, student volunteers collectively called Student Councils. As soon as the election results are announced, an orientation programme for the members of the Students Union and Student Council is organised. The Student Council gives an opportunity to actively participate in fundraising in order to encourage compassion and generosity in the young minds and also to efficiently organise and conduct academic and cultural events to develop leadership quality. The institution initiates such a rare virtue through conducting community engagement programme. Student Council organizes the programmes such as Union Inauguration, Teacher's Day Celebration, Christmas day Celebration, Pongal Celebration, Women's Day Celebration and awareness seminars. Student Council organizes awareness programmes and competitions related to Global Warming, Swachh Bharath, awareness on voting, Wild life week celebration.

The students choose a class representative for each group and elective course. These representatives make up the Student Council. Additionally, there is student representation on the administrative and academic boards, ensuring that student instructors are actively involved in the management of the institution. Student representation is given appropriate attention in curriculum development and institutional planning. Board of Studies, Academic Council, IQAC, Library Committee, Magazine Committee, Extension Services Committee, Red Ribbon Club, Anti-Ragging Committee, Sexual Harassment Committee, Grievances Cell, and Youth Red Cross are all represented by student teachers. Student teachers actively participate in event planning and implementation.

#### **Goal of the Student Council:**

The purpose of the student council is to foster a democratic mind-set and a sense of unity among student teachers, improve social harmony among all student-teachers, and work toward their overall development. Further, keep student teachers and teacher educators close and amicable and instil ethical principles and leadership qualities in student teachers, as well as social consciousness, to prepare them to be responsible citizens. Further, to be self-sufficient, serve others, be responsible for national progress, and represent matters involving the student teachers' common interests to management.

#### **Activities and Functions of the Student Council:**

The student council, in accordance with the rules of the institution, assists in organizing events for student teachers, such as discussions and debates, art and craft contests, cultural performance awareness programs, rallies and performances, outdoor and indoor games, the publication of college magazines, outings and educational tours, camps for citizenship preparation, the donation of books to the book bank, and the programmes on charity initiative. Additionally, they ensure that student teachers are represented in the College's academic and administrative bodies and committees.

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

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

**Response:** 22.8

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

2021-22	2020-21	2019-20	2018-19	2017-18
37	10	22	25	20

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

## **5.4 Alumni Engagement**

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

**Response:**

The Alumni Association of our College has been actively working to meet the objective of being a bridge

between Alumni and the Institution. The alumni have contributed significantly to the growth and its reputation as a college providing quality teacher education. The Alumni Association conducts meetings and holds an annual get-together for all the members. The WhatsApp account of the Stella Alumni keeps its members linked. Alumni contribute to the development of the college in myriad ways. It became a registered association on 2nd day of March 2022 with a name Stella Matutina Alumni Association and a register number as SRG/Chennai Central/43/2022.

### **Contribution of Alumnae towards the Curriculum Development**

Alumni are included as members in the Board of studies and Academic Council. They are invited for meetings at the college and they interact with their teachers and express their suggestions on curriculum revision. They guide the students with their experience; provide their expertise to enrich the syllabus content with their involvement and suggestions in the respective Board of Studies and Academic Councils. In the year 2020 during the COVID lockdown the Alumni Association arranged an online webinar on 'Becoming a Virtual Teacher', understanding the changing scenario of the teaching process. The feedback from Alumni containing curricular aspects is also considered.

Alumni donate books to the book bank which helps student teachers to be motivated to excel in their scholastic achievement. Administrators and school leaders who are alumni assist their juniors by inviting them to internships and appointing qualified candidates after campus interviews. Alumni help aspiring student teachers by offering to serve as mentors during their internship training program. The Alumni act as inspiring role models for student teachers because of their outstanding contributions in numerous areas of educational service. Alumni inform faculty and the placement officer about career opportunities. They assist and counsel student instructors throughout the interview by conducting practice interviews before the campus interview.

### **Alumnae Interaction:**

Every year, alumni, who are experts in their respective fields, are invited to share their experiences with the students of our college. The alumni get together and interact with the current students who have been a part of the institution for a long time. Alumnae of the College serve as resource persons in various activities, including seminars, guest lectures, invited presentations, and panel discussions. They discuss their experiences refining their teaching techniques, contemporary technology and educational trends, applying knowledge to practical situations, implementing changes in educational policies and their effects, work culture, challenges and opportunities at work, and other subjects. They discuss their challenges and successes with the students. Alumni graciously agree to meet with student teachers when asked to serve as examiners and evaluators.

Prominent Alumni interact with the current students when they come as resource persons and update them with the current trends in their respective fields. Members of the Alumni, individually take time to be with the students to encourage, empower and enlighten them with the recent developments in their own domain. Face to Face programmes facilitate the same and form an integral part of the Alumni Association activities. Thus, the alumni association, the backbone of the College, supports the activities in the campus whole heartedly keeping the linkage live.

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

**5.4.2 Alumni has an active role in the regular institutional functioning such as 1. Motivating the freshly enrolled students 2. Involvement in the in-house curriculum development 3. Organization of various activities other than class room activities 4. Support to curriculum delivery 5. Student mentoring 6. Financial contribution 7. Placement advice and support**

**Response:** A. Any 6 or more of the above

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

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

**Response:** 6

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

2021-22	2020-21	2019-20	2018-19	2017-18
1	1	2	1	1

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

#### **5.4.4 Alumni Association acts as an effective support system to the institution in motivating students as well as recognizing, nurturing and furthering any special talent/s in them.**

##### **Response:**

Our Alumni Association works for the overall development of students as well as the institution. It helps our institution not just financially, but in terms of academic planning, placements of students and career guidance. The primary objectives of the Association are to promote and maintain contact among all our ex-students, by creating opportunities that would enable alumni to strengthen their bonds with their alma mater.

##### **The SMCE Alumni are engaged to contribute to their Alma Mater through:**

- participation as resource persons/ speakers/ chairpersons in the conference's workshops, seminars, and cultural activities.
- designing and refining the academic curricula either through their feedback or as a member of the Board of Studies and Academic council.
- heads of the school their knowledge and expertise with the students.
- providing information about the job opportunities available.
- involvement and interaction with students for strengthening the departmental associations.

Alumni Association is an effective support system in motivating students and recognizing, nurturing and furthering special talent. During the Student Induction programme, Alumni come forward and motivate the newly joined students. The interaction between the students and the alumni is encouraged.

Alumni have been involved in the Curriculum development. The Alumnae members are part of the Board of Studies, Academic Council and IQAC and contribute their valid resources in various aspects. On the occasion of Alumni Day and other similar reunion days, the alumni share their feedback. The Alumnae members provide training and mentoring to our freshers. Since a good number of Alumni members of our college are working as teachers in reputed Schools, they mentor our prospective teachers during preliminary and intensive teaching practice.

The Alumnae are invited during functions like College Day, Alumnae Day, Sports day, and Christmas celebrations. During the general body meeting, the association creates the opportunity for the past students to share their past experiences with current students. The presence and participation of distinguished alumni enrich cultural events in the college. Alumni are involved in the career development of the

graduating students.

The students are eager to meet alumni to gain insight into their ideas, experiences, during internships in schools where alumni are heads of the schools. Our students are accepted into esteemed institutions each year based on their credentials. A WhatsApp group posts job openings at nearby schools and staff members can suggest talented students through the Placement Cell. The college magazine, distributed to increase alumni awareness of the alma mater, also strengthens ties between the college and its former students. The college communicates and exchange ideas on the Facebook page, Instagram, Twitter, and WhatsApp alumni group. The Alumnae Association is an excellent support network, inspiring and motivating students to excel in life.

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

## Criterion 6 - Governance, Leadership and Management

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### 6.1 Institutional Vision and Leadership

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

##### **Response:**

*What can better empower the new generation except education* - Mother Klemens Maria, Founder of Stella Matutina College of Education.

The Vision and Mission of Stella Matutina College of Education are built on the high morale initiated by the founder Mother Klemens Maria. Preparing holistic teachers with excellent academic and life skills is the core aspect of the institution's vision. The mission aims to produce globally competent, innovative and influencing teachers by training them to be emotionally mature, socially sensitive, academically assertive, and professionally responsible teachers with ethical values.

##### **Nature of Governance**

The College follows a democratic and participatory mode of governance, with all stakeholders participating actively in its function. The principles of participation and transparency govern the institution's academic and administrative units' functioning. The needs of the institution are presented to the Governing Body. The Governing body, in its' concern, convene a meeting with the Secretary and Principal of the College, along with the members of the Management Council, discuss on the merits and effectiveness of the requirements and fulfill them in a perspective manner.

The Statutory Bodies, namely the Governing Body, IQAC, Academic Council, Board of Studies and Finance Committee, are involved in designing Strategic Plans for Academic and Administrative affairs. The Non-Statutory bodies implement the various Curricular and Co-Curricular activities of the institution.

##### **Perspective Plan**

The institution's Perspective plan gives all its stakeholders equal opportunities to contribute to the growth and development of the College through systematic and balanced decision-making. This gives scope for the optimum utilization of the resources available to meet the institution's needs and aspirations and make progress towards Academic excellence. All the activities conducted in the College, follow the Plan of Action under the protocol of IQAC. The Governing Body and Finance Committee meet to discuss grants received from the government and other sources for financial mobilization of the institution. In addition, maintenance of the infrastructure of the institution is planned. Quality enhancement of the Teaching-Learning Community through broader use of ICT and other innovative means is materialized through IQAC.

**Participation of Teachers, students and non-teaching staff in Decision-Making Bodies in the institution.**

##### **Participative Management**

SMCE encourages a participative management culture by incorporating the suggestions of staff and students in numerous activities. As the institution's head, the Principal takes active role in operational aspects of the College, with significant administrative and academic autonomy. The Dean of Academics and Research, Dean of Student Affairs and Controller of Examination, along with the Principal and faculty members, play a vital role in planning and implementing Scholastic and Co-Scholastic activities and outreach programmes for communal harmony and development.

Teachers are part of the Governing Body of the institution and contribute in framing the policy of the institution. In addition, teachers, non-teaching staff and students are members of the various committees that participate in decision-making.

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

### 6.1.2 Institution practices decentralization and participative management

#### Response:

The institution evokes a strong sense of commitment from all its members in various spheres of execution of work. The decision-making bodies outline the statement of purpose and the plan of action to focus on laying a strong foundation to attain the status of "College of potential excellence".

Progressive, proactive and highly supportive management encourages all the teaching and non-teaching community and students to share their opinions democratically. Policy frameworks were critically drafted for all statutory and non-statutory bodies.

#### Decentralized and Participative Management

In accordance with the institution's belief in collaborative leadership and democratic traditions, decentralization and participatory management are practiced for the desired results. A careful reflection of this practice may be seen in the extensive delegation of authority to the coordinators and secretaries of the various committees and cells in the college in dispensing duties and responsibilities in various academic and administrative processes, thereby contributing to the healthy vibrancy of the management. At the strategic level, perspective plans are approved by the management in accordance with the UGC and NCTE norms. Intensive discussions are carried out during the Planning and Evaluation Committee meetings and forwarded to the IQAC at the planning level. IQAC analyses the educational activities and formulate them



for measurable effectiveness with the faculty members who are highly competent and committed and work together as a team to provide action plans for the respective courses of teacher preparations in desirable formats for the benefit of the students.

The academic activities are implemented at the operational level by various committees and cells of the institution. Functional MOUs with other institutions and industry facilitates knowledge exchange and promotes symbiotic growth. The Alumni association and PTA render their support in all the activities of the institution. They help the institution organise special talks to strengthen its involvement and dedication to the profession.

A close association with the educational industry is maintained to ensure campus recruitment and quality enhancement in the teaching-learning process. The Curriculum is restructured to global relevance pertaining to the academic dimension of the courses. Value-added courses and self-study courses for skill development to keep pace with evolving standards of professional competence are offered to the students to attain overall development.

The Outcome-Based Education implemented in 2019-20 was decentralized and participative. The impetus for the restructuring was given by the Academic Audit initiated by the IQAC in 2018. Every faculty also works on restructuring their syllabus based on the experience of implementing it in the classroom and the responses from students. Another vital input source was the suggestions given by academicians from various institutions. The resolutions are presented to the Board of Studies and Academic Council members for further ratification. The stakeholders were given an active role in the Curriculum Restructuring undertaken in 2019-2020, where decentralization and collaborative decision-making highly helped our staff and students to level the off-campus piteous situation of student teachers as well school students.–Thus, the institution practices decentralization and encourages Participative management in all its functions.

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

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

#### Response:

#### Financial Transparency

The Finance Committee is the institutional structure for monitoring financial resources' effective and efficient usage. The Finance Committee meets to review all key subjects relating to the College's budget provisions, which will be presented to the Governing Body for approval and ratification at the beginning of every year. The Secretary, Principal, and the designated faculty are involved in the Finance Committee and conduct meetings regularly twice a year. In addition, the Treasurer of the Finance Committee tracks actual

day-to-day financial transactions for approvals and transactions.

The staff receive their salary through IFHRMS and ECS. The fee receipt is issued to the students on payment of the prescribed tuition and examination fees by the norms of Tamil Nadu Teachers Education University. In addition, the College facilitates scholarship provisions offered by the government to students from BC, MBC and SC/ST communities.

### **Academic Transparency**

The Planning and Evaluation Committee is responsible for structuring the academic activities and handover to the IQAC for suggestions and modifications. The rules and regulations are made clear in the Students Handbook, available online on the college website, and circulated in printed versions among students. This allows the students to obtain information on the various curricular and co-curricular activities planned for the academic year. All the academic events, including admission, examinations, circulars, seminars, timetables, workshops, training programs, and campus drive information, are posted on the College website and the College Digital notice board. The evaluated scripts of internal examinations, assignments, and projects are given to the students, and the faculty give feedback for improvement. Remedial Coaching is provided for academically weak students. The results are published on the college website.

### **Administrative Transparency**

The admission process is strictly based on merit according to the government reservation policies and counselling. The admission process at the undergraduate and postgraduate levels is transparent and well organized as per the norms laid down by Tamil Nadu Teachers Education University, UGC and NCTE. The process is widely publicized by displaying on the College Website. The institution presents timely and accurate information to the University , alumni, and the Tamil Nadu state government. Audits are carried out yearly by an external auditor. All the committees conduct review meetings to ensure transparency, accountability, and corrective measures. Delegation of powers at various levels and committees is informed formally through circulars. Feedback and suggestions from the stakeholders that are suitable for the institution's growth and development are considered.

### **Auxiliary Functions**

The management safeguarded all the assets and documents and maintains a cordial relationship with the industry, supportive Educational Institutions, and the community through liaising services.

Thus, according to its vision and mission statements, the institution provides quality teacher education.

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

## **6.2 Strategy Development and Deployment**

### **6.2.1 The institutional Strategic plan is effectively deployed**

#### **Response:**

In accordance with the mission of the college, to be committed to academic excellence in learning, teaching and research skills in order to produce globally competent, innovative and transformative teachers, SMCE has deployed its strategic plan in the following areas, namely Upgradation of Existing Courses for Academic Excellence, Enhancing ICT Integrated Teaching-Learning Process for Global Competence and Holistic Development to serve as social catalysts.

#### **Deployment Strategy for the Successful Implementation of ICT in the Institution**

ICT has brought a revolution in all fields, and specifically, in the educational arena, digitization has promoted the accessibility and affordability of students with various abilities and learning styles. Therefore, IQAC has devised a plan to integrate ICT into the institution in order to meet the needs of 21st-century learners.

#### **Integration of ICT in Curricular Aspects**

The curriculum is redesigned to optimize the integration of ICT in B.Ed. and M.Ed. programmes. Digital Pedagogy has been introduced as one of the courses for enhancing the professional capacities of student teachers at undergraduate level. In addition, students and Research Scholars are given opportunities to take up online courses from SWAYAM and MOOC to develop their digital competencies. At the postgraduate level, Data Analytics in Education and Instructional Technology are offered to advance their technological skills.

#### **Integration of ICT in Teaching – Learning Process**

College's computer and internet facilities help the faculty to provide updated teaching learning transaction for personal as well students' knowledge acquisition. Workshops on Learning Management Systems such as Google Classroom and MOODLE are organized to train teachers to update their skills in e-resources. ICT support helps students in various learning and assessment activities.

#### **Usage of ICT in Research Activities**

Educational research inferences are better realized with ICT incorporation for data analysis. Ravel Research Centre of the college is embedded with ICT tools and educational apps for access to the Digital Consortium.

#### **Installation of ICT Devices**

The institution has adopted automation of the library using Modern Lib software and the college library has subscribed to e-resources to support the teaching-learning process and research work. The institution has an accessible wi-fi facility with a high-speed internet connection, an upgraded instructional studio, LCD projectors in the Multipurpose Hall and classrooms, a Panelboard for conferences and Laptops and

Desktops for Academic and Administrative functions.

### **Facilitating Student Progression through ICT**

Capacity Building and skill enhancement initiatives in technical areas by the institution prepare the students to use ICT resources and utilize them as and when they need.

### **Incorporating ICT in e-Governance**

The college embed ICT to simplify the processing and maintenance of registration, admission, fees-structure, students profile, classroom activities, time-table, attendance, transport, library, evaluation aspects, staff profiles, salary, academic and hostel management etc.

### **Evolution of best practices with ICT**

- \* Through google meet, google class room, stream yard, etc. faculty reached the students from wherever they are during Pandemic.
- \* Flip-flop constructive teaching is employed by faculty and students are encouraged to adapt the techniques.
- \* Expertise of the faculty is shared around the globe through YouTube.

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

### **6.2.2 The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc.**

#### **Response:**

The transparency maintained in SMCE makes it visible to its stakeholders from its entire sphere of activities. The operations of its different bodies are open, visible and understandable and hence make the college glow with unfading fame through unfailing student teachers. The College is open in its functioning by including student representatives in almost all its bodies except certain examination facets.

#### **1. Strategic Level**

The Statutory bodies such as Governing Body, Management Council, and IQAC, along with Staff

members and administrative staff, are involved in defining the policies and procedures, making guidelines and rules/regulations about admission, placement, discipline, grievance, counselling, training and development, and library services. They are also involved in deciding the academic activities and examinations in the institution. Finance Committee is involved in the preparation of the institution's annual budget. The management has its code of conduct, appointment and service rules to strictly adhere to by the faculty and students. In addition, the norms given by National bodies like UGC, NCTE, and TNTEU are considered while framing the policies.

## 2. Functional Level

The Non-Statutory bodies, namely the Planning and Evaluation Committee, Curriculum Development Committee, Research and Development Committee, Parents Teacher Association, Alumni Association and Student Welfare committee, operate efficiently to coordinate the academic and administrative functions of the institution.

SMCE has 29 committees which handle different responsibilities to ensure the smooth functioning of the college. These include areas such as academics and administration. There is a strong interconnection between the different bodies of the institution that facilitates integral participative management. Regular meetings are conducted, resolutions are taken, and suggestions are carried out during the implementation process.

Faculty members and students form a part of every committee to ensure participative management and transparency across the college's activities. The Curriculum Construction Process involves the Principal, the IQAC Coordinator, the Academic Council, the Board of Studies, Subject Experts, Faculty Members, Cooperating Schools, and Student Representatives. The cooperating schools coordinate and provide the necessary platform for internship for the teacher trainees and help them in teaching practice. Student Welfare Committee monitors and facilitates the students' welfare activities, provides academic, medical, emotional and financial support, and ensures their holistic wellness. The PTA of the college organises and conducts Parent-Teacher meetings in which the student's academic progress is communicated to their parents/guardians. Alumni Association is proactive, helps like auxiliary system in Curriculum Designing, Teaching-Learning processes, and extensively supports Campus Recruitment. All stakeholders' feedback plays a prominent role in formulating the principles and modifying the strategies as per situational needs. The feedback collected is analysed, and action is initiated according to the requirements.

Thus, the institutional bodies ensure the effective and efficient functioning of the college.

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

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

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

**Response:** A. Any 6 or more of the above

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

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

**Response:**

##### **Decision Based on Minutes of the Meetings**

Minutes of the meetings are the integral parts of the institutional operations. Every meeting of each institutional body record the operations carried out in the past and/or suggestions and decision for future constructive operations. SMCE maintains perfect records of the meetings of every institutional body. The meetings discuss on academic events, success and progress, pitfalls encountered, administrative aspects, future growth and handling of unexpected issues, and how to achieve excellence amidst other colleges. Based on the minutes, decisions are taken in line with Vision and Mission of the College. Following are a few examples of decision arising out of minutes.

##### **Paradigm Shift to Digital Teaching and Learning**

When modernisation was foreseen by different bodies like Governing Body, IQAC, Academic Council and Board of Studies and the Non-Statutory bodies, namely Curriculum Development Committee, Finance Committee, Planning and Evaluation Committee, Library Committee and Research and Development Committee, every minutes of the bodies advocated to embed ICT in all the functioning of the college and hence was the launch of ICT, wifi and digitalized library and labs. E-Governance in admission and administration activities evolved out of minutes. Since technology induction is an ever-growing process, equipping the future teacher for a techno-craft society was realized by the committees. Hence Digital Pedagogy was introduced in the B.Ed. Curriculum. Technology-enabled learning and E-Learning package have been introduced in the M.Ed. curriculum. Student Teachers develop digital competencies to create

interactive on-screen and off-screen tasks using ICT. Also the institution has a best-in-class infrastructure with ICT with advanced features, including projectors for Seminar halls, Panel Boards for Conference halls, LCD Projectors for classroom instruction and an excellent Automated Library with Modern Lib software. ICT has revolutionized the functioning of educational institutions, and Stella Matutina College of Education stands distinct in promoting teaching and learning through ICT.

### **Dedicated Research Activities.**

SMCE strongly believes that research in educational area alone can address the growing educational and psychological issues in educational field. Hence the concerned bodies of SMCE made firm decision to establish a centre dedicated only for Educational research.

Ravel Research Centre equipped with INFLIBNET and N List membership to facilitate access to open educational resources that promote teaching-learning process and to carry out effective research work by faculty and student teachers. The Library and the Ravel Research Centre plays a major role in airing the expertise of the faculty, learning from the global experts and to share their views and doubts on educational issues.

### **Wartime Action like Operations in Education during Pandemic**

Covid-19 arrested the young and grownup students and teacher within homes. Yet SMCE summoned its faculty through online to discuss on the possibilities of educational transaction. Headed by the Secretary, the Principal and IQAC convene an online meeting and decided to use internet facilities to reach their student teachers for seamless educational practices.

The coordinator of IQAC planned and executed academic programmes and also international conferences, workshops, quizzes, and seminars.

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

## **6.3 Faculty Empowerment Strategies**

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

#### **Response:**

Department of Personnel and Training, Government of India emphasizes that improvement in the working

conditions of the employees will lead to efficiency and high morale among them.

SMCE has a performance review system and advancement opportunities for teaching and non-teaching employees. The management's support structure is vital in empowering the faculty. Teaching and Non-teaching staff actively participate in policy creation, decision-making, and implementation. They are given autonomy, trust, and freedom in making decisions, resulting in democratic cooperation. This allows them to work efficiently with their counterparts and be responsible for their given tasks without supervision or follow-up. In addition to the above, teaching and non-teaching staff receive the following facilities.

### **Academic Facilities**

Faculty members are encouraged to participate in the Orientation Program/ Refresher Course/ Seminars/ Workshop within India and abroad. Funding has been offered to support research projects. Career advancement benefits and opportunities for those who wish to improve their qualification. Special permissions are given to staff to pursue their Ph.D. work. The empowerment of the faculty members and staff is ensured as they are included in various committees. It enables them to participate actively in policymaking and execution with academic freedom. On-duty facilities are provided to teaching and non-teaching staff to attend academic-related official responsibilities. Seminars (National and International) and Workshops are conducted, which keep the faculty updated and provide exposure. Non-teaching staff are also allowed to attend various training programs to enhance their professional knowledge. The decentralized structure of the administrative system of the Institute in planning and implementation of all activities has developed an atmosphere of cooperation and sharing of knowledge in order to optimize their potential.

### **Infrastructure Facilities**

Laptop facilities with free wi-fi connection are provided to teachers. The college also provides an official online platform G-Suite for conducting online meetings and other programmes. The faculty is provided with a Safe, Healthy and Hygienic work environment, safe drinking water (Hot and Cold), and a canteen. Well-equipped ICT infrastructure facilities are provided to the staff and students of the campus.

### **Financial support**

An annual Increment is given every year to the college's management staff. Maternity leave with salary for all staff is provided. Festival Advance to all the teaching and non-teaching staff. Fund allocation for children's education and Interest-free Housing Loans are provided for non-teaching staff.

### **Medical Facilities**

The college provides periodic medical checkups to every teaching and non-teaching staff. In addition, benefits of availing Maternity Leave as per rules of the state Government are also provided to the staff.

### **Overall Well being**

Apart from Maternity leave with salary, the institution's staff are also offered unique benefits like post-maternity care and permissions for nursing mothers. Furthermore, casual, Earned, and Medical Leave are available to teaching and non-teaching employees. In addition, uniforms and Compliments are provided to the staff.



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

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

**Response:** 3.51

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

2021-22	2020-21	2019-20	2018-19	2017-18
4	0	0	0	0

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

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

**Response:** 20

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

2021-22	2020-21	2019-20	2018-19	2017-18
5	7	3	3	2

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

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

**Response:** 35.96

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

2021-22	2020-21	2019-20	2018-19	2017-18
13	17	7	2	2

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

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

**Response:**

Stella Matutina College of Education follows structured teachers' performance appraisals, namely annual performance appraisals for teaching faculty and non-teaching staff. The parameters are set on Comprehensive Evaluation. This regular review of the employee's job performance instils motivation in them to perform better and contribute towards the upliftment of the college.

The annual performance appraisal for teaching faculty based on General Information, Academic Qualification, Research Experience and Training, Research Projects carried out, Seminars, Conferences, Symposia, workshops attended, Paper Presented, Teaching Experience, Research Guidance, Innovations / Contributions in Teaching, Extension work / Community service and Participation in Corporate Life. Feedback on the teacher's effectiveness is received from the students. The students' feedback helps them improve their efficiency and overall performance. The teachers' professional skills in order to produce better learning outcomes and contribute to improving quality teacher education are evaluated using this feedback. The competencies of the teacher and their impact on student achievements are evaluated, and the teaching methodologies are modified according to the demands of the students.

There are separate forms to be filled out by the non-teaching staff. The proforma for non-teaching staff appraises their self-discipline, professional competence, quality of work and time management, which includes the ability to maintain files and records, complete the scheduled work on time, ability to learn new work and develop technical skills, stick to the rules and regulations, team spirit and emotional maturity.

The institution has chosen Self-Appraisal System by the staff as it benefits both the employee and the organization. Every staff is expected to present their duly filled self-profile. It focuses on self-introspection by the staff. Here, the employee is aware of the criteria used to evaluate performance. The staff of SMCE tends to perform better for her appraisal and recognition because the management already defines the goals. This strategy saves the time and effort of the organization while assisting the employee in improving and excelling through self-evaluation.

The Principal and Secretary of the College scrutinize the performance appraisal of the staff. The Performance Appraisal System of Stella Matutina College of Education, along with the maintenance of the Self Appraisal file, creates the most efficient working atmosphere for the teaching and non-teaching staff. It assures the best results and drives the institution to be one of the best teacher education institutions.

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

## 6.4 Financial Management and Resource Mobilization

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

#### Response:

Auditing is an official verification of the income and expenditure, and a confirmation of the credibility of the financial report.

Stella Matutina College of Education (Autonomous), Chennai, is aided by Tamilnadu State Governments and the University Grants Commission. It maintains transparency in financial operations and present financial reports to the Government every year. The Institution has appointed a Chartered Accountant as an external auditor responsible for the audit. The external auditor completes a statutory audit of the Institution at the end of the financial year. The College maintains separate account books for all the academic and administrative units, and the financial activities of the units are subject to annual audit by Independent Chartered Accountant. The Audit Firm also certifies the financial statements, and the Audit Reports are issued every year.

Salary grants for the Teaching and Non- Teaching staff working under the aided category are released by the State Government. The claim bills for the Salary Grant to the Teaching & Non-Teaching Staff are duly verified by the Regional Joint Director of Collegiate Education, Chennai Region. So, the salary grants received by the College under the aided category are pre-audited.

Tuition Fees and special fees of both the B.Ed. & M.Ed students are collected as per the Government norms. The UGC grants accounts (Recurring & Non-Recurring grants) are audited and certified by the Chartered Accountant and the statement of account and utilization certificate is submitted to the funding agencies.

The financial statement of account comprises salary. In addition, fee Collection and Scholarship accounts are submitted every year to the Regional Joint Director of Collegiate Education, Chennai Region. Apart from this Audited Financial Statement Report is sent to the office of the Principal Accountant General (Audit) Tamilnadu and Pondicherry 361, Anna Salai, Teynampet Chennai – 18 every year. The Accounts of our College have been audited, and Audit Reports are issued and submitted to A.G.'s office till 31.3.2021. No objection was raised by the External Auditor., 2017 -2018, 2018 -2019, 2019 -2020, 2020 -2021 – Audit Reports are enclosed.

The Management allocates funds for the various concerns which includes the salary of the Management teaching and non-teaching staff, conducting orientation programmes and workshops for staff and students, Provision of uniforms and study materials, purchase of Library books, maintenance of the campus and its infrastructure, college website and wi-fi connection and hospitality services. Festival advance and interest free housing loan are provided for non-teaching staff. All payments to vendors, contractors and other service providers are sanctioned from the management account. All receipts from fees collected, donations, grants and contributions received, interest earned and returns on investments are the sources of income for the management.

Internal and External Audits are conducted every year to maintain Financial Transparency. The Internal Audit has been entrusted to the Internal Auditor of the institution.

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

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

**Response:** 0.55

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

2021-22	2020-21	2019-20	2018-19	2017-18
2.73	0	0	0	0

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

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

**Response:**

Stella Matutina College of Education, a government-aided institution is registered under the 2(f) and 12(B) sections of the UGC ACT 1956. Franciscan Sisters of the Presentation of the Blessed Virgin Mary,

Coimbatore and Francisco Province, Maduranthakam which manages the institution, have formulated strict financial management guidelines and regularly monitors its adherence. It maintains and follows a well-planned process with a clear and transparent approach to mobilize funds and resources. The Principal along with the Finance Committee members submits the Institution's Budget at the beginning of each Financial Year to the Governing Body. Recurring and Non-Recurring expenses including development of Physical Infrastructure, Partial automation of Library, Subscription for National and International Journals, purchase of latest edition of books, purchase of Desktops, Laptops, Printers, Smart Boards, Panel Board, Laboratory Equipment, Internet Charges, Stationary and other maintenance charges are taken into consideration during preparation of Annual Budget. The Budget is scrutinized and approved by the management for the Financial year.

Finance Committee regulates the financial process, preparing the budget, mobilising resources, monitoring expenditures, maintaining accounts, internal verification and external audit. As a result, the College implements various quality enhancement activities with its ability to mobilise resources from different sources for new research.

### **Mobilization of Funds**

The College mobilises funds as per the policy and procedure enacted by the management. The procedure is overseen by the finance committee, headed by the Principal. The College receives funding from the sources namely Management Grants from the Franciscan Sisters of the Presentation of the Blessed Virgin Mary, Coimbatore and Francisco Province. Fees collected from the students, Funding for the National Seminar from TANSCHÉ and other sources, Government Scholarships for Students, Amount for sharing the College's infrastructure to administer and conduct university, government and other exams, Endowments by the retired staff members, Contribution of Alumni Association are the financial activities of the college.

### **Optimal Utilization of Resources**

SMCE effectively utilises the received funds through various ways including disbursement of salary for Teaching and Non-teaching Staff members under Management category, providing welfare measures for teaching and non-teaching staff. Moreover, infrastructure augmentation for construction and renovation of halls and classrooms, plantation of trees, installation of solar panels, waste management units, laying of paver blocks, and pedestrian-friendly roads, enhanced library resources, updating ICT, purchase of software and equipment, maintenance of college website. The funds are also utilized to organise seminars/endowment lectures, conferences, workshops, training programmes, career development programmes, for students and faculty, allocate grants to promote research and development in the field of Teacher Education and School Education, encourage Faculty members with funds to do in-house Projects, offer Scholarships with an endowment to support the most deserving students, organise Sports and cultural events at both intra and inter collegiate level and Zonal level in association with Tamil Nadu Teachers Education University, organise extension activities and outreach programmes for community development, and provide relief measures during the period of disaster.

Thus, the Management ensures the availability of resources and utilizes them efficiently for obtaining productive results.

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

## 6.5 Internal Quality Assurance System

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

#### Response:

The Internal Quality Assurance Cell of Stella Matutina College of Education was constituted in 2002 as per the guidelines of UGC. The IQAC of the college plays a prominent role in maintaining the quality of the institution. IQAC takes the primary task of developing a system for catalytic improvement in the performance of the staff and the students and the institution's governance through conscious, continuous, and consistent efforts. It also plays an active role in developing, sustaining, improving and enhancing the parameters of quality towards promoting the institution's excellence. As a result, quality benchmarks and best practices are redefined, and sustainable quality measures are taken to achieve high quality of excellence and maintain its academic culture at par with the global standards in teacher education.

IQAC shoulders the responsibility of preparing and submitting the Academic and Administrative Audit (AAA) and Annual Quality Assurance Report on time every year. The quality of Academic and Administrative processes is evaluated to understand the existing strengths and weaknesses. IQAC formulates various measures and devises plan of action for improvement and quality enhancement.

The IQAC of the institution takes tremendous efforts to develop the required professional skills like communication skills, ICT skills and various life skills among students by arranging different events and competitions to give exposure which thereby increases their level of self-confidence. The IQAC organizes an entry level test for the B.Ed. students to assess the teaching aptitude and subject knowledge. The mentoring services are provided to the students in a regular basis. In addition, Faculty Development Programs and capacity development programmes are regularly organized to equip the teachers with professional skills and upgrade their knowledge level and use innovative educational resources. Seminars, Conferences and Workshops are organized to develop research skills and ICT competencies for the staff and students and helps them to identify and understand the existing issues in the field of teacher education, provides solutions and demonstrate their educational implications that builds a professional community.

The IQAC of the institution has taken initiatives to integrate and consolidate all the inputs and suggestions from various stakeholders, viz. Management, Teaching and Administrative Staff, Students, Alumni, Parents and the Subject Experts from the industry. Feedback from all the stakeholders is analyzed and suggestions are implemented in the redesigning of curricular and co-curricular areas. MOUs are signed to strengthen collaboration with industry partners and other higher educational institutions towards student exchange programmes, faculty exchange services and sharing of educational and technological resources.

At regular intervals, talk by Alumni and other educationists are organized by the IQAC for the students to arouse interest in the teaching profession and prepare them for their internship in practice schools. IQAC arranges a number of activities for sensitizing the students and to promote civic awareness. Thus, the overall quality is managed through Internal Quality Assurance Cell in providing outcome-based education and the institution is driven towards continuous improvement.

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

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

#### **Response:**

The IQAC of Stella Matutina College of Education meets periodically to assess the academic and administrative functions of the college. In addition, the institution reviews its teaching-learning process, structures and methodologies of operation and learning outcomes at periodic intervals through the Internal Quality Assurance Cell.

#### **Curriculum Transaction**

IQAC has taken initiatives to identify the skill gaps and design unique programs for skill enhancement. The teaching faculty is provided with several professional development programmes to keep abreast with the recent trends in education. In view of the enormous exposure provided by the IQAC of the college, the teachers are able to adopt multiple mode approach to teaching learning process and cater to the diverse needs of the learners.

It also recognizes the need to bring reforms in teacher education. The areas for improvement are identified, and one of the focus areas remains curriculum development. According to the recommendations provided by the UGC for Outcome Based Education, IQAC and the curriculum development committee have designed the Learning Outcome Curriculum Framework (LOCF). Value-added courses and self-study courses with credits and optional courses for electives are introduced based on the inputs given by IQAC.

#### **School Internship**

Student teachers are engaged in different activities in order to develop their competencies to organize academic, cultural and sports events during their internship through value-based education and capacity building programmes organized by IQAC which enables the students to become effective teachers.

#### **Evaluation and Feedback Analysis**



Assessment process is carried out systematically after the conduct of internal examinations. The faculty analyze the marks obtained by the students to find out the attainment of the course outcomes, programme outcomes and cognitive level.

The Feedback received from Alumni, PTA Members, Administrators and Teachers from cooperating schools and other stakeholders are considered by IQAC to ensure Total Quality Assurance of the teaching – learning activities carried out in the institution. The student satisfaction survey of the college initiated by the IQAC seeks feedback on the preparation of classes, communication skills, ICT usage, assessing student potential, regular assessment of teachers during internship, preparing students for internship, inculcating soft skills, and life skills in students and encouraging to participate in sports and co-curricular activities by teachers. In addition, feedback is also received about the seminars and workshops organized to develop student competencies by the college, maintaining transparency in Internal Evaluation, appropriate learning exposure and holistic development provided to the students, ICT services provided in the campus, safe drinking water facilities, clean sanitation and infrastructural facilities.

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

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

**Response:** 3.6

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

2021-22	2020-21	2019-20	2018-19	2017-18
5	8	2	2	1

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

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

**Response:** A. Any 4 or more of the above

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

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

**Response:**

The Vision and Mission Statements of Stella Matutina College of Education were modified according to the need of the hour and current trends in higher education. Internal Quality Assurance Cell is proactive and more functional in the college. The prime concern of IQAC is to promote institutional quality enhancement and sustenance through the internalization of quality culture and institutionalization of the

best practices materialised with internal and external support. The IQAC acts as a catalyst, creating a platform to promote purposeful and consistent action plans to improve the institution's academic and administrative performance.

IQAC ensures the relevance and quality of academic and research programmes. Outcome Based Education has been introduced in the college according to the guidelines given by UGC. Research sharing and networking with other institutions are carried out effectively. Inter- and intra-institutional workshops, seminars on quality-related topics, and the promotion of quality circles are also planned. The IQAC of SMCE has established a Research Circle, which aims to create a research culture for developing and promoting research aptitude among the Research Scholars and Student Teachers. All the research activities follow the prescribed standards and norms relating to the ethical conduct of research. The number of Research guides in the institution has increased considerably. Enrollment in the Ph. D programmes and Ph.D. awardees have increased over the years. The college has explored the possibilities of receiving funds for research projects from agencies like UGC and ICSSR. The college has received partial financial assistance from TANSCHER for conducting national seminar. The faculty are encouraged to publish research -papers. Faculty members are provided with research funds for conducting in-house projects. A special issue on the case studies carried out by the research scholars has been published in the college's bi-annual journal "The Indian Educational Researcher". Action Research both at school level and teacher education level has been undertaken by the students in the college and in practicing schools.

ICT is well integrated into the curriculum enabling the students to use the gadgets and thereby implement in their in-service training. Digital Pedagogy has been introduced in the B.Ed. curriculum. Technology enabled learning and E-Learning package has been introduced in the M.Ed. curriculum. Our college has been continuously enhancing and upgrading its well-equipped library. It is one of the key learning resources that assist students in fulfilling their information requirements and helps its faculty supplement classroom lectures. The IQAC suggests new ideas regarding the library's developmental activities from time to time. Library is partially automated and learning resources have increased multifold to enable the students and faculty to expand their knowledge. Networking and linking Libraries and information services with University of Madras and US Consulate Library has been undertaken by the institution. Language Lab facilities in English and Tamil has been upgraded with interactive facilities. Integration of Technology in teaching has enriched the learning experiences of the student teachers. Augmenting the ICT resources, e-content development has enhanced the teaching - learning process and attainment of instructional objectives.

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

## Criterion 7 - Institutional Values and Best Practices

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### 7.1 Institutional Values and Social Responsibilities

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

##### Response:

##### **Institutional Energy policy**

The College has an eco-friendly campus. SAVE WATER, SAVE TREES, SAVE ELECTRICITY TO SAVE THE PLANET is practiced in campus and the same is propagated through posters inside the campus, the adjacent school, and the nearby area. The policy provides guidelines to the students, faculty, and others in the campus regarding the conservation and protection of the environment. The objectives are to use renewable energy and optimize energy consumption and cost, Reduce, Reuse and Recycle, and regularly monitor and follow-up procedures managed by the Institution.

##### **Implementation of Energy Policy**

Solar Energy is used as alternative to electricity in the College Campus. 'Pollution Free Day' is observed in the campus once a month to make the vehicle users be consciously minimise the usage and maintain the condition of the vehicles properly. Also, the staff and students are encouraged to avoid any kind of smoke and propagate the same to the society. —Waste Segregation is done and solid waste is converted into compost/vermicompost. Cement benches under the shade of trees, provide seating arrangements for students' leisure time discussion enjoying natural environment to reduce electricity consumption. LED Bulbs and tubes are used to reduce electricity consumption. Switch off mechanism is forced to save power for all electrical and electronic equipment such as computers when not in use. All the staff and student teachers are trained to voluntarily switch off the electrical gadgets when not in use which reflects in their home practices also. False ceiling is available to reduce the power usage while using air condition thereby reducing utility cost also. Annual maintenance is done regularly which reduces wastage of energy.

##### **Energy Conservation Measures**

The total solar power plant capacity of our institution is 20kw. In that we have one 10kw and two 5kw Solar Power ON Grid Systems. The rooftop solar PV capacity is 330wp. In 10kw Solar Power ON Grid Systems, there are 30 numbers of 330kv capacity solar PV modules and in 2X5kw Solar Power ON Grid Systems, 30 numbers of 330kv capacity solar PV modules installed separately.

The rooftop solar PV power plant of capacity 330wp had been installed on college buildings' 100 units per day. Total power consumption of the college is 28.826KWH, of which EB consumption for one year is 25.610 KWH and Solar Production is 3.216 KWH. The college is equipped with extremely energy-efficient Light Emitting Diodes (LEDs High efficiency with 2-17W). Energy audit of the consumption of electricity in the college is conducted every academic year. This audit aims to identify the extent of energy consumption and find appropriate conservation strategies.

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

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

#### Response:

Stella Matutina College of Education realizes sustainable and holistic waste management system to provide a safe and healthy work environment for teaching and non-teaching staff and students. The College apply a 'waste hierarchical approach', to reduce, reuse, recycle and recover waste products in preference to the disposal of waste at the landfill. The College has a committee to ensure that all the campus wastes are disposed of responsibly, by using proper waste segregation mechanism at the source and if possible, converting it into value added environment friendly product.

#### Waste Management

Zero paper wastage is maintained by staff and students of the college, and wise usage of paper is encouraged. Other types of wastes are prevented or minimized wherever possible and are stored, carried, processed, or disposed of in accordance with the college's disposal mechanism. The waste containers are securely sealed to prevent accidental spillage/leakage and safe water is provided for student teachers and staff. Purified (RO aqua-guard) drinking water facilities on the campus and the non-potable water is directed for toilet facilities. Wasting food materials without eating, either in the canteen or in the dining table of staff and students, are strictly prohibited and the college personnels practice it as their way of life.

#### Solid Waste Management

Each classroom is provided with dust bin. Each floor is equipped with four dust bins – two for biodegradable and two for non-biodegradable substances. Waste in the college campus includes plastics and used papers, and they are given for recycling to external agencies where they are segregated and disposed/ recycled according to the nature of the waste. Sanitary Napkin Incinerators have been installed in the college and girls' hostel to facilitate the disposal of sanitary napkins in an environment-friendly way.

#### Liquid Waste Management

Liquid waste generated in the institute is treated in septic tanks and disposed into soak pits. Liquid waste from the points of generation like the canteen, hostel, and restrooms are let out as effluent into a proper drainage facility to avoid stagnation. The wastewater generated from four hand wash sinks in the campus is treated and reused for watering plants. Trees and plants are planted adjacent to the discharge points of wastewater released.

#### E-Waste Management

E-waste mainly includes obsolete electronic devices, such as computer systems, servers, monitors, compact

discs (CDs), printers, scanners, copiers, calculators, and battery cells. E-waste is disposed of through authorized E-waste dismantlers in Chennai.

### Vermicompost

The College has a provision for vermicomposting. The Vermi-Composting pit is dumped with dry leaves, green waste, and wet wastes collected from the college, hostel and college canteen.

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

### 7.1.3 Institution waste management practices include

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

**Response:** A. Any 4 or more of the above

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

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

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

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

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

#### **Response:**

Clean India (Swachh Bharath) is possible only through individual. Stella Matutina College of Education is known for its insightful and impactful efforts in organizing various initiatives and events. SMCE, in its educational transaction practices, enforces this to every member of the institution. It maintains a green and clean campus and gives foremost importance to an eco-friendly environment in the campus.

#### **Maintenance of Cleanliness**

College buildings, canteen, restrooms, hostel rooms, classrooms, and office rooms are cleaned regularly. The support staff are involved in cleaning work and keeping the college building, floors, and outside clean. Students are also instructed to keep the campus clean and demonstration is given on the correct deposition of waste in the bins.

Essential daily/weekly campus cleaning includes sweeping and mopping all hard surface flooring, regularly cleaning the floors in the administrative area and classrooms, cleaning the walls, windows, and other surfaces of rooms and buildings throughout campus using proper cleaning materials. Toilets are kept with appropriate sanitizers, soap water and toilet papers. maintaining soap water, and toiletries in restrooms. Effective and safe cleaning products are used in restrooms, canteen, and food preparation spaces. During the covid period college has taken extra care to sanitize all the basic things like light switches, door push plates, door handles, tables, desks, classrooms, hard-surface chairs, keyboards, dispensers of hand soap, sanitizers toilet flush handles, toilet seats, bathroom stall doors, handles, and handrails, are sanitized by the college support staff members every day.

#### **Green cover Initiatives**

The college has a canopy of trees and plants to make the environment pollution free to safeguard the health of all the inmates with a beautiful ambiance. The Eco club of the college looks after planting and maintenance of the greenery on the campus. "EXNORA" International Foundation render help in planting trees. Students are provided with saplings on special occasions and staff willingly contribute to procure them. Also, saplings are gifted to the chief guests on certain occasions. Seminars, webinars, conferences, and activities are organized to create awareness on creating and maintaining an eco-friendly campus. Environment consciousness is instilled in students by celebrating "Environmental day" every year. Several

medicinal plants are also planted.

### Green Audit

The college conducts Green Audit to assess our strengths and weaknesses in maintaining an eco-friendly campus. Measures to minimize waste is adopted to create health consciousness and environmental ethics among student teachers. It provides a better understanding of the impact of eco-friendly practices on campus. It is imperative that the college evaluate its own contributions toward a sustainable future.

### Pollution free environment

College encourages our students and staff to use public transportation and to use bicycles. Utmost care is taken to develop and maintain green landscaping by trained gardeners and supervisors. LED bulbs are used to provide soothing light effect and to reduce heat radiation. The college has installed sanitary napkin incinerators on the ground and first floors to avoid pollution. The usage of air conditioners is minimized wherever possible, trees and plants are maintained to create a pollution-free environment.

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

**7.1.6 Institution is committed to encourage green practices that include: 1. Encouraging use of bicycles / E-vehicles 2. Create pedestrian friendly roads in the campus 3. Develop plastic-free campus 4. Move towards paperless office 5. Green landscaping with trees and plants**

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

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



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

**Response:** 2.42

**7.1.7.1 Total expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)**

2021-22	2020-21	2019-20	2018-19	2017-18
1.12	1.91	1.29	1.68	1.78

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

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

**Response:**

“Jan Andolan” (Encourage People’s Participation), is the way to localize green values to the society. Besides, Jan Adolan is realized as the best practice to involve the society for better life style.

Hence in its commitment to societal excellence, SMCE has developed a strong reputation for promoting education by empowering student teachers as agents of positive changes in their communities. The college took a great effort to promote energy conservation, alternative energy sources, reduce and recycling ways of wastage, and maintain eco-friendly environment and pass on the same to the society.

**Efforts to Leverage Local Environment, Locational Knowledge, and Resources.**

Regular visits to the society situated 40 kms around the college was made to serve the society and to infer knowledge and skills.

By visiting the old-age people, students teachers are able to be compassionate and share with them the health tips and gain insights for their teaching skills their experiences.

Field visits to historically important places like Vivekananda Illam, Bharthiyar Illam, Chennai Port Trust and Anna Centenary Library help them to understand the diverse cultures and communities in which they

will teach in future.

Visiting the District Science Centre like Birla Planetarium offer operational activities and interactive exhibits allow students to widen their understanding on space science.

Industrial visit to Ashok Leyland Factory provides knowledge on industrial operations, how noise and air pollution is controlled.

Visiting Special Schools enables student-teachers to explore, learn, and get experience of engaging with diverse communities.

The skilled human resources available in the locality are invited to teach the students to produce socially useful products like Clay Moulding, hand craft products, Fabric Paintings and to make best out of waste.

### **Efforts to leverage community practices and challenges.**

Covid-19 pandemic took the students as well the teachers to a totally different scenario to combat the disease, educate the society on healthy living and to provide seamless education.

Serving the underprivileged people like Gypsy and Irular Tribes, at Tirukazhukundram by NSS Volunteers, the community engagement of students is promoted, and this helps them to understand the educational needs of children in remote villages.

The students are encouraged to work as volunteers for physically challenged children through which student teachers can develop their skills in adapting teaching methods to meet the diverse needs of students and gain a deeper understanding of the challenges faced by children with disabilities. The practices in all religions are respected by encouraging students to organize celebration of different religious festivals.

It is a vital process for the institution to provide awareness to the general public about the importance of voting and promoting civic engagement to ensure their democratic duties.

Our institution organized workshop on entrepreneur skills for neighbourhood women to support the economic development and empowerment of the local community women. This can help to create jobs and promote economic growth in the community. Additionally, educational institutions can play a key role in promoting gender equality and women's empowerment by providing women with the skills and knowledge they need to succeed as entrepreneurs.

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

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

ways

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

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

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

## 7.2 Best Practices

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

**Response:**

Best practice I

**Social Sensitization of Students (SSS):**

### 1. The Context:

SMCE had followed a philanthropic path from its inception continuously till date taking great interest and sensitizing its students towards tackling social causes and issues. This has always been the best practice of the institution making the students socially responsible citizens along with their academic growth. The number of SSS programs have increased over the years.

### 2. Objectives of the Practice:

1. To Create awareness programs through performing arts (drawing, music, dance and drama).

2. To work towards removing social stigmas and creating communal oneness

3 To empower the less privileged.

### **3. The Practice:**

Students are encouraged to take part in rallies organised for the common good of society such as Dengue Awareness, Helmet necessity for 2-wheeler riders, Road safety rules and Importance of rivers. volunteering to help give music therapy for healing and calming cancer patients of Adyar Cancer Institute. To understand the lives and issues faced by transgenders.

### **4. Impact of the Practice:**

Students have real -time experience of the hardships faced by the sick, socially stigmatised, downtrodden and the less privileged in society that sensitizes them for lifetime. They also in turn become agents of peace and understanding. It also improves life skills.

### **5. Problems encountered:**

Paucity of time. Balancing the elaborate academic programme with the important best practices. Need for skills in music and other arts.

### **1. Resources Required:**

Student resource

Skills in arts

Monetary for acts of charity

Generosity of heart and mind.

### ***Best Practice 2***

### **Leadership Digital Brigade Programme**

#### **1. The Context**

“Best Practises is the uniqueness/spice of the College”, said the NAAC team in their last visit. Motivated by the team, our college initiated best practises for the benefit of the society.

#### **2. Objectives of the practice**

1. To realise and adapt fundamentals that lead to leadership skills.

2. To become proficient in leading the future through digitised operations

#### **3. The Practice**

Faculty are given faculty development programme in ICT every year according to the current development. Peer training and teaching of the new web applications are shared among the teachers through peer teaching. Regarding leadership, only 5 traits are considered for exercising to ascertain measurable practices namely focus, integrity, communication, influencing, and time management. Using ICT, the leadership traits are developed through questionnaire, online-workshop with feed-back, and assignments and are assessed using SMCE developed rubric.

#### 4. Impact of the practice

Faculty in turn carried out the same procedure with their wards, the student teachers. Having attained the leadership skills and ICT skills, the student teachers applied their leadership skills during their teaching practice. The heads and mentors in the respective schools provided positive feedback about the student teachers which reflected the experiences on Leadership **Digital Brigade Programme**

#### 5. Problems encountered

There was always a tendency of setbacks due to technological defects. Yet the faculty and student teachers were able withstand the situation as they developed the unquoted leadership skill namely perseverance.

#### 6. Resources required – Personnel and Technology.

Wifi embedded ICT laboratory. SMCE has a well equipped.

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

### 7.3 Institutional Distinctiveness

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

##### Response:

Need for Preparation of sensitive highly value- based teachers who will be the formators of future society.

##### Vision:

The formation of value-based teachers who have the right balance of Intellectual, emotional and social Quotient who will be an embodiment of life skills for their own personal lives and that of society at large.

##### Priority:

To help the student teachers recognize the need for life values to face all socio-economic and political challenges that they may encounter.

**Thrust:**

A multi-religious prayer motivation

An environment that helps realise that ‘we are One’

To be sensitive to the needs of the less privileged.

**Performance of College:**

The Motto of the College “Attain Truth Through the Path of Love” adheres to value orientation. SMCE moulds its future teachers through the fusion of values based on tradition and Heritage with that of the modern.

The faculty eagerly engage themselves in organizing and conducting Value oriented prayerful morning assemblies every day.

The daily morning assembly trains the student to depend on the divine connect in life at the start of any activity.

The daily readings from the HOLY Books, the Bible, Bhagavad Gita , and the Quaran to help students accept a multi-religious and multi-cultural society.

The thought for every day given during the assembly helps to inspire and motivate students on a single focus for the day.

A unique theme is selected every day based on national and international significance to consciously inculcate moral and ethical values among the prospective teachers.

The weekly value education classes enrich the students with life skills.

Reflection days are observed every day wherein the students participate in Bhajans, prayers and meditation pertaining to their respective religion.

The celebration of all important religious festivals helps one to celebrate universal brotherhood, joy and fraternity with others.

Our institution is proud of our country’s rich heritage and tradition and endeavors to pass this to the teacher aspirants through the curriculum itself and also through its value education classes.

The institute cares for the welfare of its students through mentoring, personal counselling and career guidance and across all these there is emphasis on values and ethics over materialism.

To help students be harbingers of peace, harmony and oneness.

The daily news reading during assembly updates the students with current affairs and keeps them abreast with the national and global political environment.

Global Issues and issues of national importance are given thrust during competitions such as essay writing, debates, Quiz and drawing and painting. This helps student teachers not only be more proficient with the history and tradition of our country but also understand and make choices in life based on the global scenario.

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

## 5. CONCLUSION

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### **Additional Information :**

Stella Matutina college of Education was established in 1961 for B.Ed course by the Foundress Mother Klemen's Maria Hofbauer of the Franciscan Missionaries of Mary (FMM) at Santhome. In 1977 the management passed hands to the present management of The Franciscan sisters of the Presentation of Our Lady.

The name 'Stella Matutina' means the 'Morning Star' and refers to Mother Mary as the star that dispels darkness of the night and proclaims the coming light of the Day. True to its name, the college trains young women to be beacons of light in their own lives, in their families and awakening the society through knowledge, wisdom and service.

SMCE had great reputation even at the very early stage of inception. It started with an extremely Knowledgeable and compassionate management and a very learned and distinguished set of faculty who had steered the institution with their spiritual insight, strength and wisdom to grow and develop to what it is today.

From its inception the institution had collaborated with many international educational institutes and has invited distinguished educators to address its students.

The college has modified its curriculum to suit current trends and include new technology but, in this endeavor, it has never shifted its focus from value-based education and in grooming empathetic student fraternity.

SMCE is very conscious of waste, be it energy, water, e-waste or stationery and emphasizes on the watchwords, 'Reduce and Reuse' and avoids disposables and plastics instilling these values in their students.

### **Concluding Remarks :**

SMCE is one of the oldest private Institution for teacher education in the city of Chennai. The institute stands in good repute among the stakeholders. It functions with Value education and academic excellence as its two arms, always serving society through its formation of both intelligent and digitally savvy but socially sensitized students. curriculum flexibility and enhancement have always been given great focus thereby keeping itself abreast with the growing and changing trends in teacher education. The management of the institution have proved themselves as excellent managers of Academics, administration, staff and student body, campus maintenance and outreach programs.