YEARLY STATUS REPORT - 2020-2021

Part A	
Data of the Institution	
1.Name of the Institution	**GRT College of Education**
• Name of the Head of the institution	**Dr.P.S. Balaji**
• 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@mail.com**
• Address	**GRT Mahalakshmi Nagar Chennai Tiruppathy Highway**
• City/Town	**Tiruttani**
• State/UT	**Tamil Nadu**
• Pin Code	**631209**
2.Institutional status	
• Teacher Education/ Special Education/Physical Education:	Teacher Education
• Type of Institution	**Co-education**
• Location	**Rural**

• Financial Status		**Self-financing**
• Name of the Affiliating University		**Tamil Nadu Teachers Education Universitty**
• Name of the IQAC Co-ordinator/Director		**Mr. S. Suthakar**
• Phone No.		**9952777570**
• Alternate phone No.(IQAC)		**04427880877**
• Mobile (IQAC)		**8939992763**
• IQAC e-mail address		**grtcoe@grt.edu.in**
• Alternate e-mail address (IQAC)		**bkrgei@gmail.com**
3.Website address		**www.grtcoe.com**
• Web-link of the AQAR: (Previous Academic Year)		**https://www.grtcoe.com/images/AQAR-report%202019-2020pdf%20final.pdf**
4.Whether Academic Calendar prepared during the year?		**Yes**
• if yes, whether it is uploaded in the Institutional website Web link:		https://www.grtcoe.com/images/calender%2020-21-converted.pdf

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/PMMMNMTT etc.

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
0	**0**	**0**	**Nil**	**0**

8.Whether composition of IQAC as per latest NAAC guidelines	**Yes**

• Upload latest notification of formation of IQAC	View File
9.No. of IQAC meetings held during the year	**3**
• Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?	**Yes**
• (Please upload, minutes of meetings and action taken report)	View File
10.Whether IQAC received funding from any of the funding agency to support its activities during the year?	**No**
• If yes, mention the amount	

11.Significant contributions made by IQAC during the current year (maximum five bullets)

Online teaching using ICT tools
Covid-19 Vaccination Camp
TET Coaching
M.Ed students were asked to publish papers related to their dissertation in the reputed journals
Tree Plantation

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).

Plan of Action	Achievements/Outcomes
Conduct on campus Vaccination programmes	Started conducting free vaccination programmes on campus for all stakeholders and the local people
Take measures for health and safety of stakeholders	Regular sanitization calendar introduced, mini-clinic establishment in the campus with qualified doctor on campus and on call, Covid-19 task force formed to monitor health and hygiene situation in the campus
Conducting Unit wise online tests in all the subjects	All the lecturers conducted tests after covering each unit
Strengthening SUPW Program	Purchased gardening equipments and sewing machines for effective implementation.
Imparting training for B.Ed students in conducting practicals in Physics, Chemistry, Botany and Zoology (for 10th, 11th & 12th std students in practice teaching schools)	The students were well trained and they attended practical with confidence in the practice teaching schools as well as in the University examination.
NET/ SET, TET/CTET and TRB exams coaching	Coaching for NET/ SET, TET/CTET and TRB exams were given for an hour during the regular time table.
TET model Examination once in a month for B.Ed students	TET Model Examination conducted once in a month and more than 10 students passed in each TET Examination.
Research Work & Professional Development	M.Ed students were asked to publish an article related to their dissertation in Educational Journals. Some of the faculty member registered Ph.D as a part time mode. Faculty members attended webinars, seminars and workshops

	related to research methodology
Tree Plantation Programme	To promote the concept of one student 1 tree the students planted saplings of trees in their neighbourhood.
Imparting Yoga Education	The B.Ed students are trained to do simple yogasanas (Tadasana, Eka Padasana, Pathahasthana, Paschimottanasana, Bhujangasana, Sasangasana, Surya Namaskar etc.)
Orientation of staff	Staff were given orientation on (i) Self-development (Team building, inter personal relationships, leadership qualities, professional commitment, handling student-teachers with dignity) (ii) Skill development (MOOC, SWAYAM, Google classroom, e-content development, open educational resources)

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

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
Academic and Administrative Advisory Committee	21/08/2021

14.Whether institutional data submitted to AISHE

Year	Date of Submission
2020-2021	28/12/2021

Extended Profile

2.Student

2.1	**300**
Number of students on roll during the year	

File Description	Documents
Data Template	

2.2	**150**
Number of seats sanctioned during the year	

File Description	Documents
Data Template	

2.3	**150**
Number of seats earmarked for reserved categories as per GOI/State Government during the year:	

File Description	Documents
Data Template	

2.4	**150**
Number of outgoing / final year students during the year:	

File Description	Documents
Data Template	

2.5 Number of graduating students during the year	**150**

File Description	Documents
Data Template	

2.6	**150**
Number of students enrolled during the year	

File Description	Documents
Data Template	

4.Institution

4.1	1514798
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:	

File Description	Documents
Data Template	[View File](#)
Data Template	No File Uploaded

5.2	26
Number of sanctioned posts for the year:	

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 in consultation with the Principal with even load distribution. The University provides the syllabus with evaluation schemes and objectives for every course. Action plan and assignment for each course are prepared by the respective subject in charge before start of the new academic year. 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	View File
Plan developed for the academic year	View File
Plans for mid- course correction wherever needed for the academic year	**No File Uploaded**
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	View File
List of persons who participated in the process of in-house curriculum planning	View File
Meeting notice and minutes of the meeting for in-house curriculum planning	**No File Uploaded**
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	View File
URL to the page on website where the PLOs and CLOs are listed	https://www.grtcoe.com/
Prospectus for the academic year	View File
Report and photographs with caption and date of student induction programmes	View File
Report and photographs with caption and date of teacher orientation programmes	View File
Any other relevant information	No File Uploaded

1.2 - Academic Flexibility

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

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

10

File Description	Documents
Data as per Data Template	[View File](#)
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	[View File](#)
Academic calendar showing time allotted for optional / electives / pedagogy courses	https://www.grtcoe.com/BEd-course.php
Any other relevant information	**Nil**

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

0

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

0

File Description	Documents
Data as per Data Template	**No File Uploaded**
Brochure and Course content along with CLOs of value-added courses	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

0

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

0

File Description	Documents
List of the students enrolled in the value-added course as defined in 1.2.2	**No File Uploaded**
Course completion certificates	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

File Description	Documents
Data as per Data Template	[View File](#)
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses as per Data Template	[View File](#)
Document showing teachers' mentoring and assistance to students to avail of self-study courses	[View File](#)
Any other relevant information	[View File](#)

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

50

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

50

File Description	Documents
Data as per Data Template	No File Uploaded
Certificates / evidences for completing the self-study course(s)	View File
List of students enrolled and completed in self study course(s)	No File Uploaded
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 micro-teaching skills, ICT skills, teaching skills, professional values and 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 positive attitude towards teaching profession and developing emotional intelligence among the teacher trainees in conducting workshop, seminar and training programmes. In recent years, the quality of education has significantly changed. If, previously, the university's major aim was that of providing students with certain types 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 ways that enable them to come up with new ideas. Generating new ideas is a key tenet of modern society. Core teaching competencies laid down by NCTE incorporated in different subject areas among the teacher trainees.

- 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

File Description	Documents
List of activities conducted in support of each of the above	View File
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded
Photographs indicating the participation of students, if any	No File Uploaded

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	View File
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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	View File
Any other relevant information	View File

1.4 - Feedback System

1.4.1 - Mechanism is in place for obtaining	Four of the above

structured feedback on the curriculum – 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	View File
Any other relevant information	No File Uploaded

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

File Description	Documents
Stakeholder feedback analysis report with seal and signature of the Principal	View File
Action taken report of the institution with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

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	View File
Document relating to sanction of intake from university	View File
Approval letter of NCTE for intake of all programs	View File
Approved admission list year-wise/ program-wise	View File
Any other relevant information	**No File Uploaded**

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

150

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

150

File Description	Documents
Data as per Data Template	View File
Copy of letter issued by State Govt. or Central Govt. indicating the reserved categories (Provide English version)	View File
Final admission list published by the HEI	View File
Admission extract submitted to the state / university authority about admissions of SC, ST, OBC students every year	View File
Any other relevant information	**No File Uploaded**

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

0

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

0

File Description	Documents
Data as per Data Template	[View File]()
Certificate of EWS and Divyangjan	**No File Uploaded**
List of students enrolled from EWS and Divyangjan	**No File Uploaded**
Any other relevant information	**No File Uploaded**

2.2 - Honoring Student Diversity

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

The progress of the students is maintained through regular tests, presentations and exams. The result analysis is done after every examination and proper measures are incorporated to improve the performance by arranging remedial classes for the weaker students and giving additional assignments/tasks to the brighter students. The college has a Mentoring Programme which enables students of all the years to provide feedback to teachers on the curricular issues, college infrastructure, administrative matters and other non-academic matters. The college also focuses on TET coaching classes to the students. The entire approach of the college is student centric and teacher educators identify the various learning needs of students and guide them accordingly.

File Description	Documents
Documentary evidence in support of the claim	[View File]()
Documents showing the performance of students at the entry level	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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	**Six/Five of the above**

**Remedial Learning Engagement Learning
Enhancement / Enrichment inputs
Collaborative tasks Assistive Devices and
Adaptive Structures (for the differently abled)
Multilingual interactions and inputs**

File Description	Documents
Data as per Data Template	View File
Relevant documents highlighting the activities to address the student diversities	View File
Reports with seal and signature of Principal	View File
Photographs with caption and date, if any	View File
Any other relevant information	**No File Uploaded**

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

One of the above

File Description	Documents
Relevant documents highlighting the activities to address the differential student needs	View File
Reports with seal and signature of the Principal	**No File Uploaded**
Photographs with caption and date	View File
Any other relevant information	**No File Uploaded**

2.2.4 - Student-Mentor ratio for the academic year

20:1

2.2.4.1 - Number of mentors in the Institution

| 15 | |

File Description	Documents
Data as per Data Template	View File
Relevant documents of mentor-mentee activities with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

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.

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.

Online teaching adopted for both B.Ed and M.Ed classes by using google meet as a platform to share the subject content in the form of ppt and class notes. Online tests, Quizzes were conducted to assess the performance level of students. Online learning is catalyzing a pedagogical shift in how we teach and learn. There is a shift away from top-down lecturing and passive students to a more interactive, collaborative approach in which students and instructor co-create the learning process. The Instructor's role is changing from the "sage on the stage" to "the guide on the side." Online courses provide an excellent method of course delivery unbound by time or location allowing for accessibility to instruction at anytime from anywhere.

File Description	Documents
Course wise details of modes of teaching learning adopted during the academic year in each programme	View File
Any other relevant information	No File Uploaded

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

excluding PPT during the year

26

File Description	Documents
Data as per Data Template	View File
Link to LMS	https://classroom.google.com/c/MzA2NDU3MjU2O DEx?cjc=t4p26z5
Any other relevant information	No File Uploaded

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	View File
Programme wise list of students using ICT support	View File
Documentary evidence in support of the claim	View File
Landing page of the Gateway to the LMS used	View File
Any other relevant information	No File Uploaded

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	Two of the above

File Description	Documents
Data as per Data Template	View File
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	No File Uploaded
Geo-tagged photographs wherever applicable	No File Uploaded
Link of resources used	Nil
Any other relevant information	No File Uploaded

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

The teacher educators of GRT College of education provide special lecture on microteaching skills and the Student-teachers are motivated to attend various teachers professional development related lectures, webinars and trainings through online mode. Highly qualified teachers of GRT College of Education avail all the given modern methods of teaching to enhance learning ability of students. They support and assist from the beginning of the academic year. It is necessary to support their performance in the classroom from the very beginning in their teaching careers. Mentoring can play a critical role in continually improving the professional knowledge and skills that teachers need to instruct and prepare students for the rising demands of modern methods in the field of education.

- **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**

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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	View File
Documentary evidence in support of the selected response/s	No File Uploaded
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	No File Uploaded
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.

File Description	Documents
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

2.4 - Competency and Skill Development

2.4.1 - Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include Organizing Learning (lesson plan) Developing Teaching Competencies Assessment of Learning Technology Use and Integration Organizing	One/Two of the above

Field Visits Conducting Outreach/ Out of Classroom Activities Community Engagement Facilitating Inclusive Education Preparing Individualized Educational Plan(IEP)

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the selected response/s	View File
Reports of activities with video graphic support wherever possibl	No File Uploaded
Any other relevant information	No File Uploaded

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

Six/Seven of the above

File Description	Documents
Data as per Data Template	View File
Reports and photographs / videos of the activities	No File Uploaded
Attendance sheets of the workshops / activities with seal and signature of the Principal	No File Uploaded
Documentary evidence in support of each selected activity	View File
Any other relevant information	View File

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	Three of the above

File Description	Documents
Data as per Data Template	[View File](#)
Details of the activities carried out during the academic year in respect of each response indicated	[View File](#)
Any other relevant information	No File Uploaded

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	[View File](#)
Samples prepared by students for each indicated assessment tool	[View File](#)
Documents showing the different activities for evolving indicated assessment tools	[View File](#)
Any other relevant information	No File Uploaded

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	Four of the above

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

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of each response selected	View File
Sample evidence showing the tasks carried out for each of the selected response	View File
Any other relevant information	No File Uploaded

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 ofcommunity related events Building teams and helping them to participate Involvement in preparatory arrangements Executing/conducting the event

`All of the above`

File Description	Documents
Data as per Data Template	View File
Documentary evidence showing the activities carried out for each of the selected response	No File Uploaded
Report of the events organized	No File Uploaded
Photographs with caption and date, wherever possible	No File Uploaded
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	[View File](#)
Samples of assessed assignments for theory courses of different programmes	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

Before going for internship teachers trained the students like practicing of micro teaching and tell them about all the basic skills which are needed for effective teaching in macro teaching, for this extra class has been taken and students are guided before going. Orientation to students going for internship in schools was planned systematically to execute the internship in smooth way like rules and regulations followed during the internship period, how to observe the guide teacher class in an effective way, how the trainees prepared themselves before entering in to the class by preparing TLMs like Models, Charts, Lesson plan, real objects etc. and how to construct achievement test, how to assess the students performance and give proper remedial measures to the same.

1. **Selection/identification of schools for internship: participative/on request**
2. **Orientation to school principal/teachers**
3. **Orientation to students going for internship**
4. **Defining role of teachers of the institution**
5. **Streamlining mode/s of assessment of student performance**
6. **Exposure to variety of school set ups**

File Description	Documents
Documentary evidence in support of the claim	[View File](#)
Any other relevant information	**No File Uploaded**

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

100

File Description	Documents
Data as per Data Template	[View File](#)
Data as per Data Template	[View File](#)
Plan of teacher engagement in school internship	[View File](#)
Any other relevant information	**No File Uploaded**

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

File Description	Documents
Data as per Data Template	[View File](#)
Sample copies for each of selected activities claimed	**No File Uploaded**
School-wise internship reports showing student engagement in activities claimed	[View File](#)
Wherever the documents are in regional language, provide English translated version	**No File Uploaded**
Any other relevant information	[View File](#)

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.

GRT College of Education play a vital role in monitory mechanisms during internship programmes. The concerning teacher go with the group of students for their observation and guidance. This is also safe in view of safety measures, the college provide a letter of permission given by the head of the school to teach. The College adopts effective monitoring mechanisms during Practice teaching is

conducted in various local schools as follows :

- Two lessons per day are delivered during their practice teaching sessions.
- Teacher educators (preferably subject experts) from the college are detailed to check and approve the lessons plans beforehand. The student-teachers are allowed to deliver the duly approved lesson plans.
- 60 to 70 per cent of the lessons in schools are observed by the faculty.
- Teachers of concerned schools also observe the lessons. The school teachers are encouraged to give suggestions for improvement.
- Teacher educators and school teachers note down remarks on the lesson plan book.
- Thus, on the spot feedback are provided to the student-teachers.
- More feedback comes in the form of discussion with the observers which is done soon after the lesson is finished;
- Detailed feedback is also provided in the college collectively on subsequent days.

File Description	Documents
Documentary evidence in support of the response	[View File](#)
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)	View File
Two filled in sample observation formats for each of the claimed assessors	View File
Any other relevant information	**No File Uploaded**

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	View File
Five filled in formats for each of the aspects claimed	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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	View File
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	View File
English translation of sanction letter, if it is in regional language	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

6

File Description	Documents
Data as per Data Template	View File
Certificates of Doctoral Degree (Ph.D) of the faculty	View File
Any other relevant information	**No File Uploaded**

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

26

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

26

File Description	Documents
Copy of the appointment letters of the fulltime teachers	View File
Any other relevant information	**No File Uploaded**

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	[View File](#)
Any other relevant information	**No File Uploaded**

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

The College is affiliated to Tamilnadu Teachers Education University, Chennai and university guidelines are strictly adhered to with respect to evaluation process. There are three Internal tests conducted. The schedules of internal assessments are communicated to students and faculty in the beginning of the semester/year through college academic calendar which is prepared based on the university academic calendar. The institute has reformed the continuous internal evaluation system from faculty centric to student centric.

Scheme of Continuous and Comprehensive Evaluation For

Full/Half Course (30/15 Marks)

S.No

Components

Full Course Marks

Half Course

1.

Assignments (An average of Two Assignments)

10

5

2.

Seminar

10

5

3.

Class Tests (An average of 2 Unit Tests)

10

5

Scheduling of Internal Examination, Seating arrangements, hall invigilators listed for every examination. Preparing the question paper for the internal examination in the prescribed pattern based on Knowledge level using revised Bloom's taxonomy. Scrutiny of the prepared question paper is carried out by HoD/ Subject expert to ensure quality of the Question paper. Monitoring the attendance of the students for the Examination. Internal Assessment has to be carried out within the stipulated time.

File Description	Documents
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	[View File](#)
Any other relevant information	No File Uploaded

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

Two of the above

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

File Description	Documents
Copy of university regulation on internal evaluation for teacher education	[View File](#)
Annual Institutional plan of action for internal evaluation	**No File Uploaded**
Details of provisions for improvement and bi-lingual answering	**No File Uploaded**
Documentary evidence for remedial support provided	**No File Uploaded**
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	[View File](#)
Any other relevant information	**No File Uploaded**

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 its shows the temporary date sheet of the university examinations. In the non-semester system, practical are prescribed in terms of planning of university, time table, attendance review, and midterm tests. Students with small attendance are notified according to their names and fined. Assignment work is awarded to students and marks are awarded before the commencement of the final examination. The syllabus is discussed by the staff members of each department and prior notice is given regarding the conduct of the mid-term and final examinations. Co-curricular activities are conducted simultaneously from time to time and information in respect of the same is displayed on the notice board. Similarly, annual celebrations are also held during the end of the academic year. The head of the institution monitors the quality of teaching-learning activities. 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.

PROGRMME LEARNING OUTCOMES

Content Competency:

To produce qualified and competent teachers and teacher educators

To provide knowledge on historical, philosophical and sociological foundation of educational practices.

To prepare to carryout field internship, practical and dissertation works.

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	[View File](#)
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	View File
Result sheet for each year received from the Affiliating University	View File
Certified report from the Head of the Institution indicating pass percentage of students program-wise	View File
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

Regarding the details of practice teaching in schools, a student teacher generally delivers two/four lessons covering one composite method subject she / he opted per day. These are observed by the teacher educators or concerned subject teachers and maintain the record of their observations in the supervisor observation book known as Supervision Book. So far the feedback and monitoring mechanisms are concerned, principal of the institution use to go to the various practice teaching schools to discuss with the head master, teacher educators, school teachers and the student teacher regarding the progress of this task.

The College has a mechanism in place to cater to the students coming from across the country. Due importance is given to design, revision and effective delivery of curriculum in most efficient manner. Evaluation system is flawlessly designed to evaluate student performance at each stage of the program.

Class Tests: These tests are conducted on a regular basis and the performance of students of Different levels is evaluated by test scores. The College followed evaluation pattern of marks for internal evaluation and marks for final examination. The College follows case based evaluation system every year.

File Description	Documents
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	View File
Any other relevant information	**No File Uploaded**

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

86

File Description	Documents
Number of students achieving on an average 70% or more in internal assessment activities during t	<u>View File</u>
Record of student-wise / programme-wise / semester-wise internal assessment of students during the year	**No File Uploaded**
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 the best of their ability have a greater confidence in the assessment method and the teacher's/assessor's judgment improve their motivation.

Follow the assessment process:

- **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	[View File](#)
Any other relevant information	**No File Uploaded**

2.8 - Student Satisfaction Survey

RESEARCH AND OUTREACH ACTIVITIES

3.1 - Resource Mobilization for Research

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

0

File Description	Documents
Data as per Data Template	**No File Uploaded**
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**

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

interactive session on research

File Description	Documents
Data as per Data Template	View File
Institutional Policy document detailing scheme of incentives	**No File Uploaded**
Sanction letters of award of incentives	**No File Uploaded**
Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	**No File Uploaded**
Documentary evidence for each of the claims	View File
Any other relevant information	**No File Uploaded**

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

Four of the above

File Description	Documents
Documentary evidences in support of the claims	View File
Details of reports highlighting the claims made by the institution	**No File Uploaded**
Reports of innovations tried out and ideas incubated	**No File Uploaded**
Copyrights or patents filed	**No File Uploaded**
Any other relevant information	View File

3.2 - Research Publications

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

14

File Description	Documents
Data as per Data Template	View File
First page of the article/journals with seal and signature of the Principal	View File
E-copies of outer jacket/contents page of the journals in which articles are published	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

2

File Description	Documents
Data as per Data Template	View File
• First page of the published book/chapter with seal and signature of the Principal	View File
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	View File
Any other relevant information	**No File Uploaded**

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

0

File Description	Documents
Data as per Data Template	View File
Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

0

File Description	Documents
Event-wise newspaper clippings / videos / photographs with captions and dates	**No File Uploaded**
Report of each outreach activity with seal and signature of the Principal	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

1

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

100

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the claim along with photographs with caption and date	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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.

GRT College of Education is affiliated to Tamilnadu Teachers Education University, Chennai and our NSS activities are controlled by the NSS coordinator of the University. In this college we have one unit of NSS execute different activities throughout the year. The aim of NSS Unit of the college is instrumental in converting students in to the responsible citizens of the country. Through NSS various programs are organized to spread awareness about health care, cleanliness, AIDS, Tobacco Awareness, Tree Plantation, Road safety, environment protection, Visit to orphanage and old age homes etc. The NSS adopts one village every year and involves the local community in various activities.

File Description	Documents
Relevant documentary evidence for the claim	[View File](#)
Report of each outreach activity signed by the Principal	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

6

File Description	Documents
Data as per Data Template	[View File](#)
Appropriate certificates from the awarding agency	[View File](#)
Any other relevant information	**No File Uploaded**

3.4 - Collaboration and Linkages

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

0

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

0	

File Description	Documents
Data as per Data Template	[View File](#)
List of teachers/students benefited by linkage – exchange and research	**No File Uploaded**
Report of each linkage along with videos/photographs	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

0	

File Description	Documents
Data as per Data Template	[View File](#)
Copies of the MoU's with institution / industry/ corporate houses	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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	**Three/Four of the above**

File Description	Documents
Data as per Data Template	[View File]()
Report of each activities with seal and signature of the Principal	[View File]()
Any other relevant information	**No File Uploaded**

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	View File
Geo-tagged photographs	View File
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	View File
Geo-tagged photographs	View File
Link to relevant page on the Institutional website	https://www.grtcoe.com/facilities.php
Any other relevant information	**No File Uploaded**

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

1514798

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	View File
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 general

books, International and National journals, to cater to the needs of both UG and PG students. Separate sections for General, Reference books, Journals and Periodicals, Magazines are provided along with a browsing facility to access online databases and academic information.

As per the recommendations of the committee all the books in the reference section are affixed with the Call Number, Spine Labels legibly 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	View File
Web-link to library facilities, if available	https://www.grtcoe.com/library.php
Any other relevant information	View File

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 : onrequirementbasis. 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	View File
Details of users and details of visits/downloads	No File Uploaded
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	View File
Receipts of subscription /membership to e-resources	View File
E-copy of the letter of subscription /member ship in the name of institution	View File
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)

2,94,707

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the expenditure on purchase of books, journals, e-resources with seal and signature of both the Principal and Chartered Accountant	View File
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

24

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	View File
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	http://grt-library-pc/rovanims/library/index.php
Any other relevant information	View File

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	**One of the above**

File Description	Documents
Data as per Data Template	[View File](#)
Any other relevant information	[View File](#)

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.

File Description	Documents
Document related to date of implementation and updation, receipt for updating the Wi-Fi	[View File](#)
Any other relevant information	[View File](#)

4.3.2 - Student – Computer ratio during the academic year

10:1

File Description	Documents
Data as per data template	[View File](#)
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	**No File Uploaded**
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 available in the institution such as Studio / Live studio Content distribution system Lecture Capturing System (LCS) Teleprompter Editing and graphic unit	`Four of the above`

File Description	Documents
Data as per Data Template	[View File](#)
Link to videos of the e-content development facilities	**Nil**
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	**Nil**
Any other relevant information	**No File Uploaded**

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)

`1514798`

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	**No File Uploaded**
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 recourses for maintenance and upkeep of different facilities by holding regular meetings of various committees constituted for this purpose.

Maintenance of indoor games like Volly Ball court/Badminton/Gym/ on the college sports in charge consults coaches. In their guidance accommodates 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	https://www.grtcoe.com/facilities.php
Any other relevant information	**No File Uploaded**

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

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

Four of the above

File Description	Documents
Data as per Data Template	**No File Uploaded**
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	**No File Uploaded**
Sample feedback sheets from the students participating in each of the initiative	**No File Uploaded**
Photographs with date and caption for each initiative	[View File](#)
Any other relevant information	**No File Uploaded**

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

Nine or more of the above

File Description	Documents
Geo-tagged photographs	View File
Any other relevant information	No File Uploaded

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	No File Uploaded
Institutional guidelines for students' grievance redressal	View File
Composition of the student grievance redressal committee including sexual harassment and ragging	View File
Samples of grievance submitted offline	View File
Any other relevant information	View File

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	View File
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	No File Uploaded
Report of the Placement Cell	View File
Any other relevant information	View File

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
89	150

File Description	Documents
Data as per Data Template	View File
Reports of Placement Cell for during the year	No File Uploaded
Appointment letters of 10 percent graduates for each year	No File Uploaded
Any other relevant information	No File Uploaded

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).

36

File Description	Documents
Data as per Data Template	View File
Details of graduating students and their progression to higher education with seal and signature of the principal	View File
Documentary evidence in support of the claim	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

0

File Description	Documents
Data as per Data Template	**No File Uploaded**
Copy of certificates for qualifying in the state/national examination	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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's 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	View File
List of students represented on different bodies of the Institution signed by the Principal	View File
Documentary evidence for alumni role in institution functioning and for student welfare	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

0

File Description	Documents
Data as per Data Template	**No File Uploaded**
Reports of the events along with the photographs with captions and dates	**No File Uploaded**
Copy of circular / brochure indicating such kind of events	**No File Uploaded**
Any other relevant information	**No File Uploaded**

5.4 - Alumni Engagement

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

Alumni of the college envision fostering friendly cooperation between present and later/previous generation of the students thereby enhancing the betterment of the institution. Alumni associations of the Institution arrange to get together, where the members of the college gather together offering their vibrant participation in all spheres of college activities.

Significant contributions of Alumni Association

- The Alumni helps in establishing Networking with all students
- It helps the college in updating about the placements of pass out students
- It furnishes information about job opportunities in various schools
- Its feedback has helped in improving the existing curriculum, organizing new activities, etc.

File Description	Documents
Details of office bearers and members of alumni association	View File
Certificate of registration of Alumni Association, if registered	No File Uploaded
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

Three/Four of the above

File Description	Documents
Documentary evidence for the selected claim	View File
Income Expenditure statement highlighting the alumni contribution	No File Uploaded
Report of alumni participation in institutional functioning for the academic year	No File Uploaded
Any other relevant information.	No File Uploaded

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

0

File Description	Documents
Data as per Data Template	**No File Uploaded**
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	**No File Uploaded**
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

The GRT College of Education has an Alumni Association. The Association has been helping the college in its growth and development process efficiently, by providing positive feedback. The principal of the college is the President of the Alumni Association. Other members include faculty and students.

Alumni Association acts as an effective support system to the institution by:

- The Alumni helps in establishing Networking with all students.
- To arrange and support in placement activities for the students
- It furnishes information about job opportunities in schools
- To encourage the students of the college & members of the Association for research & development work in various fields of education
- To conduct workshops, guest lecture, skill development program
- To encourage and guide the students of the college on nurturing their talent and self-employment
- Alumni of the GRT College of Education are contributing in the overall development of the students of college which would ensure better professional future for the students.
- It has given many healthy suggestions for the augmentation of the college.

File Description	Documents
Documentary evidence in support of the claim	[View File](#)
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	View File
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal	View File
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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, inter departmental 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	View File
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	View File
Any other relevant information	View File

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 answer.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	https://www.grtcoe.com/images/calender%2020-21-converted.pdf
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

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	https://www.grtcoe.com/admission.php
Documentary evidence in support of the claim	View File
Any other relevant information	**No File Uploaded**

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

File Description	Documents
Data as per Data Template	**No File Uploaded**
Screen shots of user interfaces of each module	View File
Annual e-governance report	View File
Geo-tagged photographs	View File
Any other relevant information	**No File Uploaded**

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.

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.

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. Decisions taken at various meetings are properly documented and effective steps are taken to implement the decisions at the ground level in reality.

File Description	Documents
Minutes of the meeting with seal and signature of the Principal	[View File](#)
Action taken report with seal and signature of the Principal	[View File](#)
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

GRT College of Education Management is cater their staff as family members and fully supportive in every way to improve their professional development of its teaching and non-teaching staff. The College ensures the professional development of the teaching and non-teaching staff by

- Faculty members are encouraged to participate in the Orientation Program/ Refresher Course/Seminars/ Workshop. Non-teaching staffs are also allowed to undertake various training programs for enhancing their professional knowledge.
- Both teaching and non-teaching staff can avail of Casual Leave, Earn Leave, and Medical Leave. Benefits of availing Child Care Leave, Maternity Leave as per state rules are also provided to the staff.
- Medical reimbursement is given to every teaching and non-teaching staff.
- Encouraging the faculty to publish research papers in national journals.
- Encouraging the faculty to take up membership of various state and local level organizations.

File Description	Documents
List of welfare measures provided by the institution with seal and signature of the Principal	View File
List of beneficiaries of welfare measures provided by the institution with seal and signature of the Principal	View File
Any other relevant information	**No File Uploaded**

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

0

File Description	Documents
Data as per Data Template	View File
Institutional Policy document on providing financial support to teachers	**No File Uploaded**
E-copy of letter/s indicating financial assistance to teachers	**No File Uploaded**
Certificate of participation for the claim	**No File Uploaded**
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.

0

File Description	Documents
Data as per Data Template	[View File](#)
Brochures / Reports along with Photographs with date and caption	**No File Uploaded**
List of participants of each programme	**No File Uploaded**
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

5

File Description	Documents
Data as per Data Template	[View File](#)
Copy of Course completion certificates	[View File](#)
Any other relevant information	**No File Uploaded**

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

workout the mode of operation and provide necessary resources and issue directives for its implementation. If need be services of some expert are also requisitioned for seeking necessary guidance.

File Description	Documents
Proforma used for performance appraisal for teaching and non-teaching staff with seal and signature of the Principal	View File
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	View File
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

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.	View File
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	[View File](#)
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	[View File](#)
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	[View File](#)
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

File Description	Documents
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

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

5

File Description	Documents
Data as per Data Template	View File
Report of the work done by IQAC or other quality mechanisms	No File Uploaded
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	No File Uploaded
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	Two of the above

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

File Description	Documents
Data as per Data Template	**No File Uploaded**
Link to the minutes of the meeting of IQAC	https://www.grtcoe.com/images/IQAC-Minutes-2020-2021.pdf
Link to Annual Quality Assurance Reports (AQAR) of IQAC	https://www.grtcoe.com/images/AQAR-report%202019-2020pdf%20final.pdf
Consolidated report of Academic Administrative Audit (AAA)	**No File Uploaded**
e-Copies of the accreditations and certifications	View File
• Supporting document of participation in NIRF	**No File Uploaded**
Feedback analysis report	**No File Uploaded**
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.

File Description	Documents
Relevant documentary evidence in support of the claim	[View File](#)
Any other relevant information	No File Uploaded

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

The college currently uses a 250KVA and 500 KVA generator 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 to work 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 areutilisingalarge portion of the sun's energy by having solar panals, 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	[View File](#)
Any other relevant information	[View File](#)

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

The College will apply 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.

Implementaion 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	[View File](#)
Any other relevant information	[View File](#)

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

File Description	Documents
Documentary evidence in support of each selected response	View File
Geo-tagged photographs	View File
Income Expenditure statement highlighting the specific components	View File
Any other relevant information	View File

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	**Three of the above**

File Description	Documents
Income Expenditure statement highlighting the specific components	View File
Documentary evidence in support of the claim	View File
Geo-tagged photographs	View File
Any other relevant information	**No File Uploaded**

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. Maintanacestaff 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 caridors , toilets and college entrances and exists.Maintanace 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 baned 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 developmentof 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	View File
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	View File
Circulars and relevant policy papers for the claims made	View File
Snap shots and documents related to exclusive software packages used for paperless office	View File
Income- Expenditure statement highlighting the specific components	No File Uploaded

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

168000

File Description	Documents
Data as per Data Template	[View File]()
Income Expenditure statement on green initiatives, energy and waste management	[View File]()
Any other relevant information	[View File]()

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	[View File]()
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	C. Any 2 of the above

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

File Description	Documents
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	View File
Web-Link to the Code of Conduct displayed on the institution's website	View File
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	**No File Uploaded**
Details of the Monitoring Committee, Professional ethics programmes, if any	View File
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:

Preamble: Due to rapid increase in day-to-day demand for water among fast growing human population, there lies a great opportunity of harvesting rainwater to meet the scarcity of water and avoid destruction of the normal groundwater level. The boon of rainwater harvesting is that the unused or extra water can be sent down the aquifer to charge the groundwater level.

Introduction: Rainwater harvesting is an important environment friendly approach. It is a Green Practice having double benefit of keeping the groundwater level undisturbed and charging the aquifer. This green practice can be encouraged in the form of Community Development Program. Rainwater and run-off water, stored in a planned way, can save the earth from soil erosion and flood and recharge the aquifers to increase the groundwater level. The

extensive and unplanned use of groundwater has not only disturbed the natural water level but also has made the groundwater contaminated and unfit for use. Collecting and harvesting rainwater and run-off water would reserve the water for future generation. Rainwater harvesting is eco-friendly and economical. The cost of digging a catchment area can be saved by roof-top collection of rainwater.

File Description	Documents
Photos related to two best practices of the Institution	[View File](#)
Any other relevant information	[View File](#)

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 some students. Many of our students are academically well enriched to be employed in many reputed institutions, organizations. Some of our students have qualified TNTET,NET, CTET,SET, TRB and at present working in different schools and colleges.

The 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.

File Description	Documents
Photo and /or video of institutional performance related to the one area of its distinctiveness	View File
Any other relevant information	View File