



## YEARLY STATUS REPORT - 2021-2022

<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 VIDYASAGAR
• 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	Tamilnadu
• 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	Self-financing
• Name of the Affiliating University	Tamilnadu Teachers Education University
• Name of the IQAC Co-ordinator/Director	Mr. S.Suthakar
• Phone No.	9952777570
• Alternate phone No.(IQAC)	044-27880877
• Mobile (IQAC)	8939992763
• IQAC e-mail address	grtcoe@grt.edu.in
• Alternate e-mail address (IQAC)	bkrgei@gmail.com
<b>3.Website address</b>	<a href="http://www.grtcoe.com">www.grtcoe.com</a>
• Web-link of the AQAR: (Previous Academic Year)	<a href="https://www.grtcoe.com/images/AQAR_2020-2021_REPORT_FINAL.pdf">https://www.grtcoe.com/images/AQAR_2020-2021_REPORT_FINAL.pdf</a>
<b>4.Whether Academic Calendar prepared during the year?</b>	Yes
• if yes, whether it is uploaded in the Institutional website Web link:	<a href="https://www.grtcoe.com/images/Calendar-2021-2022.pdf">https://www.grtcoe.com/images/Calendar-2021-2022.pdf</a>

**5.Accreditation Details**

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	B	2.84	2014	21/02/2014	20/02/2019

**6.Date of Establishment of IQAC**

15/09/2012

**7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNTT etc.**

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
INSTITUTIONAL	CAPACITY BUILDING AND PERSONALITY DEVELOPMENT	NCW	24/03/2022	15,000

<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>Yes</b>	
<ul style="list-style-type: none"> <li>• If yes, mention the amount</li> </ul>	<b>15000</b>	
<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 (2021-2022) ? 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 16 papers of the faculty were published in various journals during the academic year 2021- 2022. ? Preparation of Annual Quality Assurance Report (AQAR) for the year 2020-2021 ? Enrichment of quality research culture through outcome based events ? Support and develop infrastructure for green clean campus and green energy initiative</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
Review the Overall progress of the academic, co-curricular, extracurricular, research, and extension activities	Tripods and dongles were provided to the faculty members so that they may conduct class with ease. Required changes were made in the academic calendar and timings for their online classes so that it will facilitate all the students to attend without much strain.
Health and safety measures of stakeholders	Regular sanitization in the campus and on call, Covid-19 task force formed to monitor health and hygiene situation in the campus.
Conduction of FDPs and Seminars	Faculty Development training programmes are conducted regularly.
Established ?TEACHING LEARNING CENTRE	TEACHING LEARNING CENTRE was established in each department and improvement in the teaching learning skills were brought out and the transition rate was balanced and pass percentage was hiked- Educational DVD in bilingual medium (English and Tamil) were made available in the library.
Quality Circle formation	Quality Circle is formed for the improvement of students and faculty performance.
To encourage R & D Cell to take up minor projects	R & D Cell encourages taking up minor projects to induce Research inquisitiveness among faculty and students. Minor project proposals on Science Technology and Innovation in the field of education for SC/ST community were prepared and posted in STI Hub.
MOU with Government Schools	MOU was prepared based on the

	guidance of Governing Committee TNTEU and it was signed by the Head Masters of Govt. Hr. Sec. School, Arungulam and Govt. High. School, Amirthapuram, Tiruttani, and monthly twice various projects were done.
Strengthening various club activities	Various clubs in the college were activated after the pandemic and strengthened by deputing various faculty members who volunteered to keep the members active. Eco club as initiated and around 500 plants were planted. NSS Unit conducted various activities for more than 120 hours and NSS special camp was conducted by the University in our college for 7 days in which 3 other colleges were also part of it. NSS own awards for their extraordinary service during the pandemic through Psycho-social supportive cell and Best Programme Officer Award for Mr.S.Suthakar, NSS Programme officer.
Adhering important days	National important days such as National Education day, Children's day, World AIDS day, Human Rights day etc., were celebrated and the importance of it was insisted.
<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	22/08/2022

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

Year	Date of Submission
2021-2022	28/01/2022

**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 students.

## 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

### 2.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>

#### 4. Institution

4.1 1616798

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

4.2 35

Total number of computers on campus for academic purposes

#### 5. Teacher

5.1 26

Number of full-time teachers during the year:

<b>Extended Profile</b>	
<b>2.Student</b>	
2.1 Number of students on roll during the year	<b>300</b>
File Description	Documents
Data Template	<a href="#">View File</a>
2.2 Number of seats sanctioned during the year	<b>150</b>
File Description	Documents
Data Template	<a href="#">View File</a>
2.3 Number of seats earmarked for reserved categories as per GOI/State Government during the year:	<b>150</b>
File Description	Documents
Data Template	<a href="#">View File</a>
2.4 Number of outgoing / final year students during the year:	<b>150</b>
File Description	Documents
Data Template	<a href="#">View File</a>
2.5 Number of graduating students during the year	<b>150</b>
File Description	Documents
Data Template	<a href="#">View File</a>
2.6 Number of students enrolled during the year	<b>150</b>

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

**4. Institution**

4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	1616798
4.2 Total number of computers on campus for academic purposes	35

**5. 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

GRT College of Education is affiliated college of Tamilnadu Teachers Education University, Chennai-97 and adheres to the curriculum prescribed by the University in an efficient way. In the beginning of the academic year, Principal along with the faculty members finalizes the Academic Calendar in alignment with the University calendar. 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

inconsultation 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. Besides traditional lectures and seminars, infrastructure for the use of ICT in classrooms, like power point presentations, smart boards and audio-visual support are all available to make the delivery of the curriculum enabling and interesting for the students. The Institution has followed the curriculum and adapting it to local context based on the guidelines given by the affiliating university.

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	No File Uploaded

**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**

A. All 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	No File Uploaded
Any other relevant information	No File Uploaded

**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	No File Uploaded

<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>	
8	
File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	<a href="#">View File</a>
Academic calendar showing time allotted for optional / electives / pedagogy courses	<a href="#">View File</a>
Any other relevant information	<a href="https://www.grtcoe.com/BEd-course.php">https://www.grtcoe.com/BEd-course.php</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	<b>No File Uploaded</b>
<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	No File Uploaded

### 1.3 - Curriculum Enrichment

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

The purpose of teacher education is to impart right knowledge in various domains or subjects, developing various skills like microteachingskills, ICT skills, teaching skills, professional valuesand ethics, 21st century teacher skills, communication skills for teacher trainees, promoting collaboration skills in conducting group discussion; brain storming sessions; group project; using collaborative learning-teaching strategies and cultivating positiveattitude towards teaching profession and developing emotionalintelligence among the teacher trainees in conducting workshop,education has significantly changed. If, previously, theuniversity's major aim was that of providing students with certaintypes of knowledge that they were expected to apply later, universities today focuses primarily on 'life skills'. Our aim is to teach students to obtain knowledge by themselves and to work in waysthat enable them to come up with new ideas. Generating new ideas isa key tenet of modern society. Core teaching competencies laid downby NCTE incorporated in different subject areas among the teachertrainees.A fundamental or coherent understanding of the field ofteacher educationProcedural knowledge that creates teachers for differentlevels of school education skills that are specific to one'schosen specialization



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	No File Uploaded
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

As per university syllabus the first year B.Ed. students visit to innovative schools as mandatory and observe the healthy practices in the school system and the same should be reported as record in practicum component. This type of innovative school visit help the student-teachers to familiarize the Development of school system, School Management, Functioning of various Boards of School Education, Functional differences among them, Assessment systems, Norms and standards, State-wise variations and International and comparative perspective. Diversity is everything that makes people different from each other. This includes many different factors: race, ethnicity, gender, sexual orientation, socio-economic status, ability, age, religious belief or political belief. If you ignore the issue of diversity in the classroom and choose to not promote diversity in your school, you're not doing your job. Children go to school to be prepared for the workforce, so teaching must effectively address and embrace the realities that come with living and working in a diverse school, community and country. Diversity in the classroom doesn't just improve social skills; it can also have an impact on academic results. It improves critical thinking skills and encourages academic confidence.

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

GRT College of Education follows the curriculum in a way as to provide varied experiences to the students. In order to achieve this aim students are given professional training in teaching by the following measures: The college follows student-centred approach, an approach to education focusing on the needs of the students. The college follows and promotes the teaching methods such as active learning, cooperative learning, and inductive teaching and learning: inquiry-based learning, problem-based learning, project based learning, discovery learning, etc. It seeks to promote Collaborative group learning, both inside and outside the classroom; Individual student research and discovery; Research and discovery by students and faculty together: When discussing social development, prospective teachers in one program reflect on their own social development and on the ways in which their teachers influenced them. In the course of practice teaching, the student teachers participate in all the curricular and extracurricular activities of the school and assist the school teachers in decorations, conducting morning assembly arranging sport events, annual day celebration etc.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded

#### 1.4 - Feedback System

1.4.1 - Mechanism is in place for obtaining structured feedback on the curriculum –

All of the above

**semester wise from various stakeholders. Structured feedback is obtained from Students Teachers Employers Alumni Practice Teaching Schools/TEI**

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	<b>No File Uploaded</b>

## **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

104

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

104

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

8

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

8

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>
<b>2.2.2 - Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through Mentoring / Academic Counselling Peer Feedback / Tutoring Remedial Learning Engagement Learning Enhancement / Enrichment inputs Collaborative tasks Assistive Devices and Adaptive Structures (for the differently abled) Multilingual interactions and inputs</b>	<b>Six/Five of the above</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	No File Uploaded
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	No File Uploaded

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

20

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

8

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:

When concepts both theory and practical are introduced in class, students are required to construct meaningful 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.

#### 1. Experiential Learning:

When concepts both theory and practical are introduced in class, students are required to construct meaningful 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.

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. The college's in-house events like the green challenge -plantation drive, Swachh Bharat Mission and health awareness camps allow students to develop communal spirit, patriotic fervor, an aesthetic sense of social responsibility and welfare thereby adding to the national wealth.

4. Problem solving Methodology: Students imbibe observation skills, designing tools, critical thinking, analytical reasoning, logical and structured planning and problem solving abilities.

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

22

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 activities Field sports**

**Five/Six of the above**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	<a href="#">View File</a>
Geo-tagged photographs wherever applicable	<a href="#">View File</a>
Link of resources used	<b>Nil</b>
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. They are encouraged and guided to participate in curricular & co-curricular activities.**

**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, providing financial help, psycho-emotional support and techno support to complete the programme successfully.

**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, within the community other than the profession.

**Balancing Home and Work Stress**

Parents/ spouse of student-teachers admitted are oriented about the institution's supportive role towards the intensity of the programmes with a questionnaire circulated to inform them about the stress involved and few modalities to tackle them amicably.

**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.

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	No File Uploaded

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

Teacher gives proper guidance to develop creativity and thinking skills among students during class time. Students are motivated to learn various courses in online related to development of creativity, innovativeness, intellectual and thinking skills, empathy, life skills etc. Innovative teaching practice is an important aspect of the teaching programme.

Student teachers practice different innovative models and approaches beginning from I year and till the end of the course with emphasis on Secondary and higher secondary levels of teaching processes. 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. Thus leading to social responsibility.

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>2.4 - Competency and Skill Development</b>	
<b>2.4.1 - Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include</b> <b>Organizing Learning (lesson plan)</b> <b>Developing Teaching Competencies</b> <b>Assessment of Learning Technology Use and Integration</b> <b>Organizing Field Visits</b> <b>Conducting Outreach/ Out of Classroom Activities</b> <b>Community Engagement</b> <b>Facilitating Inclusive Education</b> <b>Preparing Individualized Educational Plan(IEP)</b>	<b>Seven/Eight of the above</b>
<b>File Description</b>	<b>Documents</b>
Data as per Data Template	<a href="#">View File</a>
Documentary evidence in support of the selected response/s	<a href="#">View File</a>
Reports of activities with video graphic support wherever possible	<a href="#">View File</a>
Any other relevant information	<b>No File Uploaded</b>
<b>2.4.2 - Students go through a set of activities as preparatory to school- based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as Formulating learning objectives Content mapping Lesson planning/ Individualized Education Plans (IEP) Identifying varied student abilities Dealing with student diversity in classrooms Visualising differential learning activities according to student needs Addressing inclusiveness Assessing student learning Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement</b>	<b>Eight /Nine of the above</b>

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

**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**

**All of the above**

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

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

**All of the above**

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

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Documentary evidence showing the activities carried out for each of the selected response	<a href="#">View File</a>
Report of the events organized	<a href="#">View File</a>
Photographs with caption and date, wherever possible	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**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

**Selection of schools for internship:**

Selection of schools for internship are done keeping in mind the proximity, ideology, the abilities of the students, standard of the school, medium of instruction, distance from homes to school, methodology requirements of the schools etc.

**Orientation to school principal/teachers:**

Communication is shared regarding dates, classes and the ratio of student teachers, criteria for evaluation/observation in the third semester for a period of 16 weeks from secondary level to higher

secondary level.

**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.

**Defining role of teacher of the institution:** The institution requires the master teachers to guide, supervise their performances, and interact to provide continuous feedback to the M.Ed students.

**Streamlining mode/s of assessment of student performance:** Rubric and observation sheet is provided. Different classroom assessment strategies, tools, designing scholastic achievement test, diagnostic tests are taught at source to be implemented.

**Exposure to variety of schools:** Students are sent to government, private, international, rural, urban schools of different boards such as CBSE.

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**

Seven/Eight of the above



**Student counseling PTA meetings Assessment of student learning – home assignments & tests Organizing academic and cultural events Maintaining documents Administrative responsibilities- experience/exposure Preparation of progress reports**

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

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

**We follow a well-organized and well planned schedule for Internship.**

**Role of teacher-educator**

**The role of teacher educator is:**

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

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

**They also look after the problems faced by the students in the schools and provide viable solutions at her level.**

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

**Role of school principal**

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

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

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

To provide feedback of interns to the teacher-educator

**Role of school teachers**

The role of school teachers are:

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

To provide them guidance in conducting the classes

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

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	No File Uploaded

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

All of the above

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

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

**Five of the above**

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

## **2.5 - Teacher Profile and Quality**

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

**26**

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

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

6

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

24

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

216

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

Teachers of GRT College of Education follow the above efforts for their up-gradation. Mostly the teaching faculty involves in other

educational programmes and also visits in other colleges for academic purposes this activity enhances their personal academic performance and keep them updated. Apart from that the teaching community must keep themselves to pace on this path of change to implement new or modified methods of teaching-learning process to suit the requirements of the day. This is how teachers must develop or update themselves. This development of teachers can be broadly classified into three areas viz. Personal (Self-Centered); Professional (Student-Centered); and Social. Personal: Self-Centered Development: Teachers can attain this development in two manners - Formal and Informal. Formal methods include: attending conferences, workshops, webinars, seminars with a view to enlightening teachers on latest developments in the field of education. Professional: Student-Centered Development: Teachers, in order to let learners learn in the best possible ways, have to adapt to the changes from time to time. Social: Reflective: Teacher updates the knowledge not only in the subject but also maintains good relationship with student-teachers, develop social skills among the students community, teacher must act as social reformer.

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.

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.

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

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

Internal assessment is done for all students as per the university

criteria.

Faculty evaluates the presentations made by the students as part of the internal evaluation process. Continuous evaluation is done through testing of skills developed. The written/oral test is taken by the faculty after the completion of each unit.

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.

Seminar - ( one)

Attendance - Each candidate whose admission is approved by Tamil Nadu Teachers Education University shall apply for the written/practical examinations. Candidates, who have failed to satisfy the minimum attendance norms of Tamil Nadu Teachers Education University, will not be permitted to appear 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 performance  
Provision of improvement opportunities  
Access to tutorial/remedial support  
Provision of answering bilingually**

**Four of the above**

File Description	Documents
Copy of university regulation on internal evaluation for teacher education	<a href="#">View File</a>
Annual Institutional plan of action for internal evaluation	<a href="#">View File</a>
Details of provisions for improvement and bi-lingual answering	<a href="#">View File</a>
Documentary evidence for remedial support provided	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

In GRT College of Education grievance redressal committee always active to sought out problems as soon as possible and try to minimize those activities which creates problems. Before or during examination the members of grievance redressal committee took rounds and solve the problems on time. There is complete transparency in internal assessment. Norms directed by the Tamilnadu Teachers Education University have been adopted in the college. In the university examination candidates can apply for revaluation /retotalling/xerox copy of answer scripts to the Tamil Nadu Teachers Education University within 10 days after the publication of results by paying necessary fees prescribed by the University.

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

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

The academic calendar is prepared by the college according to the guidelines of the Tamilnadu Teachers Education University and it shows the temporary date sheet of the university examinations. In the non-semester system, practicals 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. Continuous counseling is also done through departmental meetings and staff meetings.

## 2.7 - Student Performance and Learning Outcomes

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

**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 carry out field internship, practical and dissertation works.

**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 innovate and experiment classroom practices.

**Professional Ethics:** To imbibe and uphold qualities of a good teacher To be just and impartial To show love and respect to the individuality of the child , **Effective Communication:** To boost confidence and promote abilities to communicate effectively, To plan, teach, and organize school related /community based activities and programmes etc. **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 Actively participate in educational measurement and evaluation processes Able to provide solutions to educational problems 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	No File Uploaded

### 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	No File Uploaded

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

Different ways in which the students and staff are made aware of learning outcomes are as follows:

a) Teachers plan those learning activities in the subject class that can motivate learners to analyze their learning outcomes.

b) The results of each academic year are analyzed thoroughly by the Principal with the faculty members, who in turn discusses them with the teachers.

c) The names of meritorious students are prominently displayed to encourage new learners to work in the right direction.

d) Such meritorious students are felicitated for their performance during Annual day.

e) The intended Learning outcomes of other co-curricular and extra-curricular activities are also communicated to students from time to time in classes also so that they understand the importance of developing an all-round personality.

f) Winners of cultural and Sports events are awarded prizes.

Information about student learning is assessed through both direct and indirect measures. Direct measures may include homework, quizzes, exams, reports, essays, research projects, case study analysis and other performances. Examples of indirect measures include course evaluations, student surveys, course enrollment information, alumni surveys and school placement rates.

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

140

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	No File Uploaded

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 learning reflects in their final assessment that is mostly average and good performance. Slow learners gain average performance in comparison to bright students but overall the result is good. To know how to prepare themselves for the assessment. Perform to thebest of their ability have a greater confidence in the assessmentmethod and the teacher's/assessor's judgment improve theirmotivation. Following are the assessment process: have a clearer understanding of the assessment criteria

understand what they have to do know how to prepare themselves for the assessment perform to the best of their ability have a greater confidence in the assessment method and the teacher's/assessor's judgment.

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/images/feedback-analysis-report/2021-2022-Feedback-Report.pdf>

## 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	No File Uploaded
Income Expenditure statements highlighting the research grants received certified by the auditor	No File Uploaded
Any other relevant information	No File Uploaded

<p><b>3.1.3 - In-house support is provided by the institution to teachers for research purposes during the year in the form of Seed money for doctoral studies / research projects Granting study leave for research field work Undertaking appraisals of institutional functioning and documentation Facilitating research by providing organizational supports Organizing research circle / internal seminar / interactive session on research</b></p>	<p><b>All of the above</b></p>														
<table border="1"> <thead> <tr> <th data-bbox="86 613 539 674">File Description</th> <th data-bbox="539 613 1436 674">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="86 674 539 741">Data as per Data Template</td> <td data-bbox="539 674 1436 741"><a href="#">View File</a></td> </tr> <tr> <td data-bbox="86 741 539 846">Institutional Policy document detailing scheme of incentives</td> <td data-bbox="539 741 1436 846"><a href="#">View File</a></td> </tr> <tr> <td data-bbox="86 846 539 952">Sanction letters of award of incentives</td> <td data-bbox="539 846 1436 952"><a href="#">View File</a></td> </tr> <tr> <td data-bbox="86 952 539 1126">Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal</td> <td data-bbox="539 952 1436 1126"><a href="#">View File</a></td> </tr> <tr> <td data-bbox="86 1126 539 1227">Documentary evidence for each of the claims</td> <td data-bbox="539 1126 1436 1227"><a href="#">View File</a></td> </tr> <tr> <td data-bbox="86 1227 539 1294">Any other relevant information</td> <td data-bbox="539 1227 1436 1294"><a href="#">View File</a></td> </tr> </tbody> </table>	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>	<p><b>All of the above</b></p>
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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>														
<p><b>3.1.4 - Institution has created an eco-system for innovation and other initiatives for creation and transfer of knowledge that include Participative efforts (brain storming, think tank etc.) to identify possible and needed innovations Encouragement to novel ideas Official approval and support for innovative try-outs Material and procedural supports</b></p>	<p><b>All of the above</b></p>														
<p></p>	<p></p>														

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

8

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

37

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

15

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.

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. We have also held Sports day and cultural events to spread awareness about sports and encourage them to participate.

The village children also participate in cultural programmes

organized by the college on different occasions. Medical check-up camps to address the health issues of local residents are organized. The students plant saplings in areas around college and practice teaching schools as well as adopted village. 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. These activities develop leadership, resilience, empathy and service-mindedness in our students.

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

89

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

32

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

32



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

10

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

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

All of the above

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

**INFRASTRUCTURE AND LEARNING RESOURCES****4.1 - Physical Facilities**

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

- Dedicated and well qualified committed faculties.
- Eye catching and workable ambiance.
- Finest infrastructure.
- Language lab with Lingua phone.
- Well-furnished ICT lab with net connectivity.
- Psychology lab with adequate apparatus and tools.
- Well housed library with more than 10,150 Books, Journals and Periodicals.
- Adequately equipped lab for Physical Science and Natural Science.
- Sufficiently equipped Fine Arts facilities.
- Smart Classrooms.
- Canteen facility with subsidized rate.
- Transportation facilities with fleet of buses.
- Wi-Fi enabled campus
- Fire Extinguishers
- Public Address system for the ease of communicating important information to the students.
- Internal and external surveillance system (CCTV) cameras and two LCD for security and smooth administration.
- Spacious and hygienic hostel facilities for Boys and Girls separately with nutritious food.
- Big playground with pavilion for playing Kabaddi, Volley Ball, Badminton, Cricket etc.
- 24 Hours medical assistance in the college campus.
- Focus on preparation for the TET and CTET examinations.
- The college provides full facility in seminar hall and Smart classrooms, class library for students to enhance learning which helps students to become a successful teacher.

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	No File Uploaded

#### 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://www.grtcoe.com/facilities.php">https://www.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)

3.29

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	No File Uploaded

## 4.2 - Library as a Learning Resource

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

The college library has a vast collection of text books and generalbooks, International and National journals, to cater to the needs of both UG and PG students. Separate sections for General, Referencebooks, Journals and Periodicals, Magazines are provided along with abrowsing facility to access online databases and academicinformation.

As per the recommendations of the committee all the books in the reference section are affixed with the Call Number, Spine Labelslegibly printed and arranged by that number.

The same procedure is being used for the books meant for circulation. The committee also recommended the journals, back volumes of journals. Student project reports to be arranged in a systematic order department wise for easy accessibility.

New arrivals of books are displayed on the Notice Board. Safety measures like Pest control, Dusting every day and fire extinguishers are provided. Special services to differently-abled users. Accessibility through Online Public Access Catalogue (OPAC) Open access to books and journals.

N-LIST (National Library and information Services Infrastructure for Scholarly Content) software taken recently for digital Library to refer books online.

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/facilities.php">https://www.grtcoe.com/facilities.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 has computer and internet facilities. The details on the access to the staff and students and the frequency of use, are as follows: Access to the staff: Teachers and students use computer and internet to access various kind of information regarding teaching subjects, teaching-learning process, teaching strategies, teaching techniques, various kinds of innovations in the field of classroom interactions, teaching aids, effective use of audio visual teaching aids, role of electronic media in education, recent researches related to educational developments and educational complexities etc.,

Teaching staff compare the educational developments of other countries with their educational practices of indigenous system. Frequency of use:

The library is used almost on each working day. a. By Teaching staff: on requirement basis. b. By students : students need based. Computer and internet services are used by staff and the students.

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	No File Uploaded

**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**

Four 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	No File Uploaded

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

.48

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	No File Uploaded

**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**

272

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	No File Uploaded
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	<a href="http://grt-library-pc/rovanims/library/index.php">http://grt-library-pc/rovanims/library/index.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**

Three of the above

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

### 4.3 - ICT Infrastructure

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

The College having with Wi-Fi facility for effective utilization of learning and teaching purpose. To cater to the demands and updated facilities for the students IT infrastructure are in constant change and modification. Not in terms of hardware but in terms of software also the integrated system is in the constant developing process. Constant guidance is provided to them and at

the very same time, they are encouraged to restrain their digital surfing in accordance with the syllabi or any other related arena.

The College has a computer Laboratory with requisite numbers of computer and these computers are made accessible to the students to instill the IT skill in them. The college has developed four smart classrooms for conducting classes for the students. The college is in possession of Thirty (30) Desktops. Among these, 20 computers are used by the students and the rest are used by the office and teaching community for administrative and academic purposes. For example conducting online class, online test, webinars, workshops, E-quiz, Research Work, Preparation of Article and conference paper, Preparation of PPT, accessing various e-learning resources, Swayam, Swayam Prabha, CEC e-content portal and effective use of smart board in the classroom.

Wi-Fi Modems are also available for usage not only in the campus even used during extension activities

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

10:1

File Description	Documents
Data as per data template	<a href="#">View File</a>
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

C. 250 MBPS - 500MBPS

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

Four of the above

available in the institution such as Studio /  
Live studio Content distribution system  
Lecture Capturing System (LCS)  
Teleprompter Editing and graphic unit

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Link to videos of the e-content development facilities	<a href="https://fliphtml5.com/nilqn/kbcr/basic">https://fliphtml5.com/nilqn/kbcr/basic</a>
List the equipment purchased for claimed facilities along with the relevant bills	No File Uploaded
Link to the e-content developed by the faculty of the institution	<a href="https://fliphtml5.com/nilqn/mdoi/basic/">https://fliphtml5.com/nilqn/mdoi/basic/</a>
Any other relevant information	<a href="#">View File</a>

#### 4.4 - Maintenance of Campus and Infrastructure

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

7.60

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	No File Uploaded

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

GRT College of Education checked the stocks annually in which the equipment available in various laboratories and in the library are physically checked and verified. Library Committee and the Purchase Committees along with ministerial and support staff conduct this work and identified the damaged items and books and recommended for purchasing & writing again. After proper



recommendation by the both Committees, items and books are procured on the demand of the concerned teacher in-charge. All formalities related to the purchase and disposal of old damaged equipment and books as laid down in the Store and Purchase Rules. This relationship is rigorously followed. The college ensures optimal allocation and utilization of the available financial resources for maintenance and upkeep of different facilities by holding regular meetings of various committees constituted for this purpose. Maintenance of indoor games like Volley Ball court/Badminton/Gym/ on the college sports in charge consults coaches. In their guidance accommodations are arranged. Computers/Printers and other IT accessories maintenance through AMC is done regularly and non-repairable systems are disposed off accordingly. The college development fund is utilized for maintenance and minor repair of furniture and other electrical equipments.

File Description	Documents
Appropriate link(s) on the institutional website	<a href="https://www.grtcoe.com/facilities.php">https://www.grtcoe.com/facilities.php</a>
Any other relevant information	<a href="#">View File</a>

## STUDENT SUPPORT AND PROGRESSION

### 5.1 - Student Support

<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>

**5.1.2 - Available student support facilities in institution are Vehicle Parking Common rooms separately for boys and girls Recreational facility First aid and medical aid Transport Book bank Safe drinking water Hostel Canteen Toilets for girls Indicate the one/s applicable**

Seven/Eight of the above

File Description	Documents
Geo-tagged photographs	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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**

A. All of the above

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

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

**Four of the above**

File Description	Documents
Data as per Data template	<a href="#">View File</a>
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	<b>No File Uploaded</b>
Report of the Placement Cell	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## **5.2 - Student Progression**

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

Number of students placed as teachers/teacher educators	Total number of graduating students
<b>91</b>	<b>150</b>

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

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

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

**43**

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	<b>No File Uploaded</b>

### 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	<b>No File Uploaded</b>

### 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 GRT College of Education believes in youth empowerment through quality education. Hence enough space is given for co-curricular, extracurricular activities of the college. The students are involved in number of activities at institution level and also at society level. Student's Council is set up as per the norms and meetings laid down by Tamilnadu Teachers Education University Chennai. The student's representatives encourage and motivate other students to participate in student-oriented programmes such as Blood donation camp, Fresher's welcome, Republic day, Independence day, Voters day, Yoga day, Environment day, etc. Students representative assist teachers in making any such events successful. The student's representative also ensures to maintain discipline in the college by encouraging students to follow the rules and regulations laid down by the college and insist other students to maintain a green, plastic-free campus. With the help of the student's representative, sports and cultural events, competitions, tree plantations in the college are organized. So the student council actively plays an important role in upgrading the image of the college.

File Description	Documents
Copy of constitution of student council signed by the Principal	<a href="#">View File</a>
List of students represented on different bodies of the Institution signed by the Principal	<a href="#">View File</a>
Documentary evidence for alumni role in institution functioning and for student welfare	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

25

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.

The objectives of GRT Alumni group are:

Maintaining the updates and current information of all alumni. Sustained sense of belonging to the Alma Mater. Participate in teaching practices and internship. Provide opportunities in placement and growing institute brand. Involves in activities to be a socially responsible person.

We also encourage them to participate in large numbers in alumni meetings so that they can provide suggestions for college betterment.

Alumni group contributed significantly through various activities during the last five years: 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	No File Uploaded

**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**

Five/Six of the above

File Description	Documents
Documentary evidence for the selected claim	<a href="#">View File</a>
Income Expenditure statement highlighting the alumni contribution	No File Uploaded
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	No File Uploaded

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 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. The institution gives high regard to the suggestions of alumni and utilizes the services for the development of the institution in all the possible ways. Two Alumni Meets is organized for all the Alumni of the college annually. Many activities are organized for the alumni, alumni are honored and the college provides all the present alumni in the alumni meet with souvenirs like mugs, photo frames, mementos. The college conducts meetings with its Alumni Group on a continuous basis. On an average 2 meetings are organized by alumni groups every year where they can discuss and exchange their views.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded

## 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.

Vision "To be a Leading Institution in providing Quality Education and creating equal opportunities in all walks of life" To provide quality education to the student community To create equal opportunities in all walks of life.



To make available equal opportunities and ensure support without prejudice based on gender, class, caste, religion and economic status.

To make available globally competitive education, infrastructure compatible to the changing challenges of India's nation - building processes Nurturing the minds of the students so that they can achieve to their fullest potential and turn out to be successful citizens of this country.

Mission "To provide Education for all more Specifically, Socially and Economically backward communities" College education strengthens the student to have an equitable attitude in their present life and helps the students to become a responsible citizen of this country.

To achieve the motto of education for all especially socially and economically backward communities. To empower the rural masses by educating them and by creating in them the social, political and cultural awareness.

To carry out teaching and training programs for aspirants as per the norms and standards set by the control bodies such as NCTE and state govt.

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 GRT College of Education practices decentralization and participatory management in keeping with its belief in collective leadership and democratic traditions. The college management decentralizes all academic and administrative matters by

constituting various committees comprising teachers and student representatives with specific objectives to achieve the vision of the college. In decision-making process every member of the committees are given complete freedom to express their views/opinions and those views/opinion are well taken for the improvement of the college functions.

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

- The Principal oversees the Teaching Plans of his/her departmental members.
- Teachers have right to make adjustments in the routine.
- They often takes the lead in planning seminars, workshops, career counselling sessions, remedial measures, interdepartmental or/and inter-college exercises, departmental excursions and study tours.
- They have liberty to introduce creative and innovative measures for the benefit of their students.
- They can decide on the nature, pattern and duration of special and remedial classes for the students of their department.
- The above enumeration of features comprising participatory management points fairly conclusively to the ethics of decentralization which is integral to the institution and informs its functioning at every level.

File Description	Documents
Relevant documents to indicate decentralization and participative management	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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:**

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

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

#### Academic Affairs:

The college offers B.Ed. course. Admission is taken on the basis of marks obtained by the students in UG course. Admission is done as per the guidelines issued by the Tamilnadu Teachers Education University and State government from time to time.

#### Administrative Affairs:

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

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

## 6.2 - Strategy Development and Deployment

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

GRT College of Education is a Private Institution. So all strategic plans are taken by the Tamilnadu Teachers Education University. However, some internal strategies can be taken by the Principal of the college for the smooth functioning of the college. One such strategic plan implemented by the college is the Teaching and Learning Process of the 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.

The Principal hand over the routine, distribute syllabus among faculty members, so that the syllabus is completed within time. Time to time extra classes, tutorial classes, online classes as well as different application are used to provide study material to

the students, revision classes are also taken to complete the syllabus in time. In short, syllabus coverage is monitored by the Principal. 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 answers.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	<a href="https://www.grtcoe.com/images/Calender-2021-2022.pdf">https://www.grtcoe.com/images/Calender-2021-2022.pdf</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

The Principal as the head of the institution along with the members of the Teachers' Council maintains academic environment of the college. 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 Principal executes academic and administrative plans and policies with the help of various subcommittees for smooth conduct of the college activities. In addition, the college has IQAC Cell.

1) Academic committee 2) Admission Committee 3) Examination Committee 4) Library Committee 5) Games and Sports Committee 6) Discipline Committee 7) Planning and Development Committee 8) Purchase Committee 9) R & D Cell

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

<b>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</b>	<b>All of the above</b>
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	<b>No File Uploaded</b>
<p>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.</p>	
<p>The meetings are conducted on regular basis among different committees/ cell/ bodies like placement cell, admission cell, guidance and counseling cell, academic committee etc. with the Head of the Institution. Different problems are discussed and suggestions are also taken up for the improvement and effective functioning of the Institution. Individual Importance is considered and Points raised during the meetings and immediate resolution is given priority.</p> <p>The planning and implementation of all the activities of various bodies and committees is carried out by the members of the respective bodies through a well organized system of planning and evaluation. Minutes of staff meetings are duly recorded for maintenance and transparency of records. The various bodies and committees present in the college make it a point that the academic and cultural calendar is implemented in a timely manner. Decision taken at various meetings are properly documented and effective steps are taken to implement the decisions at the ground level in reality.</p>	

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	No File Uploaded

### 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

- Academic leave (limited) with full pay for pursuing higher studies.
- Support is provided for the faculty members to present technical papers in international conferences through international travel grant, and dearness allowances etc.
- Seed money grant for pursuing minor research activities and supporting for experimental setup to pursue PhD. This was incorporated in the policy of incentives to the faculty.
- Permission to faculty to deliver guest lectures at other higher learning institutes for knowledge acquisition / sharing Creating facilities to pursue research activities with modern facilities.
- Provision of Digital boards, LCD for delivering the lectures effectively.
- Gratuity for both teaching and non teaching staff has been disbursed to the retired or resigned employees Earned leave.
- For both teaching and nonteaching staff Maternity leave for women staff @120 days was given Provision of exclusive transport facility for teaching and non-teaching staff.
- Management contribution to Provident fund for both teaching and non teaching staff Extension of ESI benefits to non-teaching staff,
- Festival advance for non-teaching staff. Implementation of pay scales to teaching and nonteaching staff.
- Emergency medical care, Ambulance and first-aid is available.
- Availability of ATM for financial transactions within the campus.

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

22

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Institutional Policy document on providing financial support to teachers	<a href="#">View File</a>
E-copy of letter/s indicating financial assistance to teachers	<a href="#">View File</a>
Certificate of participation for the claim	<a href="#">View File</a>
Certificate of membership	No File Uploaded
Income Expenditure statement highlighting the financial support to teachers	No File Uploaded
Any other relevant information	No File Uploaded

### 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	No File Uploaded
List of participants of each programme	<a href="#">View File</a>
Any other relevant information	No File Uploaded

#### 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

24

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 cocurricular 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	No File Uploaded

#### 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 college management, i.e., The Association of GRT Mahalakshmi Trust appoints the statutory auditor as per the norms of Government. The statutory auditor audits all the books of accounts of the college regularly and files the returns of the Association at the end of every financial year.

GRT College of Education has set up a system for directing internal and external audits for ensuring proper accounting for receipts and payments of the student fees is looked after by the management. All vouchers are examined by an internal financial committee on half yearly basis. The expenses incurred under various heads are completely checked by confirming the bills and vouchers. In the event that any discrepancy is discovered, the same is brought to the notice of the principal. A similar cycle is being followed throughout the previous five years. The mechanisms to monitor the effective and efficient use of financial resources are as follows: The college budget includes recurring expenses such as salaries, electricity, internet charges, maintenance costs, stationery, other consumable fees and non-recurring expenses such as lab purchases, furniture and other development expenses. The expenditure will be monitored by the accounting department as per the allocated budget.

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	No File Uploaded
Any other relevant information	No File Uploaded

#### 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.

The GRT College of Education is self-financed and does not get any grant for the conduct of the programme. The only sources of revenues are the fee realized from the students as per norms of the NCTE and the affiliating university. The details are reflected in the annual budget of the college. Budgeting and auditing procedures are regular and standardized. The sources of income of the college are legitimate and known. Financial planning is done to ensure allocation of required funds for all the college activities. The college follows financial regulations based on the approved procedures of financial management. It budgets all items of expenditure which remain transparent. In the financial sphere it honours all the legal limits and maintains transparency in transactions. The predominant source of funds for the institution are from 1. Students fees (Tuition, College, Hostel, Transportation

etc.) 2. Bank loans 3. Funds from Society and Promoters Proper utilization of financial resources is planned at the beginning of every financial year. The expenses of the funds are mainly due to the following 1. Salaries 2. Departmental Budget 3. Infrastructure 4. Maintenance etc., 5. Administrative expenses 6. Cultural & Co-curricular activities 7. Promotional activities

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	No File Uploaded

## 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

GRT College of Education has adopted quality management strategies in academic and administrative aspects. It is geared to promote an ambience of creativity, innovation and improving quality. The college formulated and established Internal Quality Assurance Cell (IQAC) in 2012 so as to respond to the changing educational, social and market demands. The cell makes assessment of different aspects of the functioning of the college, and monitors their functioning. It gives suggestions from time to time i.e. from beginning to the end of the course. This cell also examines and addresses the suggestions received through different modes such as verbal, communicated or through Suggestion Box and allied channels. Its major activities include Development and application of quality benchmarks/parameters for the various academic and administrative activities of the College; Facilitating the creation of a learner-centric environment conducive for quality education and faculty maturation to adopt the required knowledge and technology for participatory teaching and learning process; Arrangement for feedback responses from students, parents and other stakeholders on quality related institutional processes; Dissemination of information on the various quality parameters; Organization of inter and intra institutional workshops, seminars on quality related themes and promotion of quality circles.

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	No File Uploaded

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.

GRT College of Education work towards improves the quality of education as well as to changing educational and social demands. The college has cell which assess the performance of the programmes. The college takes utmost care in planning and implementation of the academic programmes. To sustain the quality of its academic programmes, the stakeholders' feedback and the previous years' results are the benchmark for further improvement. The IQAC passed that a greater involvement of ICT in Teaching Learning be ensured. Therefore, college was asked to integrate information technology with teaching learning process. Classroom lectures were supplemented with the use of audio-visual aids such as LCD projectors, PowerPoint presentations and LMS provision.

The academic and administrative audits are conducted every year to review the academic and administrative practices of the college. The IQAC invites a team of experts in the field to assess the existing practices. The team visits all departments and units and interacts with students, teaching and non-teaching staff and suggests recommendations if necessary.

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**

19

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	No File Uploaded

**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	No File Uploaded
Link to the minutes of the meeting of IQAC	<a href="https://www.grtcoe.com/images/Minutes-of-the-Meeting.pdf">https://www.grtcoe.com/images/Minutes-of-the-Meeting.pdf</a>
Link to Annual Quality Assurance Reports (AQAR) of IQAC	<a href="https://grtcoe.com/aqarindex.php">https://grtcoe.com/aqarindex.php</a>
Consolidated report of Academic Administrative Audit (AAA)	No File Uploaded
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	No File Uploaded

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

GRT College of Education reviews its teaching learning process, operations and learning outcomes. The IQAC continuously reviews and takes steps to improve the quality of the teaching-learning process. The academic calendar is prepared in advance, displayed and circulated at the college and is strictly adhered to. All newly admitted students are compulsorily involved in orientation programs, in which they have philosophy, specificity of education system, teaching learning process, system of continuous assessment, compulsory core curriculum, various cultural activities, discipline and culture of the institution. Students are made aware of time table, program structure, syllabus of courses before the academic year starts. Class committees are held regularly to seek feedback with students and appropriate steps are taken for the teaching learning process. The approach of IQAC has always focused on the process of learner-centered teaching learning and it has formulated policy to evaluate and evaluate it from time to time. Accordingly, the IQAC complies with teaching, learning activities and reviews, and modifies after taking suggestions.

Two examples to show incremental improvements achieved within the institution during the year:

1. Strengthening Institution institution relationship through various MoUs

2. Inducing social responsibility among Student -Teachers - Running Evening school and providing healthy snacks for them.

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.

GRT College of Education currently uses a 250KVA and 500 KVA generators as an alternative source to meet its power requirements. In the future, the college for alternative sources is poised to formulate a systematic energy policy of energy conservation methods and has considered working seriously on it. This is our long term goal as per the policy includes educating students and employees on environmental concerns and sustainability to turn our college into a carbon-negative institute. To include environment concerns in

Planning and decision making. Solar is one of the easy ways to cut down electricity costs at institutions. In our area, we receive sunshine throughout the year. We are utilizing a large portion of the sun's energy by having solar panels, the energy from it is used to illuminate the common area lights and for the water heaters.

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 will adopt the principles of the maximum sustainable waste management various levels of approach 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 can store dangerous waste for a period not 3 months and will manage 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 waste will be set up and rotatable and non-biodegradable waste will be 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>

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

All of the above

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

**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**

All of the above



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

GRT College of Education is committed to maintenance of cleanliness, sanitation, green cover and producing a pollution free healthy environment. Maintenance staff of GRT College of Education disinfect bathrooms, classes and common areas twice a day. There are dustbins all around the college premises, both inside and outside. There are larger trash cans in corridors, toilets and college entrances and exits. Maintenance staff sanitise classes, bathrooms, staffrooms twice a day during the college time and the sanitiser stands are placed everywhere. For providing a pollution free environment we encourage our students and staff for the use of bicycles. Use of plastic is banned in the college premises. The college has also organized a programme on go green in which different activities are performed by students like plantation, conservation of earth for sustainable development of natural resources, like balance of ecology and steps of improvement and conservation of natural resources etc.

File Description	Documents
Documents and/or photographs in support of the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**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)

130000

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

GRT College of Education is always sensitive and emphatic towards social, environmental and community problem. Time to time the college has organized the seminars, webinars and programs touching the issue of environment, society and community. The college is willing to nurture a healthy environment for which different programs like plantation are organized. The college maintains inclusive environment and to give environmental awareness and knowledge about resources and community practicality is very necessary to the students. Each and every students along with faculty members are fully involved in the national developmental activities, national festivals, awareness rallies and government

and non-government campaigns. The flex board of environmental awareness, use of different resources, social harmony, unity and moral values are displayed on the college campus. College plays an effective role as a catalyst in the area to maintain peace and national integration.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

A. All of the above

File Description	Documents
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	<a href="#">View File</a>
Web-Link to the Code of Conduct displayed on the institution's website	<a href="#">View File</a>
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	<a href="#">View File</a>
Details of the Monitoring Committee, Professional ethics programmes, if any	<a href="#">View File</a>
Any other relevant information	No File Uploaded

## 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 I:

##### RAIN WATER HARVESTING

- Urban water supply systems in particular are under tremendous pressure to meet the needs of the population as well as industry and large-scale construction.
- The increased need for water results in lower groundwater levels and depleted reservoirs.
- Consumption of polluted water creates health hazards.
- The use of rainwater is a useful alternative
- Best Practice: 2 Go Green Campus
- Eco-campus by planting more trees.
- Generation of Solar energy.
- Efficient use of available water.
- Proper waste management.
- To tell environment degradation.
- Planting and maintaining trees.
- To accept clean production concept.

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. 6. Exhaust fan is installed in the laboratory to expel hazardous gases.

Special campaigns for students: It is important for colleges to have some green project ideas, street cleaning or any other environment-themed campaigns.

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 main motto of all faculties working in this college is to guide the students for their all-round development and to nurture their innate talent and abilities. 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. Many of our students are academically well enriched to be employed in many reputed institutions, organizations.

Vision, Mission and Objectives of the institution clearly points towards a quality and value based education based on the curriculum of the affiliating university. The college has a strong bonding with the local people. This includes a number of Socially and economically weaker and marginalized section students. Strengthening rural education by providing various activities and outreach programmes. Vocational Education and training is a key element of life long learning system that aims to equip people with the technical knowledge, expertise, skills and competences required on the labor 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>