



## YEARLY STATUS REPORT - 2022-2023

<b>Part A</b>	
<b>Data of the Institution</b>	
<b>1.Name of the Institution</b>	GRT COLLEGE OF EDUCATION
• Name of the Head of the institution	Dr. RADHIKA VIDYASAKAR
• Designation	PRINCIPAL
• Does the institution function from its own campus?	Yes
• Alternate phone No.	04427880877
• Mobile No:	8939992763
• Registered e-mail ID (Principal)	grtcoe@grt.edu.in
• Alternate Email ID	bkrgei@gmail.com
• Address	GRT Mahalakshmi Nagar, Chennai-Tirupathy Highway
• City/Town	Tiruttani
• State/UT	Tamil Nadu
• Pin Code	631209
<b>2.Institutional status</b>	
• Teacher Education/ Special Education/Physical Education:	Teacher Education
• Type of Institution	Co-education
• Location	Rural

• Financial Status	<b>Self-financing</b>				
• Name of the Affiliating University	<b>Tamil Nadu Teachers Education University</b>				
• Name of the IQAC Co-ordinator/Director	<b>Dr. S.Suthakar</b>				
• Phone No.	<b>9952777570</b>				
• Alternate phone No.(IQAC)	<b>044-27880877</b>				
• Mobile (IQAC)	<b>8939992763</b>				
• IQAC e-mail address	<b>grtcoe@grt.edu.in</b>				
• Alternate e-mail address (IQAC)	<b>bkrgei@gmail.com</b>				
<b>3.Website address</b>	<a href="https://www.grtcoe.com/">https://www.grtcoe.com/</a>				
• Web-link of the AQAR: (Previous Academic Year)	<a href="https://grtcoe.com/images/AQAR-2021-2022.pdf">https://grtcoe.com/images/AQAR-2021-2022.pdf</a>				
<b>4.Whether Academic Calendar prepared during the year?</b>	<b>Yes</b>				
• if yes, whether it is uploaded in the Institutional website Web link:	<a href="https://www.grtcoe.com/images/Calendar-2022-2023.pdf">https://www.grtcoe.com/images/Calendar-2022-2023.pdf</a>				
<b>5.Accreditation Details</b>					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
<b>Cycle 1</b>	<b>B</b>	<b>2.84</b>	<b>2014</b>	<b>21/02/2014</b>	<b>20/02/2019</b>
<b>6.Date of Establishment of IQAC</b>			<b>15/09/2012</b>		
<b>7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNTT etc.</b>					
Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount	
<b>NIL</b>	<b>NIL</b>	<b>NIL</b>	<b>Nil</b>	<b>0</b>	
<b>8.Whether composition of IQAC as per latest NAAC guidelines</b>			<b>Yes</b>		

<ul style="list-style-type: none"> <li>• Upload latest notification of formation of IQAC</li> </ul>	<a href="#">View File</a>
<b>9.No. of IQAC meetings held during the year</b>	<b>3</b>
<ul style="list-style-type: none"> <li>• Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?</li> </ul>	<b>Yes</b>
<ul style="list-style-type: none"> <li>• (Please upload, minutes of meetings and action taken report)</li> </ul>	<a href="#">View File</a>
<b>10.Whether IQAC received funding from any of the funding agency to support its activities during the year?</b>	<b>No</b>
<ul style="list-style-type: none"> <li>• If yes, mention the amount</li> </ul>	
<b>11.Significant contributions made by IQAC during the current year (maximum five bullets)</b>	
<p>? All the faculty members are encouraged to conduct seminars, workshops, conferences etc. So Two National seminars are conducted during this academic year (2022-2023) ? All the faculty members are encouraged to attend seminars, workshops, conferences etc. so faculty attended state level, national level workshops, conferences and seminars during this academic year. ? Due to the encouragement 20 papers of the faculty were published in various journals during the academic year 2022- 2023. ? Preparation of Annual Quality Assurance Report (AQAR) for the year 2022-2023 ? Enrichment of quality research culture through outcome based events. ? Support and develop infrastructure for digital library and Research centre.</p>	
<b>12.Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year (web link may be provided).</b>	
Plan of Action	Achievements/Outcomes
<p>Review the Overall progress of the academic, co-curricular, extracurricular, research, and extension activities</p>	<p>Each staff were encouraged to attend at least one international/National conference, seminars, workshops and two FDPs on or off the</p>

	campus through online mode.
Report on quality initiatives by IQAC	Based on the IQAC report discussion it was planned to enhance Research and Development cell by setting a permanent research Centre and proposal was submitted to the management
Feedback and suggestions from stakeholders	Based on the stakeholders feedback it was noted that the Co-operative school allotment for the students caused lot of inconveniences as it was allotted directly by the Department of School Education for their conveniences the issue was represented to the University
Curriculum review and development	New Education Policy insists on Vocational Education and Skill Development so Tailoring, Napkins making, Jewelry making, Arts and crafts training were also started in full swing
Planning International conference	Two day International conference was conducted on 24th and 25th February 2023 for which in-house funding was utilized. The National conference was organized by IQAC entitled "Legitimize Students of Digital Era through Research, Skill Oriented Value Based Education with Effective Strategies" In which a conference proceedings and a book in chapter were published.
NAAC status	IIQA report was submitted and payment, SSR was also submitted and payment for SSR1, SSR2 and logistic were done
Student assessment and evaluation	As per the plan revision exams were conducted and two model

	exams were conducted and prepared the students for their University examinations
Research and innovation	Research centre establishment proposal was approved by the management and it was planned to construct a digital library too.
GRT Journal	GRT JEST (GRT Journal for Education, Science and Technology) website was launched and papers to be published were edited. The content of the website were also designed.
Institutional infrastructure and facilities	Fourth floor plan was finalized which may have a Vocational Education Skill Development Centre, research centre with conference hall, digital library and the library.
Continual Affiliation for M.Ed	M.Ed Continuation of Provisional Affiliation inspection was conducted successfully on 30.03.2023 and compliance report was submitted and affiliation was obtained on 03.07.2023.
Setting Research centre	The infrastructural amenities payments was done by GRT projects officer and fourth floor work was started quotations were submitted and floor plan approval was also done. Research reference books were ordered two hundred numbers
NAAC work progress.	NAAC visit date was received from the NAAC authorities i.e., 04.09.2023 & 05.09.2023
<b>13. Whether the AQAR was placed before statutory body?</b>	Yes
<ul style="list-style-type: none"> <li>Name of the statutory body</li> </ul>	

Name of the statutory body	Date of meeting(s)
Academic and Administrative Advisory Committee	22/08/2023

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

Year	Date of Submission
2021-2022	23/01/2023

**15. Multidisciplinary / interdisciplinary**

In order to develop the all-round capacities of the students intellectual, aesthetic, social, physical, emotional and moral in an integrated manner, the college is preparing to include multidisciplinary subjects as per the National Educational Policy 2020. Keeping in view the problems faced by the students, the college is planning to set up short term, vocational courses and value added certificate courses. The aim is to make the students equipped, so that they don't need to rely on Government jobs but instead pave a way towards self-employment. As the College is preparing itself to have more of multi-disciplinary subjects it tries to identify the programme learning outcomes along with courses and unit learning outcomes that define the specific knowledge, skills, attitudes and values that are to be acquired by the learner and would ensure that each programme achieves its goal.

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

Regarding the implementation of Academic Bank of Credits, the institution has to wait for the academic council to give a green signal. The pedagogical approach of the institution is student's centric where the faculties' pedagogical approaches are constructivist, inquiry-based, reflective, collaborative and integrative. Summative and Formative assessments and assignments are used to evaluate the Students learning outcome.

**17. Skill development:**

The vision of the college is providing Quality Education; hence the college takes efforts to inculcate positivity among the learners. Soft skills are developed through certificate courses, methodology and core subjects. Soft skills such as self-awareness, empathy, interpersonal relationship, conflict management, time management etc are developed. The institution provides opportunities to the students to participate in various hands-on workshops. This provides experiential learning which helps them to take an initiative to take

up various activities. Placement Cell -Plays a key role in developing life skills of students. Entrepreneurship training is provided to the student teachers enhance skills to initiate their own enterprise in tailoring and jewelry making. The popular adage "values are caught and not taught" is the premise on which this institution operates. National and regional festivals are celebrated to inculcate constitutional and cultural values. Activities such as debate, essay writing, elocution, drama, dance etc are conducted on themes like communal harmony and human rights to develop humanitarian values. Values are practiced by students in activities related to cleanliness, hygiene by providing an environment of no plastic by preparing cloth/paper bags using eco-friendly materials. Online Certificate course in any one course related to Pedagogy/Education/Basic Discipline Skills is made mandatory to take up at least one certificate course in their academic duration. Courses like Open Educational Resources have been taken up on SWAYAM portals.

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

Indian knowledge system has base in Vedic literature and the hidden curriculum of ancient Vedas are extracted and explained from music, Words, Abhinaya which explain stimulus variation skills, facial gestures and body postures. Bharatas concepts are brought in choreography. The classical languages talked in these areas are researched and role analysis is done whereby the student teachers improvise a play from the content of the school text books and present it through visual arts and crafts or performing art. To conduct capacity building workshops involving linguistic experts and creating provision for installing language translation software in all the systems Tamil is the only Indian language offered as Method I and Method II at the U.G (B.Ed) level. Indian classical languages and regional languages will be offered when the college adapts multidisciplinary approach.

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

Teaching-learning system has aims and objectives, so there has been a focal vision on outcome based process. The twenty-first century is being regarded as the age of ICT, where preserving information and to assimilate is very easy, so there are specific outcomes of very specific teaching learning programmes. As a matter of fact, GRT College of Education has been offering very specific teacher education programmes where a very noble objective is set to achieve. which is globally viable and locally accepted. Indian Knowledge System is internationally recognised scientific and effective system

so following Outcome Based Education (OBE) are envisaged: UG Programme: B.Ed and PG Programme: M.Ed have been specifically aiming at multicore development of school teachers who can lead, manage and administer teaching learning processes at school level. The College also makes an effort to understand that a pursuit of knowledge is a life-long activity and to acquire positive attitude and other qualities which will lead students to a successful life. To interpret, analyze, evaluate and develop responsibility and effective citizenship is one of the programme outcomes of the student.

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

The College is also preparing itself to offer vocational course through ODL (Open Distance Learning) mode in due course of time. Keeping in view the convenience of the student, the various technological tools used by the faculties especially during the pandemic lockdown are Google Classroom, Zoom, Google, using videos as teaching and learning aids, Group collaboration and interaction and assignment and revision as well as the assessments have been conducted are some of the institutional efforts towards blended learning.

### Extended Profile

#### 1.Student

2.1 300

Number of students on roll during the year

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

2.2 150

Number of seats sanctioned during the year

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

2.3 150

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



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

2.4 150

Number of outgoing / final year students during the year:

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

2.5 Number of graduating students during the year 150

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

2.6 150

Number of students enrolled during the year

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

## 2. Institution

4.1 1714578

Total expenditure, excluding salary, during the year (INR in Lakhs):

4.2 36

Total number of computers on campus for academic purposes

## 3. Teacher

5.1 26

Number of full-time teachers during the year:

## Extended Profile

### 1.Student

2.1 300

Number of students on roll during the year

File Description

Documents

Data Template

[View File](#)

2.2 150

Number of seats sanctioned during the year

File Description

Documents

Data Template

[View File](#)

2.3 150

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

File Description

Documents

Data Template

[View File](#)

2.4 150

Number of outgoing / final year students during the year:

File Description

Documents

Data Template

[View File](#)

2.5 Number of graduating students during the year 150

File Description

Documents

Data Template

[View File](#)

2.6 150

Number of students enrolled during the year

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

**2.Institution**

4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	1714578
4.2 Total number of computers on campus for academic purposes	36

**3.Teacher**

5.1 Number of full-time teachers during the year:	26
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File Description	Documents
Data Template	<a href="#">View File</a>
Data Template	<a href="#">View File</a>

5.2 Number of sanctioned posts for the year:	26
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**Part B****CURRICULAR ASPECTS****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. Describe the institutional process of planning and/or reviewing, revising curriculum and adapting it to the local context in not more than 100 - 200 words

Subjects are allocated to faculties based on their subject expertise and interests well in advance. Time Table for every academic year is prepared by the Time Table Committee in consultation with the Principal with even load distribution. The University provides the syllabus with evaluation schemes and objectives for every course. Action plan and assignment for each course are prepared by the respective subject in charge before start of the new academic year..

The transaction of the research paper for M.Ed. and the foundations laid on the dissertation enables the postgraduates a source for doctoral research and publications. Students have experiential learning with practical sessions including activity based learning: webinars, seminars, field engagement, interactive classrooms, peer teaching, internship, co-curricular activities to develop teaching competencies.

Faculty documents their day- to- day activities on a log book, which reflects accountability and conduct of the curriculum. Faculty and students are trained to acquire competency in ICT skills, develop e-content, for diversified learning experiences, e- portfolio for measuring the progress from entry to exit. Online and offline access to library references are phased for students and provision for research scholars. ICT based competencies augment periodically to develop e- content, e- portfolio and online assessments.

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

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

**E. Any 1 of the above**

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

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

**A. All of the Above**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
URL to the page on website where the PLOs and CLOs are listed	<a href="https://grtcoe.com/images/2.6.1-program-outcomes-program-specific-outcomes-and-course-outcomes.pdf">https://grtcoe.com/images/2.6.1-program-outcomes-program-specific-outcomes-and-course-outcomes.pdf</a>
Prospectus for the academic year	<a href="#">View File</a>
Report and photographs with caption and date of student induction programmes	<a href="#">View File</a>
Report and photographs with caption and date of teacher orientation programmes	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

<b>1.2 - Academic Flexibility</b>	
<b>1.2.1 - Curriculum provides adequate choice of courses to students as optional / electives including pedagogy courses for which teachers are available</b>	
<b>1.2.1.1 - Number of optional / elective courses including pedagogy courses offered programme-wise during the year</b>	
13	
File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	<a href="#">View File</a>
Academic calendar showing time allotted for optional / electives / pedagogy courses	<a href="#">View File</a>
Any other relevant information	<a href="chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.grtcoe.com/images/Calendar-2022-2023.pdf">chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.grtcoe.com/images/Calendar-2022-2023.pdf</a>
<b>1.2.2 - Number of value-added courses offered during the year</b>	
20	
<b>1.2.2.1 - Number of value-added courses offered during the year</b>	
20	
File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Brochure and Course content along with CLOs of value-added courses	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
<b>1.2.3 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year</b>	
300	

<b>1.2.3.1 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year</b>	
300	
File Description	Documents
List of the students enrolled in the value-added course as defined in 1.2.2	<a href="#">View File</a>
Course completion certificates	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
<b>1.2.4 - Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through Provision in the Time Table Facilities in the Library Computer lab facilities Academic Advice/Guidance</b>	<b>All of the above</b>
File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses as per Data Template	<a href="#">View File</a>
Document showing teachers' mentoring and assistance to students to avail of self-study courses	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
<b>1.2.5 - Number of students who have completed self-study courses ( online /offline, beyond the curriculum) during the year</b>	
300	
<b>1.2.5.1 - Number of students who have completed self-study courses (online /offline, beyond the curriculum) during the year</b>	
300	

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

### 1.3 - Curriculum Enrichment

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

#### Knowledge:

The knowledge domain emphasizing on acquisition, integration, construction, analysis, synthesis and application are provided through classroom transaction, seminars/webinars, workshops, discussions, debates, projects, assignments which directs towards processing critical thinking, analytical thinking, reflective thinking, and effective reasoning to develop cognitive- psychomotor abilities.

#### Skills:

Skills such as Emotional Intelligence, Critical Thinking, Negotiation and Communication Skills, inter personal skills, ICT, Collaboration with others etc. are introduced in the theory, practical and projects in all courses. Through the add-on courses and the Enhancing Professional Competencies EPC courses, students are exposed to the application of these concepts and use it in the classrooms.

#### Values:

At the Undergraduate level, an interdisciplinary approach is



implemented in the subject 'Reading and Reflecting Texts' wherein students read the passage, reflect upon it and analyse by using the critical reading strategy thereby reading between lines. In this manner student teachers are able to develop language skills as well as critical thinking skills, reflective and problem-solving skills.

#### Attitudes:

Input sessions, competitions such as academic, intellectual and co-scholastic areas are provided to give them opportunities to participate and to develop in the students' knowledge, attitudes, values, skills of team spirit, leadership and communication skills, for holistic development.

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

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

The curriculum covers the theoretical aspects exhaustively. The programme's gives a broad perspective of various boards such as, Indian School Certificate (ISC), Secondary School Certificate (SSC), and Central Board of Secondary Education (CBSE). Curriculum implementation and evaluation under different boards are considered for preparing assessment strategies and tools. In house innovative lessons expose them to national and international perspectives. The methodology paper, 'assessment for learning' and 'assessment of learning', scholastic achievement record caters to the various forms of assessment of different boards. Credit based evaluation, open-book examination, design of rubrics for CCE model

are modeled focusing on diverse boards, thus aligning with the norms & standards of National & local standards. Changes in teaching methods, rubrics, blueprint, question banks, scholastic achievement test are all familiarized as per the functional differences. The student teachers are exposed to different pedagogical practices of boards in schools during the internship, trained to formulate subject specific academic standards and learning outcomes. Western vs. Eastern thinkers, their ideologies and approaches are included in the syllabus of philosophy and psychology to acquaint the student teachers to understand the foundations, functions and forms of different boards and function of international school system with indigenous practices.

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

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

The core subjects and the pedagogy subjects are delivered with cross subject knowledge to bring linkage. The EPCs which is part of the UG course are designed to support cross-methodology and cross-core papers interconnectedness for improving professional competencies in applying the subject knowledge in real life situations. A methodology lesson is translated into a drama concept. Certificate courses are offered to students to understand its content and functionality which are intertwined during internship as well as teaching. Eg. Certificate courses in soft skills & conversational English, basic skills in counseling reflect in their capacity building. The interconnectedness is apparent in 'Language Across the Curriculum', the concept of developing language skills by providing multiple environments to extend student knowledge of the second and third languages beyond the mother tongue. The language skills acquired are applied to course materials, research and projects.

A few participating activities to mention are:

Writing articles for the college magazine.

- Formal letter writing.
- Visiting Innovative Schools
- Maintaining a self-reflective diary
- Designing innovative lesson plans
- Visiting self-help groups for empowering women.
- Report writing on values promoted through textbooks.
- E-content development
- Preparation of Multiple Choice Questions (MCQs)

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

#### 1.4 - Feedback System

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

All of the above

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

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

Feedback collected, analyzed, action taken and available on website

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

## TEACHING-LEARNING AND EVALUATION

### 2.1 - Student Enrollment and Profile

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

150

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

150

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

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

150

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

150

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

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

3

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

3

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

## 2.2 - Honoring Student Diversity

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

**Academic Support**

Some of them includes Guest Lectures, Workshops/Seminars, Group Discussions, Bridge Courses, Remedial classes, Supervised study sessions, Contact with external agencies etc. A well-stocked library and computer resource center provide all students access to books, journals and e-resources. Academic Support is provided to different types of learners in different ways as discussed below:

For Slow learners-To cater the needs of slow learners, special remedial classes are organized by teachers. With the increase in number of students from Tamil medium schools, the medium of instruction is now bilingual. Remedial classes for English and Tamil medium both are also organized for the benefit of students.

For Moderate Learners-Well framed Time table which includes all type of activities and classes is top most priority. Peer tutoring is emphasized so that all types of learners can be benefitted. Guest lectures are also arranged for them.

For Advance Learner-Advanced learners are encouraged and facilitated to read beyond the requirements of the syllabus. They are provided with the open educational resources to read in detail. They are provided with the opportunities to participate in different types of events that are arranged for them by contacting external agencies and NGOs.

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

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

All of the above

<b>Adaptive Structures (for the differently abled) Multilingual interactions and inputs</b>	
File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Relevant documents highlighting the activities to address the student diversities	<a href="#">View File</a>
Reports with seal and signature of Principal	<a href="#">View File</a>
Photographs with caption and date, if any	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
<b>2.2.3 - There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students No Special effort put forth in accordance with learner needs Only when students seek support As an institutionalized activity in accordance with learner needs Left to the judgment of the individual teacher/s Whenever need arises due to student diversity</b>	<b>Three of the above</b>
File Description	Documents
Relevant documents highlighting the activities to address the differential student needs	<a href="#">View File</a>
Reports with seal and signature of the Principal	<a href="#">View File</a>
Photographs with caption and date	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
<b>2.2.4 - Student-Mentor ratio for the academic year</b>	
<b>20</b>	
<b>2.2.4.1 - Number of mentors in the Institution</b>	
<b>8</b>	

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

### 2.3 - Teaching- Learning Process

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

#### 1. Experiential Learning:

Classroom transaction involves discussions, collaborative learning, problem solving, gaming, peer assisted learning, concept mapping, theme based activities, assignment, seminar presentation, projects, creating portfolios, showcasing reflections, action research etc.

2. Field Visits: The theoretical knowledge is consolidated and internalized through field visits, projects, and case studies to perceive, contextualize using simulation, and develop far sightedness in their pursuit for seeking solutions equipping them with skills that will enhance their career prospects. Further, school visits, internships, allow students to understand how to develop education processes for classroom transaction.

3. Participated Learning: Drama and Art occupies significant and integral part of the college's teaching & learning process. Other than the course requirements, script writing, choreography provides platform for the needed skills.

4. Problem solving Methodology Action research demonstrates to the students how a classroom problem could be resolved either individually or collectively within the classroom environment to create remediation. Students imbibe observation skills, designing tools, critical thinking, analytical reasoning, logical and structured planning and problem solving abilities. Students are involved in designing contemporary assessments through theoretical and practical instructions. Impromptu quizzes, slip tests, yoga,



competitions are used as academic warm-up exercises to ensure assessment for learning instead of assessment.

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

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

26

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Link to LMS	<a href="https://grtcoe.com/lms/">https://grtcoe.com/lms/</a>
Any other relevant information	<a href="#">View File</a>

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

300

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

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

Four of the above

**activities Field sports**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	<a href="#">View File</a>
Geo-tagged photographs wherever applicable	<a href="#">View File</a>
Link of resources used	<a href="https://classroom.google.com/c/OTE2NTk1ODI0MDJa?cjc=yierfgl">https://classroom.google.com/c/OTE2NTk1ODI0MDJa?cjc=yierfgl</a>
Any other relevant information	<a href="#">View File</a>

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

**Working in Teams:**

UG and PG students are grouped under the supervision of mentors with 13-15 students to cope with academic and professional growth.

**Dealing with Student Diversity:**

Equity and equality are the core values with special attention to students from below socio-economic strata in developing their capacity towards life skills.

**Conduct of Self with Colleagues and Authorities**

Students are made aware of the vision, mission, code of conduct, professional ethics and exposed to the qualities such as soft skills, body language, team spirit, co-habitation, co-operative management skills, self-conducting habits with stakeholders.

**Balancing Home and Work Stress**

Face to face personalized interactions every semester by the principal for academic and personal wellbeing are conducted with confidentiality.

### Keeping Themselves Abreast

Awareness programmes are organized during the formative period of the UG and PG programmes to acquaint them with current updates in the areas of knowledge, technology and evaluation.

### Projects

The professional attributes developed are team spirit, communication skill, and decision making ability, and showcasing skills while accepting constructive suggestions and feedback to nurture professionalism.

### Activities

Activities are monitored by the concerned mentors and in-charge staff with learning experience, expressed in their portfolio project for professional growth.

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

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

Five/Six of the above

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

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

In Pedagogy of languages, students prepare lesson plans based on Herbartian approach of lesson plan model, Value based, Digital, Team teaching and Appreciation of poetry. In pedagogy of subject methodologies students prepare lesson plan based on, Herbartian model, ICT Based lessons/ E -Content Modules, Value based lessons, lesson plans based on Constructivism-5 E-Model, Multiple intelligence, Script writing in the form of dialogue for role-play or story on various topics, and skill oriented lesson on drawing, graphs and their interpretation, which nurtures creativity, innovativeness, empathy, life skills, intellectual and thinking skills. Herbartian model promotes the difference between concept formation and attainment, nurturing other support system. Language Across Curriculum is implemented

**M.Ed:**

M.Ed students teach lessons to their peers and B. Ed students by designing different types of lesson plans based on different instructional development models, thereby leading to the development of innovativeness and creativity in the teaching learning process. Communication skills are developed through interaction with other stakeholders and non-profit organization permit in-roads to an inclusive network with other institutions. During the transaction of Academic writing and Expository writing Papers, the rudiments and foundations of language skills are fostered thereby enhancing their research skills.

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

## 2.4 - Competency and Skill Development

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

Seven/Eight of the above

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

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

Eight /Nine of the above

<b>Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement</b>	
File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Reports and photographs / videos of the activities	<a href="#">View File</a>
Attendance sheets of the workshops / activities with seal and signature of the Principal	<a href="#">View File</a>
Documentary evidence in support of each selected activity	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
<b>2.4.3 - Competency of effective communication is developed in students through several activities such as Workshop sessions for effective communication Simulated sessions for practicing communication in different situations Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’ Classroom teaching learning situations along with teacher and peer feedback</b>	<b>Three of the above</b>
File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Details of the activities carried out during the academic year in respect of each response indicated	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
<b>2.4.4 - Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses Teacher made written tests essentially based on subject content Observation modes for individual and group</b>	<b>All of the above</b>

<b>activities Performance tests Oral assessment Rating Scales</b>	
File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Samples prepared by students for each indicated assessment tool	<a href="#">View File</a>
Documents showing the different activities for evolving indicated assessment tools	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
<b>2.4.5 - Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of Preparation of lesson plans Developing assessment tools for both online and offline learning Effective use of social media/learning apps/adaptive devices for learning Identifying and selecting/developing online learning resources Evolving learning sequences (learning activities) for online as well as face to face situations</b>	<b>Four of the above</b>
File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Documentary evidence in support of each response selected	<a href="#">View File</a>
Sample evidence showing the tasks carried out for each of the selected response	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
<b>2.4.6 - Students develop competence to organize academic, cultural, sports and community related events through Planning and scheduling academic, cultural and sports events in school Planning and execution of community related events Building teams and helping them to participate Involvement</b>	<b>Four of the above</b>

**in preparatory arrangements**  
**Executing/conducting the event**

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

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

**All of the above**

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

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

**1. Selection of schools for internship:**

**2. Orientation to school principal/teachers:**

**3. Orientation to students going for internship:**

**Students are oriented and demonstrated to use different strategies of teaching, design instructional teaching, activities, preparation of TLMs, evaluation tools etc. Practicing different**



innovative models, strategies and approaches under simulation sessions are implemented during internship. Before internship each student teacher get at least five lesson plans approved by their optional teacher and are instructed to submit their lesson plan daily to master teachers for constructive suggestions.

Prior to M.Ed. internship, orientation is given for Phase 1 in first semester and phase II in second & third semester.

#### Phase 1

1. Observation of peer teaching sessions and internship for 10 working days to the co-operative schools.
2. Internship at B.Ed. Colleges for 10 days where Students are taught instructional designs and to maintain reflective record.
3. M.Ed. students observe the innovative lessons of B.Ed. students in phase II visit B.Ed. Colleges (15 days).
4. In the third semester they visit Co-operative schools for 5 working days

4. Defining role of teacher of the institution

5. Streamlining mode/s of assessment of student performance

6. Exposure to variety of schools

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

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

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

150

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

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

Seven/Eight of the above

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

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

**Each teacher educator is assigned a school for monitoring and evaluation purposes on a rotation basis. Teacher-educators also maintain a proper record of each observation and remarks given.**

**Role of teacher-educator**

**1. To maintain and ensure regularity and punctuality of teacher-trainees during the Internship.**

2. Teacher Educators also ensure the optimal learning exposures to trainees during their Internship Programme.

3. Teacher-educator assigned, assesses the students for their observation skills and their participation in school activities.

4. Suitable feedback is provided to the trainees for improvement in performance.

**Role of school principal**

1. To look after the proper allocation of classes to the Interns.

2. To orient the Interns about the functioning of school system and role of a teacher

3. To provide time-to-time guidance to Interns for their performance.

4. To report to Teacher-educator about the observations made for improvement

**Role of school teachers**

1. To provide a comfortable environment to the Interns welcoming them in the system to work with them and learn.

2. To provide them guidance in conducting the classes

3. To provide regular remarks on the lesson planning and its execution by the Interns in the class.

4. To provide feedback of interns to the teacher-educator.

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

**2.4.12 - Performance of students during internship is assessed by the institution in terms of observations of different persons such as Self Peers (fellow interns) Teachers / School\* Teachers Principal / School\* Principal B. Ed Students / School\* Students**

All of the above

(* 'Schools' to be read as "TEIs" for PG programmes)	
File Description	Documents
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	<a href="#">View File</a>
Two filled in sample observation formats for each of the claimed assessors	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
<b>2.4.13 - Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include Effectiveness in class room teaching Competency acquired in evaluation process in schools Involvement in various activities of schools Regularity, initiative and commitment Extent of job readiness</b>	<b>Four of the above</b>
File Description	Documents
Format for criteria and weightages for interns' performance appraisal used	<a href="#">View File</a>
Five filled in formats for each of the aspects claimed	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
<b>2.5 - Teacher Profile and Quality</b>	
<b>2.5.1 - Number of fulltime teachers against sanctioned posts during the year</b>	
<b>26</b>	

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

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

3

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

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

255

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

26

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

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

Different policies and regulations are issued by the government and in the same reference teachers at GRT College of Education aims at discussing them with each other to keep them updated.

- The purpose of in-house discussions on current developments and issues in education.
- To make themselves aware about recent changes and development in education system.
- To create awareness regarding issues of policies and regulations.
- To strengthen the base of students according to change in system.
- To get ready for changes in education system.
- To provide solution of queries related to different issues and challenges of the education system
- To make the teachers aware about the changes going in the education system, teachers at GRT COE conduct discussion sessions on recent policies and regulations which are issued by the government at regular intervals. Thus, efforts are made in this direction to remain updated with the scenario.

The new aspects of the information obtained is researched upon to be implemented in their internship from their respective schools, a feedback is obtained from the master-teachers regarding the students' teaching and interaction, marks obtained during internship, that used to analysed for students' performance

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

## 2.6 - Evaluation Process

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

. Students' attendance is reviewed periodically and the students, reporting shortfalls, are informed.

2. Under the formative approaches teachers generally assign marks or grades to the students on their assignments, files, co-curricular activities and their regularity in the classroom is being monitored.

3. The records of the students are maintained by the faculty and they are

4. Assessed on the basis of their performance in curricular as well as co-curricular areas.

6. Internal assessment is done for all students as per the university criteria.

7. Cumulative records of students' participation in various activities are maintained.

8. The faculty is personally involved to help the students to prepare the assignments.

Corrections and modifications are constantly done.

1. Class test-The College faculty evaluates the presentations made by the students as part of the internal evaluation process. Continuous evaluation is done.

2. Assignments, Presentations and Activities-Teachers are given free hand to design their own evaluation methods in this category, whereby students are encouraged to participate in interactive sessions, group discussions, PowerPoint presentations, projects and assignments.

3. Seminar - (minimum of one)

4. Attendance - Each candidate whose admission is approved by TNTEU shall apply for the written/practical examinations.

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

**2.6.2 - Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation Display of internal assessment marks before the term end examination Timely feedback on individual/group**

**Five of the above**

**performance Provision of improvement opportunities Access to tutorial/remedial support Provision of answering bilingually**

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

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

**Exam Revaluation:** If any student feels that marks given are not just, she can apply for revaluation, by following the stipulated norms. The controller appoints examiners other than the previous assessor and if a change is found it is rectified.

#### Internal Grievance Redressal

.Types of internal grievances are

- Marked absent in the assignment
- Marks deduction due to not showing appropriate performance in any one of the assignments.

#### External Grievance Redressal

. The head of the examination committee coordinates with the other members regarding the smooth conduction of examination procedure, evaluation procedure and results and thereby necessary action is taken. The college also intimates the university regarding any mismanagement in the conduction of examination from the university side. The students can apply for revaluation or can appear for Back paper in case of any loophole or dissatisfaction.

#### Pre-Examination Grievances



**Not getting Hall Ticket for the examination**

- Different subject mentioned on the admit card
- Name is not correctly written on the admit card
- Candidate's Photo missing
- Form filling receipt not provided

**Post-Examination Grievances**

- Result not declared
- Name not found in result list
- Absent marked in specific papers

**Absent marked in all papers**

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

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

Prior to the commencement of the academic year, the Institution prepares an 'academic calendar' containing the relevant information regarding the teaching learning schedule, various events to be organized, dates of internals, etc. As attendance is mandatory, the internship programme & practicals are followed as scheduled.

The academic calendar is prepared by the college according to the guidelines of the Tamilnadu Teachers Education University and its shows the temporary date sheet of the university examinations. In the semester system, practical are prescribed in terms of planning of university, time table, attendance review, and midterm tests. Students with small attendance are notified according to their names and fined. Assignment work is awarded to students and marks are awarded before the commencement of the final examination. The syllabus is discussed by the staff members of each department and prior notice is given regarding the conduct of the mid-term and final examinations. Co-curricular activities are conducted simultaneously from time to time and information in respect of the same is displayed on the notice board. Similarly, annual

celebrations are also held during the end of the academic year. The head of the institution monitors the quality of teaching-learning activities

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

## 2.7 - Student Performance and Learning Outcomes

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

### PROGRAMME LEARNING OUTCOMES

#### Content Competency:

- To produce qualified and competent teachers and teacher educators
- To provide knowledge on historical, philosophical and sociological foundation of educational practices.
- To prepare to carryout field internship, practical and dissertation works.
- To promote mastery over the required content.

#### Pedagogical Skills:

- To motivate to learn and use sound principles and techniques in the learner- centered instructional process
- To impart teaching skills and strategies to transfer the given content suitably in classroom situations
- To deal with education of children with diverse needs
- To innovate and experiment classroom practices.

### COURSE LEARNING OUTCOMES

After the completion of the course the student will be able to:

- Able to demonstrate the competencies of teacher educators
- Understand the historical, philosophical and sociological implications of education
- Able to serve as educational psychologists and counsellors
- Able to provide constructive feedback to restructure the

elementary and secondary teacher education programmes and teacher preparation.

- Capable of designing and developing curriculum and other learning resources
- Able to demonstrate the research skills by undertaking research projects
- Realises the values of learner-centered instruction
- Realises the importance of education in improving the status of women and addressing their issues
- Understand the emerging trends in education for children with special needs

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

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

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

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

Regarding the details of practice teaching in schools, a student teacher generally delivers two/four lessons covering one composite method subject she / he opted per day. These are observed by the teacher educators or concerned subject teachers and maintain the record of their observations in the supervisor observation book known as Supervision Book. After completion this practice teaching in schools, a feedback session is conducted in the institution in

the presence of the Principal and the teacher educators as faculty members to share with the student-teachers regarding their experiences in the schools and to give some suggestions for further improvement in their teaching performance .

The College followed evaluation pattern of marks for internal evaluation and marks for final examination. The Course outcomes facilitate in clear understanding about the course expectations and also support the process of learning. The Course outcomes also present a clear picture of employability, skill development and entrepreneurship prospects of the course. Further the outcomes help to understand the various cross cutting issues pertaining to gender, environment, values and professional ethics. Academic council frames the curriculum which appropriately incorporates Program Outcomes for all programs offered by the college.

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

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

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

149

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

2.7.5 - Performance of students on various assessment tasks reflects how far their initially identified learning needs are catered to. Describe with examples the extent to which the assessment

task and the performance of students reflect their initially identified learning needs in not more than 100 -200 words.

**Initial:** An initial effort is taken to assess the developmental stages of pre- service teachers and judiciously plan the sessions that are tailor made for the specific needs of the batch enrolled. This performance would give insights into their attitudinal dispositions, which are attended to and formed during the formative phase.

**II. During:** From academics to practicals, specific assessment strategies are applied through the continuous internal project based learning. Their pre-suppositions and dispositions about the methods and techniques to be adapted at schools are demonstrated, making them as assessors, so that they reflect on their own growth from the initial stage of apprehensions to a balanced approach towards encountering instructional strategies in physical classrooms and understand hardship of class management.

**III. Post:** Student Teachers complete task oriented activities. After the internal assessment and semester end achievements, they reach a stage to prove their worthiness through preparing instructional design, demonstration of knowledge beyond current trends in pedagogical practices, exhibition of cultural competence, complexities of teaching to stakeholders and suggest policy revision and show a genuine accountability towards self, society and nation by the end of the B.Ed. / M.Ed. programme.

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

## 2.8 - Student Satisfaction Survey

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

<https://grtcoe.com/feedback-analysis-report.php>

## RESEARCH AND OUTREACH ACTIVITIES

### 3.1 - Resource Mobilization for Research

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

0

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Sanction letter from the funding agency	No File Uploaded
Any other relevant information	No File Uploaded

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

0

File Description	Documents
Sanction letter from the funding agency	<a href="#">View File</a>
Income Expenditure statements highlighting the research grants received certified by the auditor	No File Uploaded
Any other relevant information	No File Uploaded

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

All of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Institutional Policy document detailing scheme of incentives	<a href="#">View File</a>
Sanction letters of award of incentives	<a href="#">View File</a>
Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	<a href="#">View File</a>
Documentary evidence for each of the claims	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**3.1.4 - Institution has created an eco-system for innovation and other initiatives for creation and transfer of knowledge that include Participative efforts (brain storming, think tank etc.) to identify possible and needed innovations Encouragement to novel ideas Official approval and support for innovative try-outs Material and procedural supports**

All of the above

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

## 3.2 - Research Publications

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

5

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

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

8

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

### 3.3 - Outreach Activities

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

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

13



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

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

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

300

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

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

300

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

300

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

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

Outreach activities in the community with active participation of students in various fields viz. education, health awareness programme, current social issues, women empowerment, environment protection etc.

The community service initiatives in the college are led by the NSS, RRC, YRC, Bharath Guides and Scouts and Eco-Club

Our students learn the importance of developing the spirit of giving back to society. NSS units of the college regularly organise cleanliness drive like 'Swachh Bharat' as well as ten days NSS camps and also involve the residents of the village. They also conduct door to door survey; take out rallies to spread awareness, to have first-hand information about various issues as education, health, drug addiction etc. Medical check-up camps to address the health issues of local residents are organized. The programmes on eco sustainability also help the students as well as community members through eco-friendly activities like waste segregation, composting and harmful effects of plastic etc.

Community Outreach activities and projects like visits to old age homes, orphanages, eco-sustainability drives etc, reaching out to those less privileged and marginalized. The college organizes rallies especially nearby slums to make the public aware about the issues of social importance.

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

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

11

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

### 3.4 - Collaboration and Linkages

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

21

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

21

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

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

7

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

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

All of the above

**Practice teaching /internship in schools**  
**Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education**  
**Discern ways to strengthen school based practice through joint discussions and planning**  
**Join hands with schools in identifying areas for innovative practice**  
**Rehabilitation Clinics**  
**Linkages with general colleges**

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

## **INFRASTRUCTURE AND LEARNING RESOURCES**

### **4.1 - Physical Facilities**

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

The GRT College of Education is marching towards onward and upward. The built up area is 32302.5 Sq. ft.

**Classrooms:** All classrooms are spacious and well-ventilated, fitted with a sufficient number of lights, fans, smart boards and other requirements.

**Laboratories:**The existing facilities were upgraded based on the redesigned curriculum, considering the NCTE framework. Well-equipped available in our campus namely psychology lab, computer lab, language lab, physical science lab, biological science lab ET lab etc...

**Educational Technology (ET) Lab:** 2 LCD projectors (one portable), laptops, audio-visual equipment like, Television, CDs and DVDs microphones (Collar and wireless), speakers, amplifier, mixer, camera and video camera.

**Seminar Halls:**Conferences, symposia, seminars, guest lectures are organized in the seminar hall, Seminar halls are fitted with LCD

which are used to conduct State, National, International level programmes.

**Library:**The library seating capacity is about 100 with a separate library cum reading room for both B Ed & M.Ed

**Sports Field:** There is an open space basketball, tennikoit court, throw ball, kho kho court , kabadi court, cricket ground, track and field and also makes use of the playground for other sports activities like sprint, hurdles, long jump, and high jump.

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

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

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

7

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

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

1724641

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

## 4.2 - Library as a Learning Resource

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

State of the art library facilities with an access to DELNET which caters to the needs of the faculty, students, and remote users in providing the required learning and research resources.

The College journeyed from a manual facility to an automated Integrated Library Management System (ILMS) in the year 2014 using the first generation library application ROVAN. This version 6.0 of the software had limited functions permitting bar coding of the 10,427 books. It is an open source software online public access catalogue (OPAC) and Web OPAC. The first generation library software residing on the Colleges' server was upgraded to ROVAN under the Annual Maintenance Contract (AMC). This version runs on LAN/ Internet.

ASROVAN is a web driven application for which the College invested and upgraded its existing cabling to SENNET 35mbps, 15 mbps and SRINET 200 mbps with a unique IP address configuring to the College's LMS, thus operationalizing remote access.

ROVAN is a collection of various tools, of which some of the relevant application used routinely is stated below as:

Content Supported: textual materials (e.g., books, periodical articles, sound files, web pages, full text, CD-ROMs, training materials, Power Point presentations video clips, images etc used for learning purposes.

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

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

The college library is equipped with computers and internet access. The following information relates to staff and student access, as well as how often it is used: Getting to know the staff: In order to access a wide range of information about the teaching-learning process, teaching strategies, teaching techniques and various innovations in the field of classroom interactions, teachers and students use computers and the internet. They also use teaching aids; effectively use audiovisual teaching aids, the role of electronic media in education, and recent research on educational developments and complexities. Teaching staff members contrast indigenous educational approaches with those of other nations' educational advancements. Use frequency: Almost every working day is spent in the library by teaching staff according to their need.

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

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

All of the above

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

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

5.80807

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

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

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

624



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

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

All of the above

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

### 4.3 - ICT Infrastructure

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

#### ICT facilities:

The institution is equipped with high speed internet and Wi-Fi enabled campus. There are three LCD projectors, three laptops, four smart boards, digital camera. The office is furnished with high configured systems, connected with internet and Wi-Fi, and

has Biometric system and CCTV cameras. Computer systems are upgraded as per the requirements of the college.

**Library:**There are 10 computers available for the student-teachers to access to e- resources with internet and Wi-Fi connection.

Computer cum Language Labhas a server and twenty seven systems with LAN and internet connection. Language lab has headphones, interactive board and internet supported.

**Educational Technology (ET) Lab:** Itis equipped with Over Head Projectors (OHP), sheets, LCD projectors, laptop; Acessing 24/7 ETV Channels and other audio-visual equipments .DVDs. Classrooms have Smart board with interactive boards, LCD projector with screen and audio system for teaching- learning purpose.

**Accessibility:**The staff and students have an access to internet with a separate user name and password. In the college LAN and Broadband internet connections are connected to the Principals office, Staffrooms of M.Ed and B.Ed, office, library, and computer lab.

**Software:**The institution uses predominantly Windows 7 and 10, MS office 2007, SPSS, Adobe reader.

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

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

8

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

#### 4.3.3 - Available bandwidth of internet

C. 250 MBPS - 500MBPS

<b>connection in the Institution (Leased line)</b>	
<b>Opt any one:</b>	
File Description	Documents
Receipt for connection indicating bandwidth	<a href="#">View File</a>
Bill for any one month during the academic year indicating internet connection plan, speed and bandwidth	<a href="#">View File</a>
Any other relevant Information	<a href="#">View File</a>
<b>4.3.4 - Facilities for e-content development are available in the institution such as Facilities for e-content development are available in the institution such as Studio / Live studio Content distribution system Lecture Capturing System (LCS) Teleprompter Editing and graphic unit</b>	<b>Four of the above</b>
File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Link to videos of the e-content development facilities	<a href="https://www.youtube.com/channel/UCne-xqkNy5iSJlHXFz4qUVA">https://www.youtube.com/channel/UCne-xqkNy5iSJlHXFz4qUVA</a>
List the equipment purchased for claimed facilities along with the relevant bills	<a href="#">View File</a>
Link to the e-content developed by the faculty of the institution	<a href="https://www.youtube.com/watch?v=HahIE7bq8Z0&amp;t=62s">https://www.youtube.com/watch?v=HahIE7bq8Z0&amp;t=62s</a>
Any other relevant information	<a href="#">View File</a>
<b>4.4 - Maintenance of Campus and Infrastructure</b>	
<b>4.4.1 - Expenditure incurred exclusively on maintenance of physical and academic support facilities during the year (INR in Lakhs)</b>	
<b>15</b>	

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

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

**Classrooms and Building maintenance:** Physical infrastructure is well maintained and upgraded with necessary requirements to ensure comfortable atmosphere. Regular cleaning is done and Saturdays are reserved for deep cleaning and sanitization. The plumbers, electricians and carpenter are hired periodically for building maintenance. Regular cleaning of tanks, garbage disposal, pest control, and campus maintenance is done.

**Laboratory:** The laboratories are maintained and staff in-charge takes care of stock checking. Well established procedure is available for service and maintenance of lab equipment.

**Library:** The library is stacked with thousands of books and periodicals which have been arranged in the prescribed order and binding of books is periodically taken up. Pest control is done on a regular basis to prevent silver fish and bookworms.

**Computers & Softwares:** Maintenance of computers (Hardware and Software), updating software related to administrative and overall maintenance of campus infrastructure. Annual maintenance for computers, Printers, software, CCTV, Fire extinguisher and security are in place.

**Sports:** Safety equipment and sports gears are properly maintained and students are always instructed during sports periods in regard with proper handling of the gears.

File Description	Documents
Appropriate link(s) on the institutional website	<a href="https://www.grtcoe.com/">https://www.grtcoe.com/</a>
Any other relevant information	<a href="#">View File</a>
<b>STUDENT SUPPORT AND PROGRESSION</b>	
<b>5.1 - Student Support</b>	
<b>5.1.1 - A range of capability building and skill enhancement initiatives are undertaken by the institution such as Career and Personal Counseling Skill enhancement in academic, technical and organizational aspects Communicating with persons of different disabilities: Braille, Sign language and Speech training Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two E-content development Online assessment of learning</b>	<b>All of the above</b>
File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	<a href="#">View File</a>
Sample feedback sheets from the students participating in each of the initiative	<a href="#">View File</a>
Photographs with date and caption for each initiative	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
<b>5.1.2 - Available student support facilities in institution are Vehicle Parking Common rooms separately for boys and girls Recreational facility First aid and medical aid Transport Book bank Safe drinking water Hostel Canteen Toilets for girls Indicate the one/s applicable</b>	<b>Nine or more of the above</b>

File Description	Documents
Geo-tagged photographs	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
<b>5.1.3 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees</b>	<b>A. All of the above</b>
File Description	Documents
Data as per Data Template for the applicable options	<a href="#">View File</a>
Institutional guidelines for students' grievance redressal	<a href="#">View File</a>
Composition of the student grievance redressal committee including sexual harassment and ragging	<a href="#">View File</a>
Samples of grievance submitted offline	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
<b>5.1.4 - Institution provides additional support to needy students in several ways such as Monetary help from external sources such as banks Outside accommodation on reasonable rent on shared or individual basis Dean student welfare is appointed and takes care of student welfare Placement Officer is appointed and takes care of the Placement Cell Concession in tuition fees/hostel fees Group insurance (Health/Accident)</b>	<b>Five or more of the above</b>

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

## 5.2 - Student Progression

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

Number of students placed as teachers/teacher educators	Total number of graduating students
51	150

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

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

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

24

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

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

1

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

### 5.3 - Student Participation and Activities

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

The institution has a well constituted student council that meets formally and informally. Student council is the voice of the student body. The purpose of the student council is to give students an opportunity to develop leadership by organizing and carrying out responsible activities. The members of the Student Quality Council (SQC) are selected with a democratic approach by giving equal opportunities to B.Ed. and M.Ed. students. It includes college representative, Office bearers from subject methodologies such as English, Tamil, Mathematics, Physical Sciences, Biological Sciences, History, Computer science and economics. The representatives in the SQC voice their problems and suggestions of all students during their meet with the Principal to resolve any conflicts. The function of the student council is based upon Institutional guidelines. Student councils participate, organize and manage various academic and co-curricular activities



in the college. Student council discusses all curricular related issues and concerns; they are considered for rescheduling the dates of assignments, seminars etc. Feedback from SQC is valued for a better functioning. Members of the Student Council serve as a bridge between the students and the administration. They ensure that the grievances of student population reaches the authorities, act as the students' representatives.

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

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

16

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

### 5.4 - Alumni Engagement

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

The mission of the GRT alumni group is to foster a spirit of loyalty and to promote general welfare of the institute. It offers network opportunities, which can connect recent graduates with

established professionals and help to pursue career change. At GRT COE, we conduct our annual gathering every year their general meetings, where they can discuss, plan, and talk to each other and even they can execute their planning with the help of college faculties and students.

We encourage our final year students to continue with our WhatsApp groups and join our GRT Alumni Association so that we can connect with each other for a long time and they can share their experiences, memories and any updates regarding vacancies or upcoming events too.

GRT COE alumni group contributed significantly through various activities during the last year:

- Motivating new students
- Organizing various activities
- They support in online teaching and learning
- They support in placements
- They support in internship programmes
- Some of our alumni are associated with NGOs to counsel and help underprivileged kids
- Alumni are active members of IQAC

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

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

All of the above

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

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

2

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

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

GRT College of Education has a Registered Alumni group that strengthens the network among the alumni, faculty, and management and builds an integral relationship with students of the College. Alumni group of the college is an active body with many alumni as its members. It conducts formal Alumni meetings every year to reunite with their friends, Students, faculty members, and management; they cherish their memories and share their experiences. The institution has included its alumni as a significant part of many of the notable academic and administrative bodies such as Internal Quality Assurance Cell, College Advisory Committee, Curriculum development etc. In every meeting of Alumni a talk is arranged on a certain aspect by the alumni for the students related to the field. The topics on which these discussions and talks have been arranged are Guidelines for

improving communication skills, experience sharing regarding importance of participation in co-curricular activities, discussion on challenges in teaching profession, discussion on SWOT analysis, guidelines for how to face an interview, ICT based learning, talk on enhancing teaching skills, lecture on professional ethics. Alumni also Volunteer in our special project that is evening school in Sirugumi village by taking classes to the rural children.

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

## GOVERNANCE, LEADERSHIP AND MANAGEMENT

### 6.1 - Institutional Vision and Leadership

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

#### Nature of Governance

The Institute follows a democratic and participatory mode of governance with all stakeholders participating actively in its administration. College is promoted by GRT Mahalakshmi Educational Charitable Trust has been established with a firm commitment to foster a holistic approach to facilitate and promote studies and research in emerging areas of education, aim being to achieve excellence in the educational field towards development of education in the era of globalization .The governing body delegate authority to Principal and Faculty who, in turn share it with different committees and cells for smooth functioning.

Chairman and Philanthropist Shri.G. Rajendran who has been consistently dedicating himself to provide quality higher education to the needy and downtrodden people.

We are on a mission to inculcate versatility in development of the

dynamic personality of students through a lot of academic as well as professional preparations.

And in order to accomplish our endeavors our Governing body strictly follows the below:

Appoint teachers with all the rules and regulations of the NCTE and University.

Stringently adhere to the process where we follow the eligibility criteria and take all necessary approvals.

Make sure that the student intake is as per the NCTE rules and regulations.

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

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

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

- The Principal oversees the Teaching Plans of his/her departmental members.
- They often take the lead in planning seminars, workshops, career counselling sessions, remedial measures, inter departmental or/and inter-college exercises, departmental excursions and study tours.

**IQAC**

Co-coordinator of IQAC, with the support of faculty compiles the Annual Quality Assurance Report every year for easy and quick compilation of necessary documents.

#### Functioning:

- All revisions regarding the academic calendar and adjustments required periodically are discussed and implemented.

#### Board of Studies

1. Approves the credit system and also approves to revise pattern of question paper.
2. Board of Studies members deliberate on the seminars and webinars to be conducted during that academic year and finalize on the topics for research for the PG students.

#### Governing Body

- The governing body takes major decisions, which is implemented under the leadership of the head of the institution who is a liaison between the management and institution.

#### Principal

Major policy decisions are taken by the Chairman of the college, which are communicated to the college through the Officer on Special Duty. In the college, the Principal is the apex authority.

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

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

#### Financial Affairs

Fee and funds available with the college are directly controlled by the Trust. Audits are periodically conducted to ensure complete transparency. Payments are made through cheques. Scholarships and other benefits available to the students are directly credited into their bank accounts. All important matters relating to budget provision of the college and finance budget proposals to be presented before the Governing body for approval at the beginning of each year.

There is provision of increment in salary every year for employees of the institute on the basis of their performance. College has an Internal and External audit system which is accessible to all, and the college has annual budget provision for future betterment.

#### Academic Affairs

Strictly adheres to the academic calendar that details the various activities in advance. Admission notifications are made through facebook and on its website. Admission forms are processed online and offline with all the relevant details explained in its prospectus and also on its website.

#### Administrative Affairs

Every employee from top to bottom is part of the college administration. Teaching as well as non-teaching is given additional tasks in addition to their normal duties at the beginning of the session.

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

## 6.2 - Strategy Development and Deployment

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

College has regularly enhanced infrastructure and developed capacities for teaching and research of staff according to the changing academic and social environment the purpose of the plan

was to strengthen the functioning of institution. The academic calendar is prepared by the Academic Committee and the routine of the institution is prepared by the Routine Committee at the beginning of each academic year.

- Planning and Execution
- Operation and Management
- Institutional Profiling
- Environmental Scanning
- Deciding on Key Performance Indicators
- Identifying detailed Objectives and Actions
- Financial Planning

The principal discharges her duties as evident in maintaining regular contact through WhatsApp, Zoom, Email and Mobile, delegating tasks and facilitating the teaching learning process. The regular internships are restructured into peer teaching sessions observed by M.Ed. students and the concerned methodology lecturers during pandemic. Co-scholastic activities were arranged online e.g. competitions such as music, dance, elocution, poetry recitals, quiz etc.

The Principal with the help of contingency staff supervises the maintenance and upkeep of the premises, the garden, the amenities, class rooms etc.

Attention is paid for slow learners. Study materials, question papers of the preceding years are provided to advance as well as slow learners. Guidance is provided to the students for writing answer.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	<a href="https://grtcoe.com/images/Calender-2022-2023.pdf">https://grtcoe.com/images/Calender-2022-2023.pdf</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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



Major policy decisions are taken by the Chairman of the college, which are communicated to the college through the Officer on Special Duty. In the college, the Principal is the apex authority and he/she is assisted by the Secretary, Teachers' Council, and various subcommittees.

The Management committee provides policy framework and direction for the functioning of the institution. The roles and responsibilities of various bodies are also clearly defined to ensure transparency and accountability to achieve the society's objectives and institution's vision and mission. The decision-making procedures are made at appropriate levels in the organizational hierarchy. Planning is reviewed by IQAC.

#### Recruitment and service rules

All appointments are made through the selection committee constituted by management.

#### Admissions

The Principal and administrative staff oversee the admission process adhering to the Education.

#### Course Curriculum Development

The College has a well constituted examination committee, finance committee, research committee, library committee, sports committee, cultural committee, grievance redressal cell and anti-ragging committee and placement cell.

The teaching and non-teaching staff has the benefits of Provident Fund and other benefits as applicable. The institution follows transparent promotional policies. This feedback is analyzed and discussed with concerned faculty in the presence of the Principal.

File Description	Documents
Link to organogram on the institutional website	<a href="chrome-extension://efaidnbmninnibpcapjpcglcl/efindmkaj/https://grtcoe.com/images/Organogram.pdf">chrome-extension://efaidnbmninnibpcapjpcglcl/efindmkaj/https://grtcoe.com/images/Organogram.pdf</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

All of the above

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

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

GRT COE Institute has a structure that embodies various committees, bodies and cells. The curriculum development process is a multi-step, ongoing cyclical process which is carried out in a planned and systematic manner.

The operations are carried out through regular meetings. Contributions are solicited from concerned lecturers and collated. Thereafter, the academic staffs collectively go through the suggested revision and finalize a draft of the revised curriculum to be put forward to the statutory boards. It is first reviewed by the Board of Studies and revised accordingly to accommodate all suggestions. In preparation for this meeting, each faculty member

is assigned subjects depending on area of expertise and required to prepare for orientation of the respective papers and respond to queries if any. The session is documented in the minutes of the meeting which then becomes the revision framework.

To accommodate unforeseen and emergency circumstances, contextual situations in compliance with nation, state or external regulatory bodies' instruments, and the institution's autonomous status permit deviations that commensurate with the College's vision, mission and strategic plan for the current academic year. The concerned lecturers note of the deviations and submit it to the principal for retroactive ratification by the statutory bodies.

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

### 6.3 - Faculty Empowerment Strategies

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

- Annual increment for unaided staff and other provision as per the individual need. Congenial atmosphere in the staffroom. Prayer room for peace and tranquility.
- Recreational programmes organized by the management for the well-being of the staff.
- Library resources, journals, online journals other materials required from outside the college are all made available for the staff to enrich their content.
- The institution invites experts from different fields to conduct workshops, guest lectures, seminars, symposiums and conferences.
- Travelling allowance, duty leave for attending seminars, workshops, etc. are sanctioned by the college.
- The college has well-furnished staffrooms, drinking water facility in the staffroom and air coolers.

- Faculty members are provided with separate cupboards and washrooms.
- The staff are allowed and assigned to attend honorary paid duties like judging competitions, external examiners, resource persons, educational consultants and trainers.
- Provision of medical and maternity leave is in place.
- Staff is granted sabbatical leave to pursue higher education or research work.
- Short term interests free loan facilities are made available for teaching & non-teaching staff.
- Employers State Insurance Scheme (ESI), Employee Provident Fund (EPF) is availed by Teaching and Non- teaching staff.
- Gifts are given to employees each year as a token of love and appreciation.

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

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

14

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

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

2

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

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

4

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

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

GRT College of Education has mechanisms in place for performance assessment and using the evaluations to improve teaching, research and service of the faculty and other staff. The college analyses and appropriately uses the assessment and evaluation and the annual appraisal outcome of both teaching and non-teaching staff.

The college has suggestion box for volunteering suggestions on the performance of the faculty from any stakeholder. Students' feedback is a regular practice and they are free to communicate to the principal and the management. Students are given opportunity to express their views about different academic and co-curricular programmes organized by the college, during the academic session.

Comprehensive evaluation by students and peers are also incorporated in the assessment. The college procures written feedback from the students at the end of the academic year. The feedback form has columns dealing with the performance of the faculty and other staff. The faculty is required to submit self-appraisal report as well. Concerned decision-making bodies and committees and functionaries

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

#### 6.4 - Financial Management and Resource Mobilization

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

The expenditure will be monitored by the accounting department as per the allocated budget. After assessing the available resources, plan for the next financial year in the month of April after presenting and approved by the Finance Committee and Governing Body of the College respectively.

Individual faculty members document their purchase requirements and submit it to the Head of the Institution. This in turn is forwarded to the financial committee. Once approval is obtained, the finance committee sends out a request for proposal. The proposals thus received are examined and a vendor is selected.

The internal accounts of the institution are audited by auditors from the chartered accounts firm to conduct the audit regularly and the generated audit report is attested and forwarded to the management. The statutory audit covering all financial and accounting activities of the College is scrutinized, including:

- Receipts from fee
- All payments to staff, vendors, contractors, students and other services provided online.

All observations emanating from the statutory audit are documented in the report. Objections and irregularities are examined by the College's financial committee, internal auditors' take and accountant's corrective actions taken.

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

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

0

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal	No File Uploaded
Copy of letter from the NGO / Individual / Philanthropists stating the Fund / Donation given	No File Uploaded
Any other relevant information	No File Uploaded

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

GRT Mahalakshmi Trust owned by the management meets out the expenses.

**Library Books:** The above funds are utilized for purchasing the books for the library so that a rich learning resource center can be provided to the students.

**Learning material for activities:** College spends the above funds for purchase of learning material like charts, stationary material etc to conduct various activities in the college like Competitions, celebrations etc.

**Gardening Expenses:** Gardening is the regular practice at GRT management contributes to local and societal environment.

**Security Purpose:** Security is primary concerns and is looked after constantly by appointing the security guards ensuring safety and security of each in the college.

**Housekeeping:** College ensures cleanliness and well sanitized premises.

**Repair & Maintenance:** a considerable amount of funds is utilized on repair and maintenance of on-going wear and tear in the building.



**Insurance:** College utilizes the above mentioned funds for Insurance purposes as well.

**Electricity:** Constant power supply is ensured in the college.

**Internet Charges:** GRT College provides Wi-Fi enabled campus to students so that ICT can be integrated in the Teaching-Learning process.

**Research & Development:** The above funds are optimally utilized to support Research and Development by Faculty and Students.

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

## 6.5 - Internal Quality Assurance System

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

The college has a rich culture of institutional functioning through participation among all stakeholders especially faculty, students and the non-teaching staff. The IQAC plays an important role in ensuring quality of the functioning of administrative and academic units of the college. In order to make the students aware of the current and futuristic challenges and opportunities, the teaching faculty is encouraged and motivated to develop a scientific temper so as to propagate a research culture amongst the students. This is achieved by constantly sharing new research findings in their respective fields with the students.

Sustaining quality in academics and administration

Attending FDP to bring the knowledge of the teachers on par with the latest developments in their respective disciplines.

Organizing National and International level Seminars and Conferences on subjects enveloping a broad range of themes/sub

themes relevant to modern day education in HEIs.

The IQAC proposes a number of best practices in various aspects of functioning of the administrative branch.

Administrative and Academic Audit are conducted.

Minutes of IQAC is presented to the apex statutory bodies. IQAC acts as a nodal agency of the institution for quality related activities and prepares the annual quality assurance report.

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

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

1. Conducting self-checks annually department wise SWOT Analysis is undertaken. Based on it, the IQAC gives constructive feedback to the Departments suggesting measures for internal quality enhancement. It makes recommendations for the Departments to do self-evaluation and to set higher goals to meet new challenges.

2. Collecting feedback from stakeholders to facilitate teaching learning reforms. This helps in obtaining an unbiased and honest opinion about the institutional performance especially in academics. Student feedback of faculty is conducted semester wise. An analysis of the feedback is done and communicated to the faculty to enable them to enhance their teaching skills and their relationship with the students.

- Bringing variations in assignments and project work to make it more challenging.
- Deliberate efforts are made to make student teachers realize the integration of knowledge of core papers into methodology.
- Reflections on their biases, beliefs and values at the end of every class during internship is encouraged and documented.

- **Emphasis is on contextualization and development of appropriate teaching-learning context catering to needs of the society.**
- **Projects are complemented with assignments, seminars and group discussions emphasizing on concepts as community studies, action research, teacher competencies etc.**

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

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

**17**

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

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

**Four of the above**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Link to the minutes of the meeting of IQAC	<a href="https://grtcoe.com/images/2022-2023.pdf">https://grtcoe.com/images/2022-2023.pdf</a>
Link to Annual Quality Assurance Reports (AQAR) of IQAC	<a href="https://grtcoe.com/images/AQAR-2021-2022.pdf">https://grtcoe.com/images/AQAR-2021-2022.pdf</a>
Consolidated report of Academic Administrative Audit (AAA)	<a href="#">View File</a>
e-Copies of the accreditations and certifications	<a href="#">View File</a>
• Supporting document of participation in NIRF	No File Uploaded
Feedback analysis report	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

**Community engagement & Extension Activities:** After the first cycle of accreditation and implementation of two year B.Ed and M.Ed programme a shift from working independently gave way to collaborative work with non - governmental organizations outside the college premises. The student teachers conducted awareness programmes related to health and nutrition, low cost nutritious food, importance of clean surrounding, avoiding public littering, smoking, alcohol, tobacco, cancer awareness programme, inoculation regime and other aspects. In the succeeding year the emphasis shifted to awareness on Swachh Bharat programme and demonetization and its implementation. The following year the institution was dedicated to adult literacy programme as per UGC objectives involving socially disadvantaged. Swachh Bharat & Remedial programmes were also carried out in Government Schools. At the college level, campus cleaning and 'Go Green' initiative was planned and conducted. Slogans and motifs were painted on the wall spaces to sensitize the peer group constantly. The student teachers spread awareness regarding extended psycho - social

support. The management and the principal took up an initiative to distribute essential commodities to the needy with the help of the lockdown.

Communication lab: Computer labs have been upgraded.

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

## INSTITUTIONAL VALUES AND BEST PRACTICES

### 7.1 - Institutional Values and Social Responsibilities

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

The college makes effort for energy conservation by reducing the consumption of energy and using less of energy consumption services.

1. Planting tree saplings all around the campus so that there is a less usage of air conditioners.
2. Insulating a building allows it to use less heating and cooling energy to achieve and maintain a thermal comfort.
3. Installing light emitting diode bulbs, fluorescent lighting or natural skylight windows reduces the amount of energy required to attain the same level of illumination compared to using traditional incandescent light bulbs.
4. Designing features of the building that maximizes the use of natural light.
5. Adding blinds or other window fixtures in classrooms can allow teachers to reduce glare while trading electrical light for natural sunlight.
6. Natural sunlight will create a more relaxed learning environment compared to the harsh overhead lights that are normally in classrooms. Modern LED bulbs can offer a powerful option for lighting at a fraction of the electrical cost.

7. Switching the lights off when the students leave the classrooms.

8. Unplugging projectors, televisions, computers and smart boards after the use.

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

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

**Policy Statement**

GRT College of Education adopts the principles of the maximum sustainable waste management at various levels to reduce, reuse and reproduce by products in preference to the removal of waste to landfill. The college recognises the importance of meeting these legal prerequisites and deals with its waste responsibly, diminish the volume of waste sent to landfill and encourage reuse and recycling wherever possible.

**Implementation Procedure**

According to the Hazardous Waste guidelines, College stores dangerous waste for a period less than 3 months and manages a record of sale, shifting, storage, reusing and reprocessing of such wastes except if the concerned State Pollution Control Board has broadened the specified period. Prevention, Minimization, Reuse, Recycle, Energy Recovery, Proper Disposal (Landfill/Incineration) Avoiding waste at source and minimizing waste utilization In the hierarchy of waste management, waste avoidance and waste reduction must first be attempted, for which the dissemination of information on technical options should be a continuous practice. Setting up of general treatment, storage and disposal facilities General treatment plant for departmental and house hold wastes are set up and rotatable and non-biodegradable wastes are separated and treated according to their physical nature.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
<b>7.1.3 - Institution waste management practices include Segregation of waste E-waste management Vermi-compost Bio gas plants Sewage Treatment Plant</b>	<b>All of the above</b>
File Description	Documents
Documentary evidence in support of each selected response	<a href="#">View File</a>
Geo-tagged photographs	<a href="#">View File</a>
Income Expenditure statement highlighting the specific components	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
<b>7.1.4 - Institution has water management and conservation initiatives in the form of 1. Rain water harvesting 2. Waste water recycling 3. Reservoirs/tanks/ bore wells 4. Economical usage/ reduced wastage</b>	<b>All of the above</b>
File Description	Documents
Income Expenditure statement highlighting the specific components	<a href="#">View File</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Geo-tagged photographs	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
7.1.5 - Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment Describe the efforts of the institution towards maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment in not more than 100 - 200 words	
<b>The GRT College of Education is dedicated in preserving green</b>	

space, hygiene, and pollution-free, hygienic surroundings. Every day, GRT College of Education's maintenance staff cleans the common spaces, restrooms, and classrooms. The college grounds are dotted with trash cans, both outdoors and within. Larger garbage cans are located in hallways, restrooms, and campus entrances. During college hours, sanitizer stands are positioned all over, and maintenance personnel sanitized staffrooms, restrooms, and twice a day. We promote the usage of bicycles among our staff and students in order to create a pollution-free environment. It is not permitted to use plastic on college premises. A program called "Go Green" has also been developed by the college Eco club, where students engage in various activities such as planting trees for the sustainable development of natural resources, maintaining the balance of the ecosystem and taking actions to improve and conserve natural resources.

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

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

All of the above

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



**7.1.7 - Number of expenditure on green initiatives and waste management excluding salary component during the year (INR in Lakhs)****135000**

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

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

The GRT College of Education is constantly cognizant of and committed to addressing social, environmental, and local issues. The institution occasionally hosts webinars, seminars, and other events addressing issues related to the environment, society, and community. The college is prepared to provide a healthy atmosphere, which is why several initiatives, such as the plantation, are set up. The college upholds an open atmosphere, and it is vital to provide students with ecological consciousness, resource knowledge, and societal practicality. Every student and member of the staff engages wholeheartedly on national celebrations, awareness campaigns, government and non-government events, and initiatives for development. At the campus of the college, usually is a flex boards which emphasizes values such as harmonious relationships, environmental awareness, and optimum utilization of resources.

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

**7.1.9 - The institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic sensitization programmes in this regard: The Code of Conduct is displayed on the website There is a committee to monitor**

**A. All of the above**

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

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

## 7.2 - Best Practices

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

### Best Practice 1:

**RAIN WATER HARVESTING:** Rainwater collection is a significant environmentally beneficial strategy. It is the green practice that charges the underground water supply and maintains the ground water level. Each and every building at our college is having a rainwater harvesting system installed. In our college the rainwater harvesting system has been installed in entire campus buildings. The campus has a well that is used to retain water from roof overflow. There are 50,000 liters of storage available overall.

### Best Practice: 2

**Go Green Campus**

- Generation of Solar energy.
- Efficient use of available water.
- Proper waste management.
- To tell environment degradation.
- Planting and maintaining trees.

Conservation of Energy: Following initiatives are employed on campus: 1. Tube lights and bulbs have been replaced with CFL and LED lamps. 2. Optimum power utilization is practiced. 3. Plants in the campus are watered without wasting the water. 4. Water harvesting system is in place to collect roof top water into the underground drainage. 5. Students are provided safe and clean drinking water.

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

### 7.3 - Institutional Distinctiveness

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

GRT College of Education assures to give quality education to students to boost up their intellectual ability and to nourish their talents. The college also tries to enrich the students' cultural activities and in games and sports. The college prepares the learners to be a self-confident citizen with perseverance, patriotism and humanity. The main aim of college is to empower our future generation academically and this is well evidenced by the success of our students.

Sirugumi village is been adopted and evening school is run in which our students teach the under privileged students from 5pm to 8pm regularly and those students are also provided with healthy snacks regularly. Books and stationary items are also sponsored to those students. Strengthening rural education by providing various activities and outreach programmes. Vocational Education and training is a key element of lifelong learning system that aims to equip people with the technical knowledge, expertise, skills and competences required on the local market and at the same time with the personal skills for the future skills for the society so students are trained in handicrafts, tailoring and jewelry making to improve their standard of living.

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