



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

GRT COLLEGE OF EDUCATION

**NO.45/22E, CHENNAI BYE PASS ROAD, TIRUTTANI
631209**

www.grtcoe.com

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

March 2023

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

GRT Group of Educational Institutions was promoted by Ms.GRT Mahalakshmi Educational Charitable Trust in 2011. However, the GRT College of Education was established in 2005. GRT College of Education is one among the brain child of revered chairman and Philanthropist Shri.G. Rajendran who has been consistently dedicating himself to provide quality higher education to the needy and downtrodden people. Being an idealistic visionary together with vast experience in establishing various industries, he is tirelessly rendering unstinted support and guidance to the GRT Group of Educational Institutions. As a result the institutions are marching towards onward and upward. A private self-financed B.Ed and M.Ed courses are conducted by GRT College of Education, affiliated to Tami Nadu Teachers Education University, Chennai, Tamil Nadu.

The college management is highly structured and yet with sufficient freedom to persons on the spot. Management generates its own financial resources to run the institution. Never takes donations from any quarter of the society to avoid influence. This institution facilitates students of all higher secondary schools located in nearby areas.

Vision

To provide Education for all more Specifically, Socially and Economically backward communities.

Mission

To be a Leading Institution in providing Quality Education and creating equal opportunities in all walks of life.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Committed, Supportive management with a vision and mission
- Dedicated leadership of the Principal
- High morale is maintained
- Well qualified and dedicated faculty members
- Transparency and accountability in governance
- Decentralised administration
- Traversed 17 years with perseverance and determination
- Diversified curriculum
- Adequate learning resources and expanding infrastructural augmentation
- Institutional development are focused towards women's rights and safety
- Exposure to various Boards of school education
- Cultural inputs to discover innate talents
- Effective public relations with Government officials, Parent University, Practice teaching schools,

- Parents and Stakeholders.
- Credibility with NAAC Accreditation
- Well-equipped laboratories
- Faculty and students are encouraged to take up self-learning courses for the enhancement of professional competence.
- On demand legal advice by an advocate in the Group.
- Consultancy and honorary services to schools in Thiruvallur District.
- Continuous quality inputs to sustain trustworthiness of stakeholders
- Encouraging modern strategic models
- Innovative assessment procedures
- School based content enrichment
- Staff and students are equipped with e-.content moduling
- Well - equipped semi-automated library
- Systematic feedback analyses from stakeholders and students
- Conducting Revisions and modal examinations as per the schedule
- Choice Based Credit System is followed.
- Outcome Based Education is in practice
- In-house workshops/ seminars are organised for academic development
- Developing communication skills in students from rural areas through conversational English and soft skills certified courses.
- Assigning responsibilities to students through NSS, YRC, Guides & Scouts to promote leadership
- Students unravel their teaching skills in the different boards during internship
- Counselling is provided.
- Faculty updated counselling skills through Diplomas to enhance personal and academic counselling.
- Mentoring
- Welfare measures and financial assistance
- Network and collaborations with National/ International Colleges/ Institutions for advanced learning.
- Redefined the Professional Standard of Teachers.
- Functional campus placement services / recruitment in renowned schools following different boards
- Extension and outreach activities in collaboration with NGOs
- Up keeping the green canopy
- Neat, clean and safe college campus

Strategic action for NEP 2020 is in progress

Institutional Weakness

- Lagging in research work
- Lack of educational awareness among parents
- Lack of ultra-mechanism
- Soft skills and communication skills of students need to be improved as they are mostly from remote areas.
- The College being a constituent College of Tamil Nadu Teachers Education University, Chennai is bound to follow the curriculum devised by the University and therefore does not allow for flexibility in curriculum design and delivery.
- Poor economic background of some students is a constraint on the level of accessibility to various fields of higher education. 40% to 45% students belong to economically weaker section of the society

- Delayed sanction of scholarship adversely affects the students and the college.

Institutional Opportunity

- Management support
- Geographical advantage
- Academic Audit in progress
- Provision for building expansion
- Teacher education programmes at different levels
- Design pedagogical practices for Degree College faculty
- A multi-disciplinary pedagogical approach from Western and Eastern Philosophical Theories- Multiple Intelligence adapting elements moving from cognitive constructivism to social constructivism- to experimental research
- Expand pedagogical practices to International Baccalaureate (IB) and International General Certificate of Secondary Education (IGCSE)
- Patent innovative strategies
- Collaboration with international schools of education
- Module courses for coaching competitive examinations
- Courses for TOEFEL/ IELTS for aspiring candidates
- Academic engagement with retired faculty
- Functional counselling cell
- Establish a legal cell to protect women's rights, child abuse
- Create awareness among student teachers and stakeholders to contribute and participate in the environmental protection
- To convince funds and its relevance to the Alumni
- Involvement of students, Alumni in conducting evening school (school based activities)
- Moving away from single stream college of B.Ed/ M.Ed to a Multidisciplinary institution
- Customised programme for Adult Education
- Design orientation and refresher programmes for career advancements
- Promote Indian culture through Enhancing Professional Capacities (EPC) of the student teachers.
- Participating in Academic Bank of Credits
- Organize capacity building programmes for in- service teachers.
- Developing on-line courses to be included in SWAYAM portal
- Offering a short term certificate courses (15 courses) on Child Education, Computer Education and Yoga Education through council for Vocational Education and Skill Development.
- Upskilling in new technologies and resources
- Academic collaboration
- Developing a research centre
- Available external support of blended learning specialists
- Uplift transgenders by educating them for a livelihood
- MoU with various institutions and NGOs for establishing an Incubation center to integrate symbolic, enactive and iconic modes of support system to configurate ideas into projected and non projected aids
- Join hands with NGOs-social organizations for accomplishing government programmes.

Institutional Challenge

- To create a positive attitude towards the use of ICT and communicative skills in English.
- High quality teacher training to combat with emerging global standards
- Attitude of the entrant towards teaching profession
- Module teaching skills for inclusive classrooms
- Module enrichment programmes for gifted children
- To make students carrier oriented.
- Students from diverse background with diverse needs.
- Strengthening in-house research publications
- Generating funds from alumni and Corporate Social Responsibility (CSR)
- Re-structuring credit system based on NEP 2020
- Salary of the faculty as per government scale
- Unwillingness of parents for job placement of girl students
- To encourage research aptitude among students.
- To complete syllabi within the limited span of semesters in CBCS.
- To motivate students to develop a deeper sense of creative, critical, analytical and collaborative thinking.
- Multiple entry and exit
- Setting up a new environment for multi-disciplinary/ 4 year ITEP with strategic action plan. Planning a multidisciplinary flexible curriculum with disciplinary knowledge, pedagogical discipline and apprenticeship based vocational courses.
- Research on multi-disciplinary in Integrated Teacher Education Programme (ITEP) through different levels, interdisciplinary in the context of teacher education with respect to disciplinary knowledge and pedagogical dimension

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The Vision and Mission of the founding architect of the institution is to provide easy access to quality Higher Education to youth that culminate in the total formation of the individual. The college emphasis on a holistic approach to education that not only ensures academic excellence but also equips youth to face challenges in life by fostering values, emotional maturity, creating civic responsibility, and building global competencies in a dynamic environment. Specific areas of skills, values and attitudinal grooming are focused through generic, electives, methodologies, EPC's and certificate courses. Exposure to functioning of various boards of school education, functional differences among them and the assessment tools and techniques reflected in the core and methodologies which also includes inclusive education. The support system like library, laboratories, technology gadgets, online platform, e-classroom resources, SWAAYAM courses, and practical sessions are utilized to enhance teaching learning process. Continuous and comprehensive assessment focuses on maximizing the proficiency in both academia and skills, in attaining a sense of worthiness towards the teaching profession and valuing the decisions to take up this noble profession. Academic flexibility and bridging the gap between curriculum and teaching practice is achieved through seminars and various programmes given by experts.

Social awareness and community service is inculcated among students through various NSS, YRC, Guides and Scouts activities. Self-employability is encouraged by conducting Skill Development programmes and well-designed curriculum of value added courses cater students and societal needs. Well-structured feedback system

from all stake holders is maintained to identify these values added training programmes. Graduate attributes like ethics, team spirit and leadership are inculcated through curriculum delivery and value added programmes.

Teaching-learning and Evaluation

The college maintains a transparent, established and well-administered admission process, complying with all statutory norms of the affiliated University guidelines. Teaching-learning is the most crucial area of a teacher training programme. Learning needs are assessed on the approach of Indian Philosophers and Western thinkers; Benjamin S. Bloom's revised educational taxonomy of learning objectives for designing learning experiences, Vygotskian thoughts of constructing knowledge for experiential learning. Psychological interventions, theories, laws of learning, multiple intelligence, reciprocal teaching, and reinforcement theories became bases for designing this participative programme. An in-depth talk on teacher preparation, behavioural patterns, professional expectations, emotional stability, sensitisation towards social issues, inclusiveness are all essential elements. Later, these are aligned with PLOs and CLOs in congruence with Tamil Nadu Teachers Education University and NCTE.

The progressive performance of the student teachers' are closely monitored through continuous internal assessments, psychological testing, reflections at the end of lessons, summarizing learning outcomes, capacity building through ICT mediated lessons in designing e-content and on-line proficiency in technological tools and so on are a few strategies and techniques involved while preparing the students teachers for their Teaching practice in Co-operative schools. Strengthening their self-awareness, decision making abilities for professional engagement are modeled and demonstrated, to nurture creativity, critical thinking and problem-solving skills. Internal assessments following University guidelines and mandatory transparency policy like internal marks display, student-access to evaluated answer scripts. Grievances related to examination are addressed.

Infrastructure and Learning Resources

With a total built up area of 3001.84 sq.m. spacious and well-furnished infrastructure is maintained as per the NCTE Government and University norms. The development and maintenance of infrastructure and learning resources is managed by the funds received from the Management. The infrastructure is equipped with classrooms, laboratories, technology room, psychology laboratory, seminar halls, libraries, fitness centre, multipurpose hall and sports field. Sufficient budget for the infrastructural augmentation is allocated excluding salaries.

Researching on the recommendations of NCTE guidelines for developing of the academic libraries, book banks and library buildings, are strengthened keeping in view the development of e- digital content, management of catalogue of educational information, applying a campus library management system. Keeping abreast with virtual reality, the library is upgraded to facilitate access by faculty, students, alumni, research scholars and guests. The automated library functions with ROVAN software and has provision of Online Public Access Catalogue (OPAC) and INFLIBNET of the Auto-Lib which efficiently manages information access at the same time to multiple users and subscribes for the e-resources, e- journals, shod ganga membership, e-books. A number of e-books were downloaded and catalogued as per the requirements of curriculum. Policy documents, encyclopaedias, popular science series, ERIC series are all add on resources for the inputs to PG dissertations and further research.

The institution has well equipped physical science lab, Biological science lab, Psychology lab and computer lab facilities and other learning resources with easy access to all its constituencies. Computer cum language lab has a server with LAN and internet connection. During the pandemic, online classes, you tube content, MOOCs, Swayam, NPTEL, e-books, google classrooms, email blogs, WhatsApp, were extensively used for individualized and effective teaching-learning and evaluation purposes.

Student Support and Progression

The main objective of this criterion is the effort of an institution that provides students with the necessary support to facilitate good campus experience and their overall development. It also seeks information on student and alumni profiles and contributions to the institution and vice versa. The focus of this criterion is captured in the following criterion statements, which describe some of the good practices, expected of a quality institution:

- The institution has adequate teaching resources and a well-established mechanism to systematically review various library resources for adequate access and relevance and for decision making for acquisition.
- Various provisions in the institute support and enhance the effectiveness of faculty in the teaching and mentoring of students.
- The campus environment promotes improvement in students' motivation, satisfaction and developmental performance.
- The progress of the students at various stages of the programmes is monitored and appropriate advice is given to the students.
- The institute develops the leadership qualities of the students through its involvement and involvement in various institutional activities.
- Seminars, workshops, webinars are organized to reinforce the content taught.
- Student support services includes an orientation for accessing scholarships with our additional support of concession in fee, remedial teaching. Add on certificate courses and EPC's are designed to bring out the hidden potentialities to maximise capabilities of their self and career.
- Students face mock-interviews before attending the campus placement.
- Engaging students in task-based learning not only in academics but in recreational activities too.
- Various clubs function with a purposive goal to plan, coordinate, execute and organise co- scholastic programmes.

The key aspects identified under this criterion are: student progress, student support, student activities and best practices in student support and progress.

Governance, Leadership and Management

The institution is conscious of its quality provisions and has a well-established functional internal quality management system.

The institution has an MIS to collect, align, select, integrate and communicate data and information on the educational and administrative aspects of the institution.

- The institution's offices and departments operate on the principles of participation and transparency.

- Academic and administrative planning goes hand in hand with the institution.
- The goals and objectives are communicated and deployed at all levels to ensure each individual's contribution to institutional development.
- The institution has a mechanism for faculty, students and other stakeholders to seek information and / or make complaints.
- The institution has good resource management practices that support and encourage performance improvement, planning and implementation strategies.
- The financial resources of the institution are judiciously allocated and used effectively.
- Budgeting and auditing processes are routine and standardized.
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Administrative and academic audit to prove transparency and display functioning of the management. Provides healthy, clean physical environment as well as academic and support facilities that leads to high performance through optimal utilization of human and material resources. The campus offers comprehensive facilities for all aspects of student life and personality development programmes. Management provides the digital world and IT infrastructure for accessing information networks for faculty, student, researchers, administrators, alumni and parents.

The college provides a healthy, clean, immaculate physical environment as well as academic and support facilities that are reliable, vibrant and prone to high performance for personal and professional growth. In order to achieve these, the College of Education has a dedicated Governing Body which has architected system and processes for regular and timely maintenance for optimal utilization of infrastructure and academic Governance.

Institutional Values and Best Practices

- Promotes gender equity in principle and practice through courses offered at curricular level and co-curricular activities organized
- Systems are in place for safety and security through CCTV surveillance and security guard, ladies room and counselling facility available.
- Solar Energy and sensor based energy conservation are available alternate sources of energy.
- GRT COE is green campus and has restricted entry of automobiles, use of bicycle etc.
- GRT COE celebrates all types of days, events and festivals annually with commitment and enthusiasm. All students of respective cells/clubs/departments etc contribute in celebration as required
- Performance Appraisal for Administrative Staff and Faculty Appraisal for Academic staff organised yearly.
- Faculty Development training programmes conducted regularly.
- Faculties are deputed to attend Trainings / Workshops / Conferences conducted in other States with the permission of Management.
- NET/ SET/ TET/ TRB/ TNPSC coaching and mock tests are given.
- Maximum placement of the students is aimed at.
- Established ?TEACHING LEARNING CENTRE in each department to improve the teaching learning skills and to increase the transition rate. To improve the transition rate/pass percentage - Educational DVD in bilingual medium (English and Tamil) is made available in library.
- Institutional visit and Institutional interaction is encouraged by having MOU's with various National and International level.
- Quality Circle is formed for the Improvement in students and faculty performance.

- R & D Cell entertains minor projects to induce Research inquisitive among faculty and students.
- Soft skills training and communication skills are enhanced for better placement rates.
- Public awareness programmes, Exhibitions, Rallies, competitions etc., are organized to induce the social responsibility.
- Psycho social support is enhanced through guidance and counselling.

Research and Outreach Activities

This criterion seeks information about the institution's policies, practices, and outcomes in the context of research and outreach activities. It relates to the facilities and efforts provided by the institution to promote research culture and their results. Serving the community through research and outreach activities, which is a social responsibility and also a core value displayed by institutions, is a major concern of this criterion. The focus of this criterion is captured in the following criterion statements that describe good institutional practices.

The institution supports professional development activities that engage its teachers in research in education.

- The institute encourages faculty to publish in educational forums.
- The institution encourages its students and faculty to learn continuously.
- The institute encourages faculty outreach activities in research.
- Institute faculties are actively engaged in training and developing teaching and other teaching-learning materials.
- The institution incorporates practices based on research conducted by its faculty.
- The institution is responsible for community needs and conducts relevant extension programs.
- The institution encourages its faculty to provide consulting services for the school sector and to actively engage in their respective areas of expertise.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	GRT COLLEGE OF EDUCATION
Address	NO.45/22E, Chennai Bye Pass road,Tiruttani
City	Tiruttani
State	Tamil Nadu
Pin	631209
Website	www.grtcoe.com

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Radhika Vidyasagar	044-27880877	8939992763	044-27887044	grtcoe@grt.edu.in
IQAC / CIQA coordinator	S Suthakar	044-27885400	9952777570	-	anuthrishika@gmail.com

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular Day

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

State	University name	Document
Tamil Nadu	Tamil Nadu Teacher Education University	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC		
12B of UGC		

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
NCTE	View Document	28-08-2019	24	

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	NO.45/22E, Chennai Bye Pass road,Tiruttani	Rural	14.47	3001.84

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BEd,Education	24	UG DEGREE	English + Tamil	100	100
PG	MEd,Education	24	B ED	English + Tamil	50	50

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	3				2				21			
Recruited	2	1	0	3	2	0	0	2	9	8	4	21
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	3				2				21			
Recruited	2	1	0	3	2	0	0	2	9	8	4	21
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				13
Recruited	10	3	0	13
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				13
Recruited	10	3	0	13
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				1
Recruited	1	0	0	1
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				1
Recruited	1	0	0	1
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	2	1	0	2	0	0	1	1	0	7
M.Phil.	0	0	0	0	0	0	6	3	0	9
PG	0	0	0	0	0	0	50	4	0	54
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	15	0	0	0	15
	Female	85	0	0	0	85
	Others	0	0	0	0	0
PG	Male	12	0	0	0	12
	Female	38	0	0	0	38
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	15	22	30	19
	Female	32	67	74	88
	Others	0	0	0	0
ST	Male	1	1	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	10	4	2	3
	Female	83	51	43	34
	Others	0	0	0	0
General	Male	3	0	0	0
	Female	6	5	1	6
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		150	150	150	150

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>In order to develop the all-round capacities of the students intellectual, aesthetic, social, physical, emotional and moral in an integrated manner, the college is preparing to include multidisciplinary subjects as per the National Educational Policy 2020. Keeping in view the problems faced by the students, the college is planning to set up short term, vocational courses and value added certificate courses. The aim is to make the students equipped, so that they don't need to rely on Government jobs but instead pave a way towards self-employment. As the College is preparing itself to have more of multi-disciplinary subjects it tries to identify the programme learning outcomes along with courses</p>
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	and unit learning outcomes that define the specific knowledge, skills, attitudes and values that are to be acquired by the learner and would ensure that each programme achieves its goal
2. Academic bank of credits (ABC):	Regarding the implementation of Academic Bank of Credits, the institution has to wait for the academic council to give a green signal. The pedagogical approach of the institution is student's centric where the faculties' pedagogical approaches are constructivist, inquiry-based, reflective, collaborative and integrative. Summative and Formative assessments and assignments are used to evaluate the Students learning outcome.
3. Skill development:	The vision of the college is providing Quality Education; hence the college takes efforts to inculcate positivity among the learners. Soft skills are developed through certificate courses, methodology and core subjects. Soft skills such as self-awareness, empathy, interpersonal relationship, conflict management, time management etc are developed. The institution provides opportunities to the students to participate in various hands-on workshops. This provides experiential learning which helps them to take an initiative to take up various activities. Placement Cell -Plays a key role in developing life skills of students. Entrepreneurship training is provided to the student teachers enhance skills to initiate their own enterprise in tailoring and jewelry making. The popular adage "values are caught and not taught" is the premise on which this institution operates. National and regional festivals are celebrated to inculcate constitutional and cultural values. Activities such as debate, essay writing, elocution, drama, dance etc are conducted on themes like communal harmony and human rights to develop humanitarian values. Values are practiced by students in activities related to cleanliness, hygiene by providing an environment of no plastic by preparing cloth/paper bags using eco-friendly materials. Online Certificate course in any one course related to Pedagogy/Education/Basic Discipline Skills is made mandatory to take up at least one certificate course in their academic duration. Courses like Open Educational Resources have been taken up on SWAYAM portals.
4. Appropriate integration of Indian Knowledge	Indian knowledge system has base in Vedic literature

<p>system (teaching in Indian Language, culture, using online course):</p>	<p>and the hidden curriculum of ancient Vedas are extracted and explained from music, Words, Abhinaya which explain stimulus variation skills, facial gestures and body postures. Bharatas concepts are brought in choreography. The classical languages talked in these areas are researched and role analysis is done whereby the student teachers improvise a play from the content of the school text books and present it through visual arts and crafts or performing art. To conduct capacity building workshops involving linguistic experts and creating provision for installing language translation software in all the systems Tamil is the only Indian language offered as Method I and Method II at the U.G (B.Ed) level. Indian classical languages and regional languages will be offered when the college adapts multidisciplinary approach</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>Teaching-learning system has aims and objectives, so there has been a focal vision on outcome based process. The twenty-first century is being regarded as the age of ICT, where preserving information and to assimilate is very easy, so there are specific outcomes of very specific teaching learning programmes. As a matter of fact, GRT College of Education has been offering very specific teacher education programmes where a very noble objective is set to achieve. which is globally viable and locally accepted. Indian Knowledge System is internationally recognised scientific and effective system so following Outcome Based Education (OBE) are envisaged: UG Programme: B.Ed and PG Programme: M.Ed have been specifically aiming at multicore development of school teachers who can lead, manage and administer teaching learning processes at school level. The College also makes an effort to understand that a pursuit of knowledge is a life-long activity and to acquire positive attitude and other qualities which will lead students to a successful life. To interpret, analyze, evaluate and develop responsibility and effective citizenship is one of the programme outcomes of the students.</p>
<p>6. Distance education/online education:</p>	<p>The College is also preparing itself to offer vocational course through ODL (Open Distance Learning) mode in due course of time. Keeping in view the convenience of the student, the various technological tools used by the faculties especially during the pandemic lockdown are Google Classroom, Zoom, Google, using videos as teaching</p>

and learning aids, Group collaboration and interaction and assignment and revision as well as the assessments have been conducted are some of the institutional efforts towards blended learning.

Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>Electoral Literacy Club is set up in GRT college of education with the primary objective of sensitizing the student teachers about democratic rights which includes casting votes in elections. We conduct mock polling activities to give the experience-based learning of the democratic setup. We also conduct poster presentations, debates, elocution, essay writing and other programs which create awareness regarding electoral procedures. The club conducts rallies in villages to give awareness regarding voting.</p>
<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>Sl.no Name Designation Functional Role 1. Mr.M.Swamidoss Asst. Professor Coordinator 2. M.Vasanthakumar B Ed II Year Student Representative 3. P Santhosh M Ed II Year Student Representative</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>1.To educate the targeted populations about voter registration, electoral process and related matters through hands on experience 2.Our students participate in Voter Awareness Campaigns aimed in educating the public in the nearby villages</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>To develop a culture of electoral participation and maximize the informed and ethical voting and follow the principle 'Every vote counts' and 'No Voter to be Left Behind'.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible</p>	<p>The students above 18 years who are to be enrolled as voters are sensitized about democratic rights which include casting votes in elections. We also conduct poster presentation, debates, mock parliaments,</p>

students as voters.

elocution, essay writing and other programmes which create an awareness regarding electoral procedures.

Extended Profile

1 Students

1.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
300	300	300	300	300
File Description		Document		
Institutional data in prescribed format		View Document		

1.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
150	150	150	150	150
File Description		Document		
Letter from the authority (NCTE / University / R		View Document		
Institutional data in prescribed format		View Document		

1.3

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

2021-22	2020-21	2019-20	2018-19	2017-18
149	149	149	149	149
File Description		Document		
Institutional data in prescribed format		View Document		
Central / State Govt. reservation policy for adm		View Document		

1.4

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

2021-22	2020-21	2019-20	2018-19	2017-18
147	150	147	150	150
File Description		Document		
List of final year students with seal and signat		View Document		
Institutional data in prescribed format		View Document		

1.5

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

2021-22	2020-21	2019-20	2018-19	2017-18
144	150	147	128	114
File Description		Document		
Institutional data in prescribed format		View Document		
Consolidated result sheet of graduating students		View Document		

1.6

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

2021-22	2020-21	2019-20	2018-19	2017-18
150	150	150	150	150
File Description		Document		
Institutional data in prescribed format		View Document		
Enrollment details submitted to the state / univ		View Document		

2 Teachers

2.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
24	25	25	25	25

File Description	Document
Institutional data in prescribed format	View Document
Copy of the appointment orders issued to the tea	View Document

2.2

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

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

File Description	Document
University letter with respect to sanction of p	View Document
Any other relevant information	View Document

3 Institution

3.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
372.948	582.779	589.731	627.705	592.965

File Description	Document
Audited Income Expenditure statement year wise d	View Document

3.2

Number of Computers in the institution for academic purposes..

Response: 35

File Description	Document
Invoice bills of purchase of computers	View Document
Copy of recent stock registers	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - 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.

Response:

GRT College of Education is affiliated college of Tamil Nadu 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.

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

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

Post-Planning/ Implementation Phase:

Almanac is e-mailed to faculty and students for effective implementation with flexibility, serves as a tool for monitoring timely commencement and conclusion of semester-end and an overview of planned activities. Generic and core papers are scheduled for morning sessions, practicals and Enhanced Professional Competencies (EPC)'s as post-lunch sessions.

Local community based programmes such as VENTEL, Beat COVID Mission are undertaken with MGNCRE and other NGOs of the locality during ISB. Equal weightage is given to application based learning including laboratory work. Preparation of projected / non-projected teaching aids, workshops

and exhibitions are organized to create an awareness of the nuances and MOOC courses. Projects, practical orientations are listed as local community programmes and extension activities and dissertation work for students for Master's programme.

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

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

Response: A. Any 5 or more of the above

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

1.1.3 While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes(CLOs) for all Programmes offered by the institution, which are stated and communicated to teachers and students through 1. Website of the Institution 2. Prospectus 3. Student induction programme 4. Orientation programme for teachers

Response: A. All of the above

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

1.2 Academic Flexibility

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

Response: 100

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

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

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

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

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

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

Response: 5.4

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

2021-22	2020-21	2019-20	2018-19	2017-18
20	2	0	3	2

File Description	Document
Data as per Data Template	View Document
Brochure and course content along with CLOs of value-added courses	View Document
Any other relevant information	View Document
Paste link for additional information	View Document

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

Response: 13.13

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

2021-22	2020-21	2019-20	2018-19	2017-18
37	40	0	80	40

File Description	Document
Upload any additional information	View Document
List of the students enrolled in the value-added course as defined in 1.2.2	View Document
Course completion certificates	View Document
Paste link for additional information	View Document

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

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

Response: A. All of the above

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

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

Response: 6

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

2021-22	2020-21	2019-20	2018-19	2017-18
64	26	0	0	0

File Description	Document
List of students enrolled and completed in self study course(s)	View Document
Data as per Data Template	View Document
Certificates/ evidences for completing the self-study course(s)	View Document
Paste link for additional information	View Document

1.3 Curriculum Enrichment

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

Response:

The curriculum offered by GRT College of Education for the B.Ed. and M.Ed. programmes provides opportunities to acquire knowledge and skills to include the core areas of teacher behavioural components and skills so that the learning areas are focussed towards the attitude formation.

Knowledge:

The knowledge domain emphasizing on acquisition, integration, construction, analysis, synthesis and application are provided through classroom transaction, seminars/webinars, workshops, discussions, debates, projects, assignments which directs towards processing critical thinking, analytical thinking, reflective thinking, and effective reasoning to develop cognitive- psychomotor abilities. Learning through multidisciplinary integrated approach for a universal perspective of acquisition of knowledge. Students are provided conceptual knowledge and application to create representative models and simulation scenarios. Students are ignited with scientific and literary temper to integrate 21st century skills for different levels of school education high and higher secondary levels. Procedural knowledge for different levels of school education skills is included in the pedagogical methodologies that are specific to ones chosen specialization. Core subjects and methodologies are taught using the demonstration approach, wherein students are introduced to generic teacher education concepts and then it is manifested at different levels of school education. A flexible teaching approach that embraces the use of constructivist school of thoughts. For example, the internship is bifurcated into observation phase and training phase. During the observation phase student teachers are required to observe guide teachers to internalize the fundamentals of teaching skills and capability practiced during classroom transaction, capability to infer from what one has learn and apply the acquired competencies to classroom transaction. In Semester III students are assigned to high school and higher secondary level and the lesson plans reflect on preparation for that specific level. The knowledge, skills and attitudes are being manifested through the community studies project undertaken during the course. Students are provided the theoretical knowledge and the conceptual application of this knowledge that is transacted in the laboratories convened for each course. Students are asked to create representative models (2D and 3D) and simulation scenarios to demonstrate their understanding of the concepts through application. Students extrapolate from what they have learnt and apply the acquired competencies to new situations.

For instance in the area of environmental sciences, the concept of environment is being taught from both teacher and student point of view. The word ‘environment’ in traditional thinking conjures the earth, the weather, the atmosphere, the climate etc, but after the introduction of the concept of emotional intelligence and why it matters more than IQ, the concept of environment has taken a new dimension to mean mental well-being and personal space.

Skills:

Skills such as Emotional Intelligence, Critical Thinking, Negotiation and Communication Skills, interpersonal skills, ICT, Collaboration with others etc. are introduced in the theory, practical and projects in all courses. Through the add-on courses and the Enhancing Professional Competencies EPC courses, students are exposed to the application of these concepts and use it in the classrooms. For e.g. in Drama and Art students choose concepts from the school content to write scripts and enact them with themes that reflect the significance of various skills and competencies in teacher education. Activities both individual and group (academic and co-scholastic) like writing articles for college magazine, art work in classrooms, poster making, competitions, debates, discussions, essay writing, activities of various clubs and committees, dance and music are all built in modalities that fine tune student teachers skills, competencies for scientific and literary temper to integrate the 21st century skills.

Values:

Some areas in the syllabi were designed in such a manner to instill values in the students, a sense of worthiness towards the teaching profession and valuing their decisions to take up the course. At the Undergraduate level, an interdisciplinary approach is implemented in the subject ‘Reading and Reflecting Texts’ wherein students read the passage, reflect upon it and analyse by using the critical reading strategy thereby reading between lines. In this manner student teachers are able to develop language skills as well as critical thinking skills, reflective and problem-solving skills.

From the academic year 2017-2018 it offers certificate course in soft skills, Communicative English, Educational Management, Counselling techniques and Computer Education resulting in framing the syllabus for the same. Being a Teacher Education Institute – training teachers into performers and actors is an essential aspect of a teacher’s personality, therefore acting; stagecraft skills are subtly included in EPC- Drama & Art, which augments a stimulus-variation component during peer teaching phase. Similarly entrepreneurial skills are developed through the certificate course ‘Educational Management,’ giving students a benefit of becoming edupreneurs and acquiring managerial skills. Certificate courses are offered in computer education at beginner’s level, soft skills thereby giving the student teachers necessary knowledge, attitudes and skill. Critical thinking skills are developed inculcating a platform for decision making in the areas of pedagogical approaches.

Attitudes:

Input sessions, competitions such as academic, intellectual and co-scholastic areas are provided to give them opportunities to participate and to develop in the students’ knowledge, attitudes, values, skills of team spirit, leadership and communication skills, for holistic development. Portfolio project gives students a reflection of their previous semester’s performances both in curricular and co-curricular areas for betterment of the same in the semesters that follow and also is an indicator of their growth chart and

attitudinal changes over a period of time. Guided by mentors in-charges students learn the technicalities and skills in presentations. A right attitude towards the course is planned by their respective mentors. The reflective journal throws light on the progress of their reflections during their two year programme imbibing the right attitudes and demonstrating it. Group projects strengthen the skills of collaboration, negotiation and communication in designing instructional plans, analysing curriculum, teaching in peer groups, innovative approaches, etc.

File Description	Document
Photographs indicating the participation of students, if any	View Document
List of activities conducted in support of the above	View Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document
Paste link for additional information	View Document

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

Response:

Development of School System

The curriculum covers the theoretical aspects exhaustively. The programme's gives a broad perspective of various boards such as, Indian School Certificate (ISC), Secondary School Certificate (SSC), and Central Board of Secondary Education (CBSE).

Functioning of Various Boards of School Education

The educational thoughts of both Western and Indian thinkers are incorporated in the syllabus familiarizing the students in epistemological bases of curriculum of the school system. Preparation of lesson plans differs from board to board. Students are familiarized with a comparative study of curriculum framework, syllabus & textbooks of various boards. Curriculum implementation and evaluation under different boards are considered for preparing assessment strategies and tools. In house innovative lessons expose them to national and international perspectives. Students engage in techniques that can connect approaches to promote diversity.

Assessment Systems:

The methodology paper, 'assessment for learning' and 'assessment of learning', scholastic achievement record caters to the various forms of assessment of different boards. Credit based evaluation, open-book

examination, design of rubrics for CCE model are modeled focusing on diverse boards, thus aligning with the norms & standards of National & local standards. PG students develop and implement programs that deal with diversity and inclusivity. Non-formal education, philosophies of radical thinkers, alternative system of education such as De-schooling are familiarized to assess the possibilities of open school system.

Norms and Standards:

The differences in choice based credit assessment are analysed from international context. Students are familiarized with the global norms and standards for teaching and evaluation. A shift from the Western perception of taxonomy of human behavior is perceived and the functional differences in Indian classrooms are oriented. Academic standards for teaching- learning - evaluation are articulated and revised as per the suitability of local context. Changes in teaching methods, rubrics, blueprint, question banks, scholastic achievement test are all familiarized as per the functional differences.

State-wise Variations:

The student teachers are exposed to different pedagogical practices of boards in schools during the internship, trained to formulate subject specific academic standards and learning outcomes. Proficient in adopting the revised Blooms taxonomy and familiar with learning indicators as given by NCERT SCERT in designing classroom assessment techniques and international perspective such as National Science Standards and UNESCO Science Education “Current Challenges in Basic Science Education” are also considered.

An International and Comparative Perspective:

Country-wise and State-wise variations are familiarized in the diversities of school system and assessment patterns. Western vs. Eastern thinkers, their ideologies and approaches are included in the syllabus of philosophy and psychology to acquaint the student teachers to understand the foundations, functions and forms of different boards and function of international school system with indigenous practices. A cyclic approach is adopted to place student teachers in schools of different boards in different semesters. Provision for in-house transaction of curriculum deliberately permeates to the local background realities to study type of schools, learning styles, and the diversified requirements of the State. Some of the issues emerged from dissertations; case studies and action research are familiarised with students.

File Description	Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document
Action plan indicating the way students are familiarized with the diversities in Indian school systems	View Document
Paste link for additional information	View Document

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

Response:

The college takes a student-centered approach to education, which focuses on the students' needs. The college uses and encourages active learning, cooperative learning, and inductive teaching and learning approaches such as inquiry-based learning, problem-based learning, project-based learning, and exploration learning. The core subjects and the pedagogy subjects are delivered with cross subject knowledge to bring linkage. The EPCs which is part of the UG course are designed to support cross-methodology and cross-core papers interconnectedness for improving professional competencies in applying the subject knowledge in real life situations. A methodology lesson is translated into a drama concept. Certificate courses are offered to students to understand its content and functionality which are intertwined during internship as well as teaching. Eg. Certificate courses in soft skills & conversational English, basic skills in counseling reflect in their capacity building. The interconnectedness is apparent in 'Language Across the Curriculum', the concept of developing language skills by providing multiple environments to extend student knowledge of the second and third languages beyond the mother tongue. The language skills acquired are applied to course materials, research and projects. The inclusion of relevant source materials prepares students for cross-cultural and multilingual demands of a global society. Students develop lessons plans covering a concept that is introduced in the language class to subject class and then practiced and applied in the co-scholastic domains. Inclusive and gender neutral activities are developed for proficiency in handling social issues.

Selection of methodologies and exposure to various boards such as CBSE, ICSE& SSC are helpful in students' placement for their profession. At the PG & UG level, electives are offered for self-development and professionalism. Entrepreneurship training emphasizing on establishing their own educational set up.

A few participating activities to mention are:

Writing articles for the college magazine.

- Formal letter writing.
- Visiting Innovative Schools
- Maintaining a self-reflective diary

- Designing innovative lesson plans
- Visiting self-help groups for empowering women.
- Report writing on values promoted through textbooks.
- E-content development
- Preparation of Multiple Choice Questions (MCQs)

Optimal learning environments are provided by articulating the finest curriculum.

MOOC’s such as SWAYAM, Open Educational Resources (OER’s), National Programme on Technology Enhanced Learning (NPTEL), Certificate Courses, value added courses, vocational and skill development courses their functionalities are instructed to students, to augment their professionalism.

Policies of Apex bodies of the State and National level are read, and reviewed to be assimilated into the course as additional information to update students on current trends in the teaching profession. Workshops, seminars and conferences were organized on NEP 2020 by the Institution to understand its framework, to seek quality and to consider challenges in the field of education. 21st century skills are accomplished upon to give the students a cutting edge over competitors in their profession and holistic personality development.

File Description	Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document
Paste link for additional information	View Document

1.4 Feedback System

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

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

Response: A. All of the above

File Description	Document
Sample filled-in feedback forms of the stake holders	View Document
Any other relevant information	View Document
Paste link for additional information	View Document

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

Response: B. Feedback collected, analysed and action has been taken

File Description	Document
Stakeholder feedback analysis report with seal and signature of the Principal	View Document
Any other relevant information	View Document
Action taken report of the institution with seal and signature of the Principal	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

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

Response: 100

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

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

Response: 100.67

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

2021-22	2020-21	2019-20	2018-19	2017-18
150	150	150	150	150

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

2.1.3 Percentage of students enrolled from EWS and Divyangjan categories during last five years**Response:** 3.87**2.1.3.1 Number of students enrolled from EWS and Divyangjan categories during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
8	0	7	9	5

File Description	Document
List of students enrolled from EWS and Divyangjan	View Document
Data as per Data Template	View Document
Certificate of EWS and Divyangjan	View Document
Any other relevant information	View Document

2.2 Honoring Student Diversity

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

Response:

The college takes every measure possible to understand the needs and requirements of the students before the commencement of the program. Students are counselled at the time of admission and an Orientation program is organized in which students are familiarized with the course, mode of internal assessment as well as facilities available in college. Teachers before beginning their courses informally get the pulse of the students in the class, their knowledge about the course and their comfort level with medium of instruction. Students with diversity are identified through 'Diagnostic and Learning Readiness Test', previous year marks, Classroom Participation and 'Talent Hunt' conducted at entry level and are nurtured according to their needs. The entire teaching and non-teaching faculty are sensitive to the diversity. They are provided an appropriate learning environment based on the needs of the students. Their academic needs are assessed and Department makes sure that they provide the required support to the student, be it technological or verbal, to ensure better learning

Academic Support

Students are informed about their level of learning and support is provided to them accordingly. GRT College of Education is focused to provide every type of possible academic support to the students. Some of them includes Guest Lectures, Workshops/Seminars, Group Discussions, Bridge Courses, Remedial

classes, Supervised study sessions, Contact with external agencies etc. A well-stocked library and computer resource center provide all students access to books, journals and e-resources. Academic Support is provided to different types of learners in different ways as discussed below:

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

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

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

File Description	Document
The documents showing the performance of students at the entry level	View Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document

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

Response: B. Any 4 of the above

File Description	Document
Reports with seal and signature of Principal	View Document
Relevant documents highlighting the activities to address the student diversities	View Document
Photographs with caption and date, if any	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

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

Response: As an institutionalized activity in accordance with learner needs

File Description	Document
Reports with seal and signature of the Principal	View Document
Photographs with caption and date	View Document

2.2.4 Student-Mentor ratio for the last completed academic year

Response: 37.5

2.2.4.1 Number of mentors in the Institution

Response: 8

File Description	Document
Relevant documents of mentor-mentee activities with seal and signature of the Principal	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

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

Response:

1. Experiential Learning:

When concepts both theory and practical are introduced in class, students are required to construct meaningful learning. Classroom transaction involves discussions, collaborative learning, problem solving, gaming, peer assisted learning, concept mapping, theme based activities, assignment, seminar presentation, projects, creating portfolios, showcasing reflections, action research etc. Assessment is based on submitted work for holistic learning wherein assessment is through competitions, external and internal educational based participation, field work, designing awareness campaigns, portfolios to name a few which develops the skills for creating and evolving knowledge. Participation in various competitions exposes them to the real world and allows them to demonstrate their skills enhancing capacity building.

2. Field Visits: The theoretical knowledge is consolidated and internalized through field visits, projects,

and case studies to perceive, contextualize using simulation, and develop far sightedness in their pursuit for seeking solutions equipping them with skills that will enhance their career prospects. Further, school visits, internships, allow students to understand how to develop education processes for classroom transaction. Students are provided with on-the-job training through different boards specific to internships at various levels. By the time they graduate they have undergone 16 weeks of teaching practice. Guest Lectures supplement the teaching process and provide experiential learning.

3. Participated Learning: Drama and Art occupies significant and integral part of the college's teaching & learning process. Other than the course requirements, script writing, choreography provides platform for the needed skills. The college's in-house events like the green challenge -plantation drive, Swachh Bharat Mission and health awareness camps allow students to develop communal spirit, patriotic fervor, an aesthetic sense of social responsibility and welfare thereby adding to the national wealth.

4. Problem solving Methodology Action research demonstrates to the students how a classroom problem could be resolved either individually or collectively within the classroom environment to create remediation. Students imbibe observation skills, designing tools, critical thinking, analytical reasoning, logical and structured planning and problem solving abilities. Students are involved in designing contemporary assessments through theoretical and practical instructions. Impromptu quizzes, slip tests, yoga, competitions are used as academic warm-up exercises to ensure assessment for learning instead of assessment of learning. In addition to above areas there are specific activities transacted using experiential and participatory learning. As the education system demands inclusive environments, the programme ensures that students are not only exposed but can create individualized learning experiences for learners with special needs through internships in special schools. Elective courses covering both generic open and discipline centric are provided to enhance students' knowledge, competencies and research skills. Inter-Semester Break programmes permits developing self-learning skills, civic responsibility through extension services. The experiential learning approach facilitates skills as it is the foundation for higher education. Certificate course, E-learning mode of teaching using blended and flipped learning approaches are in practice.

File Description	Document
Course wise details of modes of teaching learning adopted during last completed academic year in each Programme	View Document
Any other relevant information	View Document
Link for additional information	View Document

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

Response: 86.29

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

2021-22	2020-21	2019-20	2018-19	2017-18
24	25	22	18	18

File Description	Document
Data as per Data Template	View Document
Any other relevant information	View Document
Link of LMS	View Document

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

Response: 100

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

Response: 300

File Description	Document
Programme wise list of students using ICT support	View Document
Landing page of the Gateway to the LMS used	View Document
Documentary evidence in support of the claim	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
Any additional Links	View Document

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

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

Response: A. Any 4 or more of the above

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

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

Response:

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

Working in Teams:

UG and PG students are grouped under the supervision of mentors with 13-15 students to cope with academic and professional growth. They are encouraged and guided to participate in curricular & co-curricular activities.

Dealing with Student Diversity:

Equity and equality are the core values with special attention to students from below socio-economic strata in developing their capacity towards life skills, providing financial help, psycho-emotional support and techno support to complete the programme successfully.

Conduct of Self with Colleagues and Authorities

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

Balancing Home and Work Stress

Parents/ spouse of student-teachers admitted are oriented about the institution's supportive role towards the intensity of the programmes with a questionnaire circulated to inform them about the stress involved and few modalities to tackle them amicably. Later, any disturbances in families are noted and rectified if possible. Face to face personalized interactions every semester by the principal for academic and personal wellbeing are conducted with confidentiality. Phases of internship and field projects are stress related, therefore, mentors/lecturers accompany the students and precautionary measures are oriented towards prevention of stress due to unforeseen and unexpected incidences.

Keeping Themselves Abreast

Awareness programmes are organized during the formative period of the UG and PG programmes to acquaint them with current updates in the areas of knowledge, technology and evaluation. Every assembly has a session on briefing with emerging issues, news updates and reading, reflection on educational innovations, which would indirectly motivate the student teachers the quest for search.

Projects

Continual mentoring is provided by mentors for successful completion of projects, to work in teams according to the interest and develop awareness about social issues. The professional attributes developed are team spirit, communication skill, and decision making ability, and showcasing skills while accepting constructive suggestions and feedback to nurture professionalism.

Activities

Activities are monitored by the concerned mentors and in-charge staff with learning experience, expressed in their portfolio project for professional growth. Mentors identify students' strengths and weaknesses by interacting regularly, which helps mentors to motivate and encourage mentees to opt for Certificate Courses in order to groom them professionally

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document
Link for additional information	View Document

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

Response: A. Any 5 or more of the above

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

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

Response:

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

Student teachers practice different innovative models and approaches beginning from I year and till the end of the course with emphasis on Secondary and higher secondary levels of teaching processes. In Pedagogy of languages, students prepare lesson plans based on Herbartian approach of lesson plan model, Value based, Digital, Team teaching and Appreciation of poetry. In pedagogy of subject methodologies students prepare lesson plan based on, Herbartian model, ICT Based lessons/ E -Content Modules, Value based lessons, lesson plans based on Constructivism-5 E-Model, Multiple intelligence, Script writing in the form of dialogue for role-play or story on various topics, and skill oriented lesson on drawing, graphs and their interpretation, which nurtures creativity, innovativeness, empathy, life skills, intellectual and thinking skills. Herbartian model promotes the difference between concept formation and attainment, nurturing other support system. Thus leading to social responsibility. These practices lead to promotion of life skills such as reflective thinking, self-awareness and confidence in designing instructional plans. During teaching, students are encouraged to work in teams, which enable them to work with cooperation and coordination. Simulated demonstration sessions of the faculty permeates the foundation for the organisation of the teaching learning process, inculcating values, in building the developmental phase into specific domains such as classroom management, self-adapting capacity to changing scenario culminating to reflection and disposition of the teacher behaviour component. The concerned methodology Faculty member demonstrates each skill. They select topics for different lessons and form groups in writing and performing or practicing the same which enhances decision making and confidence among the students who are also encouraged to reflect on their performance and learning. It is done prior at college level under simulation sessions which are implemented during internship. Impact of teaching during formative period inculcates life skills and values such as lifelong learning, leadership, team work, ethical awareness and reasoning, digital literacy, sense of inquiry with scientific reasoning, empathy by connecting to real life. It engages them in reading and reflecting on texts, role-play, drama and art in education, critical understanding of ICT, which enables self-adapting capacity and apply new

domains of knowledge to reflect on achieved disposition for holistic development. Empathy is developed through value based lessons focusing on the concept to protect nature, architecture, sculpture and other cultural domain and thereby creative thinking is stirred. While transacting the lesson, students are trained in communication skills required to articulate thoughts and ideas effectively, to present information and explanation in a well-structured and logical manner.

Language Across Curriculum (LAC): Implementing a blend of flipped learning, blended learning and experiential learning students are taught to develop pictorial understanding of concepts. Students are sensitized to the two language formula and required to complete a project demonstrating their understanding of the LAC approach. Students are introduced to the concept of inclusivity and they demonstrate this understanding by designing teaching learning activities. Students teachers are continuously mentored to use translation applications to bridge the linguistic gap and take advantage of the certificate courses offered by the institute.

M.Ed:

M.Ed students teach lessons to their peers and B. Ed students by designing different types of lesson plans based on different instructional development models, thereby leading to the development of innovativeness and creativity in the teaching learning process. M.Ed students are exposed to assessing B.Ed internship, teaching at college the innovative lessons and in the cooperating schools, this in turn strengthens their capacities to assimilate assessment patterns, rubrics and enhances their professional standards. As part of M.Ed curriculum, students take up second phase of internship in special schools to approximate field experience for duration of 10 working days to acquaint themselves on how classroom experiences are created. Interns observe master teachers and play the role of assistant teachers helping students complete the assigned tasks. Students are exposed to inclusive environment learning how to handle learning needs of children. They become aware of assisted technologies, accommodation modifications, referral systems and other pertinent information which are useful resources to help design individualized interventions. It opens other avenues of career options like school counselors and for pursuing higher education specializing in special education.

Communication skills are developed through interaction with other stakeholders and non-profit

organization permit in-roads to an inclusive network with other institutions. Each day students reflect on their daily experiences, making observations and brain storming ideas for developing intervention modules. They are required to maintain daily journal recording of their observations and experiences through which they demonstrate competency in instructional planning, developing differential instructional and assessment strategies, learn to create conducive collaborative, practical and approachable learning environments, providing accessibility for parents of disabled children to ensure social and emotional growth of these children.

Community engagement programme is done during their training, wherein they identify the areas that need attention and design programmes to cater to the needs of the community. They develop action plan and contribute to the community through various programmes which nurture creativity, empathy and life skills among students.

During the transaction of Academic writing and Expository writing Papers, the rudiments and foundations of language skills are fostered thereby enhancing their research skills. The methods used to facilitate their active involvement include working in small groups, brain storming, role plays, debate,

games etc.

File Description	Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.4 Competency and Skill Development

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

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

Response: A. Any 8 or more of the above

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

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

varied learning resources 10. Evolving ICT based learning situations 11. Exposure to Braille /Indian languages /Community engagement

Response: A. Any 8 or more of the above

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

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

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

Response: D. Any 1 of the above

File Description	Document
Details of the activities carried out during last completed academic year in respect of each response indicated	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

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

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

Response: B. Any 3 or 4 of the above

File Description	Document
Samples prepared by students for each indicated assessment tool	View Document
Documents showing the different activities for evolving indicated assessment tools	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

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

Response: B. Any 4 of the above

File Description	Document
Sample evidence showing the tasks carried out for each of the selected response	View Document
Documentary evidence in respect of each response selected	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
Link for additional information	View Document

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

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

Response: C. Any 3 of the above

File Description	Document
Report of the events organized	View Document
Photographs with caption and date wherever possible	View Document
Documentary evidence showing the activities carried out for each of the selected response	View Document
Data as per Data Template	View Document

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

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

Response: A. Any 4 or more of the above

File Description	Document
Samples of assessed assignments for theory courses of different programmes	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

Other Upload Files

1	View Document
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2.4.8 Internship programme is systematically planned with necessary preparedness..

Response:

GRT College of Education sends student teachers (B.Ed) to internship programme in the third semester to different schools and M.Ed students are sent to schools and colleges for their internship.

1. Selection of schools for internship:

Selection of schools for internship are done keeping in mind the proximity, ideology, the abilities of the students, standard of the school, medium of instruction, distance from homes to school, methodology requirements of the schools etc. Chief Educational Officer's order is obtain

2. Orientation to school principal/teachers:

Communication is shared regarding dates, classes and the ratio of student teachers, criteria for evaluation/observation in the third semester for a period of 16 weeks from secondary level to higher secondary level. Head Masters/Mistress of the schools is requested to make provisions for student teachers to observe guide teachers to learn different techniques, strategies and approaches who also identify & observe their best practices.

3. Orientation to students going for internship:

Students are oriented and demonstrated to use different strategies of teaching, design instructional teaching, activities, preparation of TLMs, evaluation tools etc. Practicing different innovative models, strategies and approaches under simulation sessions are implemented during internship. Before internship each student teacher get at least five lesson plans approved by their optional teacher and are instructed to submit their lesson plan daily to master teachers for constructive suggestions. They design their own instructional plans with appropriate support materials, strategies, approaches, techniques and models as per level of the school/ students. Before internship, orientation to lesson plan, observation record, micro teaching record, Test and measurement are given. After the completion of lessons, the students conduct tests and evaluate the achievement of the students, which is reflected in Test and measurement record. Before the student teachers leave for internship, they are oriented and strictly instructed regarding code of conduct and taking up any assignments given in the schools.

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

Phase 1

The phase 1 Internship programme has two aspects that are kept in mind:

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

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

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

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

File Description	Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document
Link for additional information	View Document

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

Response: 6.39

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

Response: 23

File Description	Document
Plan of teacher engagement in school internship	View Document
Internship certificates for students from different host schools	View Document
Data as per Data Template	View Document
Copy of the schedule of work of internees in each school	View Document
Any other relevant information	View Document

2.4.10 Nature of internee engagement during internship consists of

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

Response: B. Any 6 or 7 of the above

File Description	Document
Wherever the documents are in regional language, provide English translated version	View Document
School-wise internship reports showing student engagement in activities claimed	View Document
Sample copies for each of selected activities claimed	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.4.11 Institution adopts effective monitoring mechanisms during internship programme.

Response:

GRT College of Education conducts a rigorous Internship Programme for Student teacher as prescribed in the syllabus given by the affiliating body, Tamil Nadu Teachers Education University, Chennai. We follow a well-organized and well planned schedule for Internship. Student-teachers are trained under able guidance of faculty members and are prepared for the field in all aspects.

Trainees are given ample demonstrations for each micro-teaching skill by the faculty members assigned for each subject and each skill. After demonstrations student-trainees are provided opportunities for simulations to practice each skill developed so that skill can be mastered before the actual internship in the reputed schools of proximity.

List of schools is pre-decided by the Coordinator and are informed well in advance about the advent of the internship programme. Students are allotted the schools in heterogeneous groups. Students are allotted the schools well in time before the Internship programme commences so that they can get familiar with the route and there is no challenge faced on the first day. The students are oriented for the Internship programme including details of contacts of incharge. The school principals are requested for an orientation on the first day of internship.

The College adopts a rigorous and well planned mechanism to carry out the monitoring and assessment of students in the schools during the Internship programme. Each teacher educator is assigned a school for monitoring and evaluation purposes on a rotation basis. Teacher-educators also maintain a proper record of each observation and remarks given.

Role of teacher-educator

The role of teacher educator is:

1. To maintain and ensure regularity and punctuality of teacher-trainees during the Internship.
2. Teacher Educators also ensure the optimal learning exposures to trainees during their Internship Programme.

3. Teacher-educator assigned, assesses the students for their observation skills and their participation in school activities.
4. Suitable feedback is provided to the trainees for improvement in performance.

Role of school principal

1. To look after the proper allocation of classes to the Interns.
2. To orient the Interns about the functioning of school system and role of a teacher
3. To provide time-to-time guidance to Interns for their performance.
4. To report to Teacher-educator about the observations made for improvement

Role of school teachers

The role of school teachers are:

1. To provide a comfortable environment to the Interns welcoming them in the system to work with them and learn.
2. To provide them guidance in conducting the classes
3. To provide regular remarks on the lesson planning and its execution by the Interns in the class.
4. To provide feedback of interns to the teacher-educator.

Role of school teachers

The role of school teachers are:

1. To provide a comfortable environment to the Interns welcoming them in the system to work with them and learn.
2. To provide them guidance in conducting the classes
3. To provide regular remarks on the lesson planning and its execution by the Interns in the class.
4. To provide feedback of interns to the teacher-educator.

File Description	Document
Documentary evidence in support of the response	View Document
Any additional information	View Document
Link for additional information	View Document

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

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

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

Response: A. All of the above

File Description	Document
Two filled in sample observation formats for each of the claimed assessors	View Document
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	View Document
Any other relevant information	View Document

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

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

Response: B. Any 4 of the above

File Description	Document
Format for criteria and weightages for interns' performance appraisal used	View Document
Five filled in formats for each of the aspects claimed	View Document
Any other relevant information	View Document
Any additional Link	View Document

2.5 Teacher Profile and Quality

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

Response: 95.38

File Description	Document
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	View Document
English translation of sanction letter if it is in regional language	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

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

Response: 44.35

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

Response: 11

File Description	Document
Data as per Data Template	View Document
Certificates of Doctoral Degree (Ph.D) of the faculty	View Document
Any other relevant information	View Document

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

Response: 9.54

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

Response: 229

File Description	Document
Copy of the appointment letters of the fulltime teachers	View Document
Any other relevant information	View Document

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

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

Response:

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.

Teachers at GRT COE put efforts to keep themselves updated professionally. Various in-house discussions are done in the institution. In these types of discussions all the faculty members take participation actively. Topics for discussion are selected among latest development in education and issues in education. Different policies and regulations are issued by the government and in the same reference teachers at GRT College of Education aims at discussing them with each other to keep them updated.

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

The different policies which have been discussed in past are Right to Education Act, Technology in Education, Gender issues in Education, Draft of NPE etc.

Through the discussions on recent policies among teachers they felt more confident as they are aware about the educational issues and policies. The queries of the teachers are solved related to different policies; it increases teacher's interest to know more about the recent trends in education. Teachers at GRTCOE also share information with other teachers about policies and regulations on regular basis. Information is also shared with other institutions during exchange programs

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

File Description	Document
Documentary evidence to support the claims	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.6 Evaluation Process

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

Response:

GRT College of Education runs through a well-placed mechanism and adopts those rules, regulations and policies which further contribute to Continuous and Comprehensive Evaluation of students throughout the Year. College has adopted the following measures to maintain the quality of Internal Assessment

1. Students' attendance is reviewed periodically and the students, reporting shortfalls, are informed.
2. Under the formative approaches teachers generally assign marks or grades to the students on their assignments, files, co-curricular activities and their regularity in the classroom is being monitored.
3. The records of the students are maintained by the faculty and they are
4. Assessed on the basis of their performance in curricular as well as co-curricular areas.
6. Internal assessment is done for all students as per the university criteria.
7. Cumulative records of students' participation in various activities are maintained.
8. The faculty is personally involved to help the students to prepare the assignments.

Corrections and modifications are constantly done.

1. Class test-The College faculty evaluates the presentations made by the students as part of the internal

evaluation process. Continuous evaluation is done through testing of skills developed. The written/oral test is taken by the faculty after the completion of each unit.

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

3. Seminar - (minimum of one)

4. Attendance - Each candidate whose admission is approved by Tamil Nadu Teachers Education University shall apply for the written/practical examinations. Candidates, who have failed to satisfy the minimum attendance norms of Tamil Nadu Teachers Education University, will not be permitted to appear for the written/practical examinations. However,

the basis of permitting a student to appear for the examination shall be in accordance with the Regulations of Tamil Nadu Teachers Education University in force from time to time.

Students are also encouraged to apply the theoretical concepts taught in class to real life situations/problems through these projects, assignments etc. Curriculum has enough opportunities to enhance skills through Practical Sessions planned in - Students

EPC-1, EPC-2, EPC-3, EPC-4, EPC-5, EPC-6, EPC-7

Students are given the opportunity to improve upon their performance through tests and one to one discussion during the classes. According to individual needs of the students, sometimes personalized and individual attention is provided, especially for students who face difficulty in learning. Remedial classes are also offered in various subjects to provide additional help.

File Description	Document
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	View Document
Any other relevant information	View Document
Link for additional information	View Document

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

- 1. Display of internal assessment marks before the term end examination**
- 2. Timely feedback on individual/group performance**

3.Provision of improvement opportunities**4.Access to tutorial/remedial support****5.Provision of answering bilingually**

Response: A. Any 4 or more of the above

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

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

GRT College of Education to deal with examination related grievances is transparent, time bound and efficient. The students can approach the principal, and Faculty members to redress their examination related grievances as per the requirement of and jurisdiction of the grievance. The objective is to ensure that the views of each grievant and respondent are respected and that any party to a grievance is neither discriminated against nor victimized. An examination committee operates and written grievances received are discussed in the committee meeting and resolved on a case -by- case basis.

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

Internal Grievance Redressal

In internal cases, the grievances are usually related to the dissatisfaction in the evaluation in internal exams or assessment marks so the concerned faculty takes up essential measures to satisfy the Grievance Raiser providing substantial records (attendance records and performance records).Types of internal grievances are

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

External Grievance Redressal

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

Pre-Examination Grievances

- Not getting Hall Ticket for the examination
- Different subject mentioned on the admit card
- Name is not correctly written on the admit card
- Candidate's Photo missing
- Form filling receipt not provided

Post-Examination Grievances

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

File Description	Document
Relevant documents reflecting the transparency and efficiency related to examination grievances with seal and signature of the Principal	View Document
Any other relevant information	View Document
Link for additional information	View Document

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

Response:

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

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

File Description	Document
Any other relevant information	View Document
Academic calendar of the Institution with seal and signature of the Principal	View Document
Link for additional information	View Document

2.7 Student Performance and Learning Outcomes

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

Response:

College follows the outcome-based education; hence the Program Learning Objectives (PLOs) and Course Learning outcomes (CLOs) are aligned with the vision and mission of GRT COE. Students would get opportunities to participate in numerous co-curricular activities on and off the campus, to realize their true worth and potential. For defining the PLOs and CLOs, we follow the consultative process involving the stakeholders.

Adequate care is being taken by the TNTEU University in describing the knowledge, skills and competencies that students are expected to acquire during B.Ed & M.Ed Programme. GRT COE works on those targeted aims and objectives rigorously to provide quality education to the learners as well as to achieve the expected outcome.

PROGRAMME LEARNING OUTCOMES

Content Competency:

- To produce qualified and competent teachers and teacher educators
- To provide knowledge on historical, philosophical and sociological foundation of educational practices.
- To prepare to carryout field internship, practical and dissertation works.
- To know the importance of special and inclusive education, and legislative measures
- To promote mastery over the required content.
- To acquire necessary competencies for organizing learning experiences.

Pedagogical Skills:

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

Professional Ethics:

- To imbibe and uphold qualities of a good teacher ,
- To be just and impartial ,
- To show love and respect to the individuality of the child ,
- To develop professional attitude, to help demonstrate commitment to values such as loyalty, love, service, equality and excellence.

Effective Communication:

- To boost confidence and promote abilities to communicate effectively,
- To plan, teach, 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
- Able to serve as educational psychologists and counsellors
- Able to provide constructive feedback to restructure the elementary and secondary teacher education programmes and teacher preparation process
- Capable of designing and developing curriculum and other learning resources
- Able to demonstrate the research skills by undertaking research projects
- Realises the values of learner-centered instruction
- Actively participate in educational measurement and evaluation processes
- Capable to serve as educational planners, administrators, managers, supervisors and other positions in the field of education

- Able to provide solutions to educational problems
- Able to suggest measures for effective functioning of various agencies including the regulatory bodies to enhance the quality of teacher education
- Understand education as a separate discipline
- Capable of using the information and communication technologies (ICTs) in teaching-learning process.
- 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	Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.7.2 Average pass percentage of students during the last five years

Response: 97.58

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

2021-22	2020-21	2019-20	2018-19	2017-18
144	148	148	142	144

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

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

Response:

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. Besides ,through interaction with the head master and the school teachers in respect to their concerned subjects he gets the feedback about student-teachers class room performance and also interacts with the teacher educators as his colleagues regarding the progress and the problems the student –teachers are facing in taking and managing the classes . After completion this practice teaching in schools , a feedback session is conducted in the institution in the presence of the Principal and the teacher educators as faculty members to share with the student-teachers regarding their experiences in the schools and to give some suggestions for further improvement in their teaching performance .

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. Program outcome are displayed at various prime locations in the College premises and is also available on the website to make faculties and students aware about the Program Outcome and Program Specific Outcome. To make students aware about different course outcomes, each classroom has a separate board assigned where the course outcomes are displayed for the ready reference of the students. The Program outcomes, Program Specific Outcomes are helpful in developing the framework of teaching and learning.

The Course outcomes facilitate in clear understanding about the course expectations and also support the process of learning. The Course outcomes also present a clear picture of employability, skill development and entrepreneurship prospects of the course. Further the outcomes help to understand the various cross cutting issues pertaining to gender, environment, values and professional ethics. Academic council frames the curriculum which appropriately incorporates Program Outcomes for all programs offered by the college. While framing the syllabus the scope, methodology and outcomes are taken into consideration. Definite measurable program and course outcomes are set up. At the same time, suitable teaching methods and materials and other curricular activities such as live projects and industrial visits, etc. are planned.

File Description	Document
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.7.4 Performance of outgoing students in internal assessment**Response:** 81.63**2.7.4.1 Number of students achieving on an average 70% or more on internal assessment activities during last completed academic year**

Response: 120

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

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

I. Initial: An initial effort is taken to assess the developmental stages of pre- service teachers and judiciously plan the sessions that are tailor made for the specific needs of the batch enrolled. Functioning of an autonomous institution is explained to assess the student teachers commitment towards self and society while they interact during ice breaking sessions. This performance would give insights into their attitudinal dispositions, which are attended to and formed during the formative phase.

There is a deliberate effort to identify a list of skills that the enrolled candidates have achieved laurels at State and National level. Their talents are assessed and motivated to lead peers and others towards a joyful blended learning.

II. During: From academics to practicals, specific assessment strategies are applied through the continuous internal project based learning. They are not only deconstructed and reconstructed, but the in-service teachers are placed as observers to understand core practices, imitators, practitioners, before they articulate and absorb the styles of teaching. Their pre-suppositions and dispositions about the methods and techniques to be adapted at schools are demonstrated, making them as assessors, so that they reflect on their own growth from the initial stage of apprehensions to a balanced approach towards encountering instructional strategies in physical classrooms and understand hardship of class management. This stage is not a stand-alone stage but they are assessed as to how they learn new techniques, culturally sensitive practices, individualised learning techniques compiled with hands-on-experiences. Data collected from the pre-assessment tools that measures knowledge, skills, competencies, and attitude are all analysed to check the difference in their performances from the entry level till date and reinforcement techniques are included.

III. Post: Student Teachers complete task oriented activities. After the internal assessment and semester end achievements, they reach a stage to prove their worthiness through preparing instructional design, demonstration of knowledge beyond current trends in pedagogical practices, exhibition of cultural competence, complexities of teaching to stakeholders and suggest policy revision and show a genuine accountability towards self, society and nation by the end of the B.Ed. / M.Ed. programme. The student teachers finally translate the skills into actual student learning gains and this is ensured by the assessment tasks provided and these tasks make them confident and well-equipped to gather and analyse assessment data in their future and make trustworthy decisions leading to support the future generations. The objective of this assessment task is to improve self-efficacy and a positive attitude towards sustainable development as an edupreneurs as well as responsible teachers.

File Description	Document
Documentary evidence in respect to claim	View Document
Any additional information	View Document
Link for additional information	View Document

2.8 Student Satisfaction Survey

2.8.1 Online student satisfaction survey regarding teaching learning process

Response: 3.64

Criterion 3 - Research and Outreach Activities

3.1 Resource Mobilization for Research

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

Response: 0

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

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

File Description

Document

Data as per Data Template

[View Document](#)

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

Response: 0

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

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

File Description

Document

Sanction letter from the funding agency

[View Document](#)

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

Response: A. Any 4 or more of the above

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

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

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

Response: A. All of the above

File Description	Document
Reports of innovations tried out and ideas incubated	View Document
Documentary evidences in support of the claims for each effort	View Document
Details of reports highlighting the claims made by the institution	View Document
Copyrights or patents filed	View Document
Any additional information	View Document
Link for additional information	View Document

3.2 Research Publications

3.2.1 Average number of research papers / articles per teacher published in Journals notified on UGC website during the last five years

Response: 0.56**3.2.1.1 Number of research papers / articles per teacher published in the Journals notified on UGC website during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
1	1	0	3	9

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

3.2.2 Average number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the last five years**Response: 0.48****3.2.2.1 Total number of books and / or chapters in edited books, papers in National / International conference proceedings published during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
6	4	0	0	2

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

3.3 Outreach Activities

3.3.1 Average number of outreach activities organized by the institution during the last five years..

Response: 7.6

3.3.1.1 Total number of outreach activities organized by the institution during the last five years.

2021-22	2020-21	2019-20	2018-19	2017-18
8	14	03	05	08

File Description	Document
Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

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

Response: 92

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

2021-22	2020-21	2019-20	2018-19	2017-18
300	300	180	300	300

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

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

Response: 100

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

2021-22	2020-21	2019-20	2018-19	2017-18
300	300	300	300	300

File Description	Document
Documentary evidence in support of the claim along with photographs with caption and date	View Document
Data as per Data Template	View Document
Any additional information	View Document
Any other relevant link	View Document

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

Response:

GRT College of Education organizes outreach activities in the community with active participation of

students in various fields viz. education, health awareness programme, current social issues, women empowerment, environment protection etc.

Community service has been an integral part of the college since its inception and has been one of the foundational principles of the college. The community service initiatives in the college are led by the NSS units.

Our students learn the importance of developing the spirit of giving back to society. NSS units of the college regularly organise cleanliness drive like 'Swachh Bharat' as well as ten days NSS camps and also involve the residents of the village. They also conduct door to door survey, take out rallies to spread awareness, to have first-hand information about various issues as education, health, drug addiction etc. We have also held Sports day and cultural events to spread awareness about sports and encourage them to participate

The village children also participate in cultural programmes organized by the college on different occasions. Medical check-up camps to address the health issues of local residents are organized

The students plant saplings in areas around college and practice teaching schools as well as adopted village. The programmes on eco sustainability also help the students as well as community members through eco-friendly activities like waste segregation, composting and harmful effects of plastic etc.

Community Outreach activities and projects like visits to old age homes, orphanages, eco-sustainability drives etc, reaching out to those less privileged and marginalized. These activities develop leadership, resilience, empathy and service-mindedness in our students.

During COVID-19, the college took the initiative of spreading awareness making posters and slogans to salute the COVID-19 warriors and organised food packet distribution. The college got 300 masks prepared and donated to the college workers and outside college also.

The college is also working towards the goal of achieving quality education for every underprivileged children of the adopted village. where children are being given free education along with different activities and programmes that help in overall development of children and in making them responsible citizens. To sum up, the college promotes rural development activities in the localities surrounding the area of its education intervention.

Through these outreach activities all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, show empathy for others, establish and maintain positive relationships, and make responsible decisions. Community outreach programs develop deeper relationships between students and the communities they live in.

The college organizes rallies especially nearby slums to make the public aware about the issues of social importance. The students were involved in the programmes like "Swachh Bharat Activities" organized by GRT NSS Unit. It is always remarkable to recall the contributions of great leaders of India and let the people make aware of their contribution too.

File Description	Document
Report of each outreach activity signed by the Principal	View Document
Relevant documentary evidence for the claim	View Document
Any other relevant information	View Document

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

Response: 15

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

2021-22	2020-21	2019-20	2018-19	2017-18
10	1	1	1	2

File Description	Document
Data as per Data Template	View Document
Appropriate certificates from the awarding agency	View Document
Any additional information	View Document
Link for additional information	View Document

3.4 Collaboration and Linkages

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

Response: 41.6

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

2021-22	2020-21	2019-20	2018-19	2017-18
32	23	22	52	79

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

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

Response: 7

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

Response: 7

File Description	Document
Data as per Data Template	View Document
Copies of the MoUs with institution / industry/ corporate houses	View Document
Any additional information	View Document
Link for additional information	View Document

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

- 1. Local community base activities**
- 2. Practice teaching /internship in schools**
- 3. Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education**
- 4. Discern ways to strengthen school based practice through joint discussions and planning**
- 5. Join hands with schools in identifying areas for innovative practice**
- 6. Rehabilitation Clinics**
- 7. Linkages with general colleges**

Response: A. All of the above

File Description	Document
Report of each activities with seal and signature of the Principal	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

GRT Group of Educational Institutions was promoted by Ms. GRT Mahalakshmi Educational Charitable Trust from 2011. However, The GRT College of Education is one among the brain child of revered chairman and Philanthropist Shri. G. Rajendran who has been consistently dedicating himself to provide quality higher education to the needy and downtrodden people. Being an idealistic visionary together with vast experience in establishing various industries, he is tirelessly rendering unstinted support and guidance to the GRT Group of Educational Institutions. As a result the institutions are marching towards onward and upward. A built up area of 32302.5 Sq. ft.

Classrooms: All classrooms are spacious and well-ventilated, fitted with a sufficient number of lights, fans, smart boards and other requirements. Science laboratories are designed as multipurpose classrooms were both theory and practical.

Laboratories: The existing facilities were upgraded based on the redesigned curriculum, considering the NCTE framework. Well-equipped available in our campus namely psychology lab, computer lab, language lab, physical science lab, biological science lab ET lab etc... Psychology laboratory is equipped with tools and psychological tests which are made use for M.Ed students' Dissertation purpose, a separate R&D cell is established for the research purpose with digital resources. The Subject laboratories including Biological Sciences, Social Studies and Physical sciences cum Mathematics laboratories function under the supervision of the faculty member's in-charge. The infrastructure and other allied infrastructure of the college are well maintained and is optimally used. The learning environment is conducive for collaborative work, practical work, presentations and teaching sessions. Computer laboratory cum language laboratory is well-furnished with a server and 35 systems with high configuration and LAN connection, headphones, interactive board, ELT software, Internet and a Wi-Fi Connection are available.

Educational Technology (ET) Lab: It has two Over Head Projectors (OHP), 2 LCD projectors (one portable), laptops, audio-visual equipment like tape- recorder, Television, Epidiascope, CCRT kit, Automatic film strips, CDs and DVDs, DVD player, microphones (Collar and wireless), speakers, amplifier, mixer, camera and video camera.

Seminar Halls: Conferences, symposia, seminars, guest lectures are organized in the seminar hall, Seminar halls are fitted with LCD which are used to conduct State, National, International level programmes.

Library: The library seating capacity is about 100 with a separate library cum reading room for both B Ed & M.Ed. students with laser printer cum scanner and photocopier.

Sports Field: we conduct various activities in our campus there is an open space basketball, tennikoit court , throw ball, kho kho court , kabadi court, cricket ground, track and field and also makes use of the playground for other sports activities like sprint, hurdles, long jump, and high jump where college sports events are conducted.

Fitness centre (Gymnasium): The College has a fitness centre which is kept open both in the morning and after college hours for staff and students. Furnished with equipment like Fitness Bi-cycle, Twister, Bull Walker etc.

File Description	Document
List of physical facilities available for teaching learning	View Document
Geo tagged photographs	View Document
Any additional information	View Document
Link for additional information	View Document

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

Response: 70

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

Response: 7

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

Response: 10

File Description	Document
Geo-tagged photographs	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link to relevant page on the Institutional website	View Document

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

Response: 2.15

4.1.3.1 Expenditure for infrastructure augmentation excluding salary during the last five years

(INR in lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
4.718	16.34	19.648	15.915	2.729

File Description	Document
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

4.2 Library as a Learning Resource

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

Response:

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

The College journeyed from a manual facility to an automated Integrated Library Management System (ILMS) in the year 2014 using the first generation library application **ROVAN**. This version 6.0 of the software had limited functions permitting bar coding of the 10,151 books. On completion of the bar coding, a basic inventory of the library was available online. Users could perform rudimentary searches based on title of book, year of publication, key words to obtain the location of books in the library with precision. However, users had to frequent the library to check out and return books. With the partial automation of the library system, identifying and physically locating books was facilitated. It is an open source software online public access catalogue (OPAC) and Web OPAC. The first generation library software residing on the Colleges' server was upgraded to **ROVAN** under the Annual Maintenance Contract (AMC). This version runs on LAN/ Internet.

Modelled as a structured database **ROVAN** incorporates functionalities enabling the College Librarian to manage in-house library operations e.g. acquisition of books, journals and magazines and other materials, creation and maintenance of its catalogue database, circulation of its holding etc. Users can login and perform searches for locating catalogues and books.

As **ROVAN** is a web driven application for which the College invested and upgraded its existing cabling to SENNET 35mbps,15 mbpsand SRINET 200 mbps with a unique IP address configuring to the

College's LMS, thus operationalizing remote access. The automated library system can be accessed by any user machine with an internet connection. To put things into perspective, a dedicated college library email was created to facilitate access by faculty, students and external stakeholders connecting the librarian with the users.

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

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

File Description	Document
Bill for augmentation of library signed by the Principal	View Document
Any additional information	View Document
Web-link to library facilities	View Document
Link for additional information	View Document

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

Response:

The college library is a window to the students and teachers of latest information in teacher education. Being an integral part of academic and research work the library provides information services to support the teaching and learning, research and outreach activities of the institute by creating state-of-the art facilities and offering innovative services. Keeping students at the heart of the library hub, the library is engaged in designing and delivering need based information services. One such service was permitting remote access to the library service through the automated software ROVAN 6.0.

The College library subscribes to the DEL NET and British Council e-Resources so that remote access is possible. Students and staff have access to a varied collection of books and journals of different publications online. Students are oriented on how to link to the library resources remotely during the library induction programme. DEL NET and British Council e-Resources are the software that predominantly facilitates access to the library remotely. However, in the event that students and staff are unable to access, an alternative is to use access through the College email and password. Recently, the college has made available to the students and staff access to the library through the College website. The inventory of all the books accessioned can be accessed. This provides the students and staff to ascertain if the material they need is available in the College Library. The books have to be checked out physically using the library automated service.

In addition to that, the Library has subscription to APEX publications by which recently published 16 printed journals both National and international subscriptions are available in the library. To expand the

library holdings, the College embarked on a journey of identifying pertinent e-Books related to the education programmes and educational research. Electronic copies in pdf format and/or links to the e-Books are sent to the library email, the electronic books are downloaded into the drive, catalogued and uploaded into the library DELNET catalogue. All e-Books can be available for referencing online without eliminating the physical check-out requirement. More than one user can access the e-Book simultaneously. British Council library membership is also obtained by the college through which e-resources are utilized.

Students and faculty are continuously involved in the process of identifying e-Books. The e-Books thus submitted are vetted by the Librarian before uploading into the LMS. The College Alumni are also encouraged to support the library efforts by identifying, downloading and donating e-Books to expand to the College's existing library base.

File Description	Document
Details of users and details of visits/downloads	View Document
Any other relevant information	View Document
Landing page of the remote access webpage	View Document

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

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

Response: B. Any 3 of the above

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

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

Response: 3.71

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

2021-22	2020-21	2019-20	2018-19	2017-18
4.88	0.0478	0.0489	5.67	7.906

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

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

Response: 4.21

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

Response: 272

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

Response: 266

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

Response: 296

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

Response: 257

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

Response: 274

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

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

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

Response: A. All of the above

File Description	Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

4.3 ICT Infrastructure

4.3.1 Institution updates its ICT facilities including Wi-Fi

Response:

ICT facilities:

The institution is equipped with high speed internet and Wi-Fi enabled campus. There are three LCD projectors, three laptops, four smart boards, digital camera. The office is furnished with high configured systems, connected with internet and Wi-Fi, and has Biometric system and CCTV cameras. Computer systems are upgraded as per the requirements of the college.

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

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

Educational Technology (ET) Lab: It is equipped with Over Head Projectors (OHP), sheets, LCD projectors, laptop, Accessing 24/7 ETV Channels and other audio-visual equipment's.DVDs.

Classrooms have Smart board with interactive boards, LCD projector with screen and audio system for teaching- learning purpose. During class instruction, teachers ask students to make use of their mobile phones to Google search meanings, deviations, concepts etc. for conceptual clarity. The Wi-Fi enabled classrooms support and scaffold student learning. Students are encouraged to watch videos related to teaching methodologies done by their respective teachers. NCERT, SCERT and university based school lessons, open educational resources, motivational videos are also observed by students for further reference.

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

Convey knowledge through web browsing, downloading, uploading, and blogging, for curricular and co-curricular activities. Power point presentations, seminars and assignments etc are possible through the ICT facilities. ET equipment is used for preparing teaching learning materials, ICT facilities to enhance

Teaching competencies and for research.

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

During covid-19 conditions conferencing apps were installed to conduct online classes smoothly. LMS and SWAYAM platforms were extensively used. The examination cell is equipped with examination software.

The college has traversed from normal internet to high speed internet and an additional leased line. Upgraded from bandwidth speed of 200 Mbps to 750 GB. Normal classes are transformed into Smart

Classrooms. The installation of e-learning tools, allows better interactive learning.

College possesses fifty one desktop computers and servers that cater to all the academic and administrative purposes through Local Area Networks (LAN) equipped with internet facility. The internet is facilitated through LAN and wireless connections which are controlled by a Hardware firewall.

IT Service Management: Maintaining computer hardware and troubleshooting software's. LAN connectivity and Wi-Fi connectivity. The service management and delivery is carried out by the service

providers MG Technology with annual maintenance in coordination with the IT Administrator.

File Description	Document
Document related to date of implementation, and updation, receipt for updating the Wi-Fi	View Document
Any additional information	View Document
Link for additional information	View Document

4.3.2 Student – Computer ratio for last completed academic year

Response: 8.57

File Description	Document
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

4.3.3 Internet bandwidth available in the institution

Response: 200

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

Response: 200

File Description	Document
Receipt for connection indicating bandwidth	View Document
Bill for any one month during the last completed academic year indicating internet connection plan, speed and bandwidth	View Document
Any other relevant Information	View Document

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

- 1. Studio / Live studio**
- 2. Content distribution system**
- 3. Lecture Capturing System (LCS)**

4. Teleprompter**5. Editing and graphic unit****Response:** C. Any 2 or 3 of the above

File Description	Document
List the equipment purchased for claimed facilities along with the relevant bills	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link to the e-content developed by the faculty of the institution	View Document
Link to videos of the e-content development facilities	View Document
Link for additional information	View Document

4.4 Maintenance of Campus and Infrastructure**4.4.1 Percentage expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in Lakhs)****Response:** 0.62**4.4.1.1 Expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in lakhs)**

2021-22	2020-21	2019-20	2018-19	2017-18
7.60	4.27	1.39	0.0167	3.93

File Description	Document
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	View Document
Data as per Data Template	View Document

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

The College has a well-defined system in place for the maintenance and utilization of all its physical and academic facilities.

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

The classrooms are well equipped with all modern technology like the smart boards, mike systems. CCTVs installed in each classroom to make sure of the safety and the security of all students, teachers and equipment. Stock list of assets of Class room property, cleaning and maintenance are done on a regular basis, Annual Maintenance of all the modern teaching technology system about repairs and replacements are the basic attributes of classroom management.

Garden is maintained with rich source of indoor and outdoor plants that adds to the aesthetic beauty.

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

The laboratories in the college are furnished according to the statutory rules. Necessary equipment and material is procured to deliver to the students the best standards of education.

- Fire Safety equipment is maintained in labs as a precautionary measure.
- Maintenance -Regular inspection of devices/tools is organized.
- Periodic maintenance is done by regular cleaning of the lab spaces.
- Regular checkup of equipment's is carried out at the end of every semester.

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

Library rules and procedures followed are as follows:

All the members of the institution are eligible to get library membership. Library users have to register their details in the entry register, whenever they visit. Faculty, staff, students, of the Institution need to fill up library membership form with the certification of authorities. After becoming member, two library memberships will be issued to staff, UG students, and PG students, respectively. The students can use the borrowed books up to 15 days' time, and faculty members can use the books up to a semester. The books can be renewed if there is no reservation for the particular book.

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

Sports: Sports Cell looks after maintaining the sports ground and sports equipment and organizes various indoor and outdoor sports competitions for students at intra and inter collegiate level. Safety equipments and sports gears are properly maintained and students are always instructed during sports

periods in regard with proper handling of the gears.

File Description	Document
Any additional information	View Document
Appropriate link(s) on the institutional website	View Document
Link for additional information	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

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

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

Response: A. All of the above

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

5.1.2 Available student support facilities in the institution are:

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

Response: A. Any 8 or more of the above

File Description	Document
Upload any additional information	View Document
Geo-tagged photographs	View Document
Paste link for additional information	View Document

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

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

Response: A. All of the above

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

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

Response: B. Any 3 or 4 of the above

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

5.2 Student Progression

5.2.1 Percentage of placement of students as teachers/teacher educators

Response: 53

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

2021-22	2020-21	2019-20	2018-19	2017-18
91	89	62	75	45

File Description	Document
Upload any additional information	View Document
Data as per Data Template	View Document
Appointment letters of 10% graduates for each year	View Document
Annual reports of Placement Cell for five years	View Document
Paste link for additional information	View Document

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

Response: 33.33

5.2.2.1 Number of outgoing students progressing from Bachelor to PG.

Response: 43

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

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

Response: 5

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

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

Response: 1.32

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

2021-22	2020-21	2019-20	2018-19	2017-18
1	0	0	0	8

File Description	Document
Upload any additional information	View Document
Data as per Data Template	View Document
Copy of certificates for qualifying in the state/national examination	View Document
Paste link for additional information	View Document

5.3 Student Participation and Activities**5.3.1 Student council is active and plays a proactive role in the institutional functioning**

Response:

The institution has a well constituted student council that meets formally and informally. Student council

is the voice of the student body. The purpose of the student council is to give students an opportunity to develop leadership by organizing and carrying out responsible activities. The members of the Student Quality Council (SQC) are selected with a democratic approach by giving equal opportunities to B.Ed. and M.Ed. students. It includes college representative, Office bearers from subject methodologies such as English, Tamil, Mathematics, Physical Sciences, Biological Sciences, History, Computer science and economics. The members assist their peers in sharing their thoughts, interests, and all the concerns during the course which in turn develops leadership qualities, organizational behavior, event planning and make them more responsible and proactive in reorganizing and managing both academic and co-curricular activities in the college such as, SQC requests for spacing dates for different Extension activities, projects, seminars, submission of assignments and also to issue question papers in exam hall 10 minutes before exam commences and so on. The Chairperson (Principal) calls for regular meetings with student council to discuss about various academic programs and other activities of the college thus decentralizing the power of decision making to them following discipline, decorum and protocol. The representatives in the SQC voice their problems and suggestions of all students during their meet with the Principal to resolve any conflicts. The function of the student council is based upon Institutional guidelines. Student councils participate, organize and manage various academic and co-curricular activities in the college. Student council discusses all curricular related issues and concerns; they are considered for rescheduling the dates of assignments, seminars etc. Feedback from SQC is valued for a better functioning. Members of the Student Council serve as a bridge between the students and the administration. Not only do they ensure that the grievances of student population reaches the authorities, but also act as the students' representatives in the process of making important decisions. The Students' Council also assists clubs/members as well as in-charge faculty in conducting and organizing various co-curricular and extra-curricular activities or events such as dance, Music, General Knowledge, Essay writing, Debate, Drawing/ Painting Bulletin Board, Newsletter, magazine etc. In addition to organizing events they contribute to the institution's spirit and community welfare it takes an initiative to arrange various events such as picnics, field trips, organizes national and international days of significance and through these they develop responsibility and leadership. They take initiatives to organize events, exhibitions, seminars, webinars, conferences and club activities. A democratic environment in the campus enables the SQC members to take interest in arranging the support system for lesson planning phases. Student's representatives are a part of the various committees and clubs. The club head representatives collaborate with SQC's for all events. The members document the club reports and annual report to compile as college magazine.

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

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

Response: 12.6

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

2021-22	2020-21	2019-20	2018-19	2017-18
13	0	19	14	17

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

5.4 Alumni Engagement

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

Response:

Our registered Alumni Association of GRT College of Education plays many valuable roles, they help to

build and grow the college's brand through their work strength and word-of-mouth about the college. An alumni group or alumnae association is an association of graduates or, more broadly, of former students (alumni). Additionally, such groups often support new alumni, and provide a forum to create new friendships and develop business relationships with people of similar background. Alumni of GRT College of Education are well placed in various fields like: teaching, education, professional fields, academic and social work. The College has an active alumni group, this group is registered.

The mission of the GRT alumni group is to foster a spirit of loyalty and to promote general welfare of the institute. It offers network opportunities, which can connect recent graduates with established professionals and help to pursue career change. At GRT COE, we conduct our annual gathering every year their general meetings, where they can discuss, plan, and talk to each other and even they can execute their planning with the help of college faculties and students.

The objectives of GRT Alumni group are:

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

At GRT COE we follow a process to make students a part of the Alumni Group. We have created a registration form for all final year students; they can be a member of this group by paying a minimum fee. We also encourage our final year students to continue with our WhatsApp groups and join our GRT Alumni Association so that we can connect with each other for a long time and they can share their experiences, memories and any updates regarding vacancies or upcoming events too. We also encourage them to participate in large numbers in alumni meetings so that they can provide suggestions for college betterment. They continuously evolve as resource person in workshops, in orientation programme of newly admitted students. During any seminars for students, they act as a motivator and help them to groom their skills for practical situations, as well as they support the placement of the present students in various reputed schools.

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

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

File Description	Document
Upload any additional information	View Document
Details of office bearers and members of alumni association	View Document
Certificate of registration of Alumni Association, if registered	View Document
Paste link for additional information	View Document

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

Response: B. Any 4 or 5 of the above

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

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

Response: 4

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

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

File Description	Document
Upload any additional information	View Document
Data as per Data Template	View Document
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	View Document
Paste link for additional information	View Document

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

Response:

It is a matter of pride that GRT College of Education has a Registered Alumni group that strengthens the network among the alumni, faculty, and management and builds an integral relationship with students of the College. Alumni group of the college is an active body with many alumni as its members. It conducts formal Alumni meetings every year to reunite with their friends, Students, faculty members, and management; they cherish their memories and share their experiences. The institution has included its alumni as a significant part of many of the notable academic and administrative bodies such as Internal Quality Assurance Cell, College Advisory Committee, Curriculum development etc. The institution gives high regard to the suggestions of alumni and utilizes the services for the development of the institution in all the possible ways.

Two Alumni Meets is organized for all the Alumni of the college annually. Many activities are organized for the alumni, alumni are honored and the college provides all the present alumni in the alumni meet with souvenirs like mugs, photo frames, mementos, etc. The college conducts meetings with its Alumni Group on a continuous basis. On an average 2 meetings are organized by alumni groups every year where they can discuss and exchange their views. These meetings provide a platform to the former students to provide suggestions with respect to the functioning and infrastructure of the institute. Alumni of the institute play a significant role in providing mentoring, Career guidance, Facilitating internships, and campus interviews for students with the help of their professional contacts, discussions on different topics for motivating the students to give their best and develop their capabilities. Apart from formal alumni association meetings, the institution also engages the alumni support in many ways such as collecting suggestions, feedback on existing curriculum, updates on emerging trends, etc through various networking platforms like Facebook, Twitter, WhatsApp, etc. In every meeting of Alumni a talk is arranged on a certain aspect by the alumni for the students related to the field. The topics on which these discussions and talks have been arranged are: Guidelines for improving communication skills, experience sharing regarding importance of participation in co-curricular activities, motivational words for how to become a good teacher, sharing of ideas related to constructivist approach, discussion on challenges in teaching profession, discussion on SWOT analysis, guidelines for how to face an interview, ICT based learning, Talk on how to be creative, lecture on innovations in teaching methods, talk on enhancing teaching skills, lecture on professional ethics. All these talks and discussions are done with the students in regards to motivating the students and nurturing their talents to do their best in this novel profession of teaching. Alumni also Volunteer in our special project that is evening school in Sirugumi village by

taking classes to the rural children and in giving carrier counselling.

File Description	Document
Upload any additional information	View Document
Documentary evidence in support of the claim	View Document
Paste link for additional information	View Document

Criterion 6 - 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

Response:

GRT Group of Educational Institutions was promoted by Ms. GRT Mahalakshmi Educational Charitable Trust in 2011. However, the GRT College of Education was established in 2005. The GRT College of Education is one among the brain child of revered chairman and Philanthropist Shri.G. Rajendran who has been consistently dedicating himself to provide quality higher education to the needy and downtrodden people. Being an idealistic visionary together with vast experience in establishing various industries, he is tirelessly rendering unstinted support and guidance to the GRT Group of Educational Institutions. As a result the institutions are marching towards onward and upward.

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 Provide a Unique learning Experience which will enable the students to realize their potential and mould their overall Personality
- 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 striving continuously to provide quality teacher training.

- 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.

Nature of Governance

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

We are on a mission to inculcate versatility in development of the dynamic personality of students through a lot of academic as well as professional preparations.

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

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

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

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

File Description	Document
Vision and Mission statements of the institution	View Document
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signatureof the Principal	View Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document
Link for additional information	View Document

6.1.2 Institution practices decentralization and participative management

Response:

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 take the lead in planning seminars, workshops, career counselling sessions, remedial measures, inter departmental or/and inter-college exercises, departmental excursions and study tours.

IQAC

The process of organizing seminars, webinars, workshops, symposiums in the area of teacher education for quality and delegates responsibilities to the concerned faculty for further designing and implementing them. Members of the IQAC suggest and pave way for achieving benchmarks to be facilitated by the governance and the faculty. It discusses staff's constructive suggestions for desirable changes in the following academic sessions. Co-coordinator of IQAC, with the support of faculty compiles the Annual Quality Assurance Report every year for easy and quick compilation of necessary documents.

Functioning:

- Debates happen on inclusion of new areas takes decisions regarding revision of curriculum and suggest new projects. gives suggestions to revise and add subunits and enhance practical activities and review examination patterns.
- All revisions regarding the academic calendar and adjustments required periodically are discussed and implemented.

Board of Studies

1. All its members have the authority to approve the syllabus, credit based evaluation pattern and question-paper design. They have the authority to voice on the modalities of conducting internal and external examinations.
2. Approves the credit system and also approves to revise pattern of question paper.
3. Board of Studies members deliberate on the seminars and webinars to be conducted during that academic year and finalize on the topics for research for the PG students.

Governing Body

It is an Apex body to scrutinize and approve the minutes of the other statutory bodies. The UGC nominee updates and guides the institution regarding emerging academic updates, budget allocation and outcomes of various academic programmes for autonomous colleges.

- Minutes of the Academic council, Finance Committee and the budget allocated and the expenditure are presented for approval.
- The governing body takes major decisions, which is implemented under the leadership of the

head of the institution who is a liaison between the management and institution.

Principal

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,

File Description	Document
Relevant documents to indicate decentralization and participative management	View Document
Any additional information	View Document
Link for additional information	View Document

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

Response:

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. All important matters relating to budget provision of the college and finance budget proposals to be presented before the Governing body for approval at the beginning of each year.

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

Academic Affairs

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.

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

- Guidelines governing the B.Ed. and M.Ed. programmers, rules of attendance and of examination are available on the college website as well as in the prospectus.
- Criteria for allotment of grades are included in the prospectus.
- Paper - wise performance indicators are displayed and communicated to the students through the syllabus, notice boards and during orientation.
- Library services are automated for student access ability.
- Registers are maintained to record internship performance, feedback from participating schools are shared and discussed with the students.
- Practical examinations are assessed by internal and external jury.
- M.Ed. semester end examination assessment has double evaluation.
- Statutory bodies are represented by faculty, management, subject experts, industry, nominees from private and government, universities, alumni of the College and parents.
- College organizes a campus placement week every year.
- We have a facility of online library access for all students as well as for faculty members.
- College provides advance and innovative approaches of teaching-learning process in various schools, during two years internship proramme,

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. IQAC is established, various committees are formed at the beginning of the session every year to look into the various activities of the college.

File Description	Document
Reports indicating the efforts made by the institution towards maintenance of transparency	View Document
Any additional information	View Document
Link for additional information	View Document

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic plan is effectively deployed

Response:

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. The IQAC through deliberations with the stakeholders made a perspective plan (2018-2022) in 2018 for the development of academic, administrative and infrastructural facilities and approval was taken from management which is closely associated with the vision, mission, and goal of the institution.

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

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

During pandemic, the Principal has been the force behind the transition from an offline mode to an online platform, to ensure that both programmes moved forward with minimum difficulties. Keeping in mind the changing rules, regulations and directives of conduct by higher education, it often meant preparing the academic calendar, without compromising on time, duration, content and quality whilst providing educational services.

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

The principal continues to provide mentorship to students giving them respite during challenging times and personal contact with students who had lost their loved ones. Students facing difficulty with technological connectivity issues are provided an alternative wherein the staff post the material on WhatsApp or email it to the students' common email. E-resources, handout, books and all other instruction was shared using the google classroom. The basic necessities for the economically disadvantaged members are considered. The Principal with the help of contingency staff supervises the maintenance and upkeep of the premises, the garden, the amenities, class rooms, upholstery, furnitures etc.

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	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document
Link to the page leading to Strategic Plan and deployment documents	View Document
Link for additional information	View Document

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

Response:

The 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.

The Society's Chapter provides policy framework and direction for the functioning of the institution. The roles and responsibilities of various bodies are also clearly defined to ensure transparency and accountability to achieve the society's objectives and institution's vision and mission. The key components of the organizational structure of the college are the various statutory bodies like Governing Body, Academic Council, BOS, IQAC, including Principal, Teaching faculty and Non-Teaching Staff. It reviews the institutional strategic plan which in turn sets the academic aims and objectives and identifies the financial and recruitment strategies. The organizational structure lends itself to sustaining institutional capacity and educational effectiveness through the involvement of external members in various Committees/ Boards. Various stakeholders are members of different committees constituted by the institution. The decision-making procedures are made at appropriate levels in the organizational hierarchy. Planning and Review is transacted under the watchful eye of the IQAC.

Recruitment and service rules

All appointments are made through the selection committee constituted by management of GRT Mahalakshmi Charitable Trust. After approval of list, advertisement in newspaper is published for inviting applications along with testimonials. List of suitable candidates is prepared after scrutinization and they are

Called for interview by selection committee. After interview selected candidates are given appointment letter.

Admissions

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

Course Curriculum Development

The faculty prepares the first draft after discussing with the students and all stakeholders which is subsequently put forward to the various statutory bodies before final approval by Governing Body. There are various committees with well-defined functions that give academic and administrative leadership to the institution. A committee comprising of administrative staff and faculty members involved in the planning and implementation, academic audit and evaluation. An optimum level of decentralization is practiced through the autonomous flexibility and participative decision-making process.

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

The teaching and non-teaching staff has the benefits of Provident Fund and other benefits as applicable. The institution follows transparent promotional policies. Regular student feedback on improving quality of teaching learning process as well as Institutional governance are taken for timely corrections. This feedback is analyzed and discussed with concerned faculty in the presence of the Principal.

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document
Link for additional information	View Document
Link to Organogram of the Institution website	View Document

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

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

7. Biometric / digital attendance for students

Response: B. Any 5 of the above

File Description	Document
Screen shots of user interfaces of each module	View Document
Geo-tagged photographs	View Document
Data as per Data Template	View Document
Annual e-governance report	View Document
Link for additional information	View Document

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

Response:

GRT COE Institute has a structure that embodies various committees, bodies and cells. Their composition is in the College Almanac for transparency. The curriculum development and its subsequent revisions is process oriented delineating the philosophy, goals, objectives, student competencies, learning experiences, instructional strategies, resources and assessment as envisaged in the institution's strategic plan. The curriculum development process is a multi-step, ongoing cyclical process which is carried out in a planned and systematic manner.

The operations are carried out through regular meetings. The meetings are minted in detail in the specific minute's book. Subsequent to the meetings, the minutes are signed by all the attending members and the resolutions/ decisions so passed are extrapolated into a plan of action in synchrony with the strategic plan.

Every three years, the syllabus of both programs is revisited to align with contemporary changes and announced through state/ central directives or in the public domain. Contributions are solicited from concerned lecturers and collated. Thereafter, the academic staffs collectively go through the suggested revision and finalize a draft of the revised curriculum to be put forward to the statutory boards. It is first reviewed by the Board of Studies and revised accordingly to accommodate all suggestions. In preparation for this meeting, each faculty member is assigned subjects depending on area of expertise and required to prepare for orientation of the respective papers and respond to queries if any. The session is documented in the minutes of the meeting which then becomes the revision framework. Thereafter, the revised draft curriculum is put forward to other statutory boards for their suggestions and approval. The approved curriculum is then circulated to the principal, staff, examination cell, IQAC and the library as hard copies. A soft copy is uploaded on to the College website and also circulated to the staff mail and students semester wise.

To accommodate unforeseen and emergency circumstances, contextual situations in compliance with nation, state or external regulatory bodies' instruments, and the institution's autonomous status permit

deviations that commensurate with the College's vision, mission and strategic plan for the current academic year. The concerned lecturers are required to record/ make a note of the deviations and submit it to the principal for retroactive ratification by the statutory bodies.

The latest curriculum being implemented has incorporated recommendation made by the NEP 2020. Digital literacy is being promoted to realize the credit bank system as proposed by NEP 2020. The scope of post-graduate dissertation has expanded to include emerging environments conducive to teacher profession such as employability, professional conduct, teaching competencies and teaching standards.

File Description	Document
Minutes of the meeting with seal and signature of the Principal	View Document
Any additional information	View Document
Action taken report with seal and signature of the Principal	View Document
Link for additional information	View Document

6.3 Faculty Empowerment Strategies

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

Response:

The management have humanitarian outlook towards its teaching and non-teaching staff without discrimination. It initiates several welfare measures to maintain high motivation levels among its employees.

Measures adopted for the welfare of the staff and faculty members are as mention below:

- Gives academic freedom for staff members, funding faculty development programs, deutes on duty for attending Seminars/ Workshops, permission for higher studies.
- Annual increment for unaided staff and other provision as per the individual need. Congenial atmosphere in the staffroom. Prayer room for peace and tranquility.
- Recreational programmes organized by the management for the well-being of the staff.
- Library resources, journals, online journals other materials required from outside the college are all made available for the staff to enrich their content.
- The institution conducts seminars for improving the competencies of the teacher educators.
- The institution invites experts from different fields to conduct workshops, guest lectures, seminars, symposiums and conferences.
- Extension lectures on research methodology and in-house elaborate study on NEP 2020 and attending the same conducted by NAAC, UGC.
- Staff members are encouraged to participate and present and publish papers in the seminars which are organized in other colleges and universities for professional mobility.

- Travelling allowance, duty leave for attending seminars, workshops, etc. are sanctioned by the college.
- The college has well-furnished staffrooms, drinking water facility in the staffroom and air coolers.
- Faculty members are provided with separate cupboards and washrooms.
- The staff are allowed and assigned to attend honorary paid duties like judging competitions, external examiners, resource persons, educational consultants and trainers.
- Provision of medical and maternity leave is in place.
- Staff is granted sabbatical leave to pursue higher education or research work.
- Advisory committee comprising of senior members give constructive suggestions and recommendations to principal for the smooth conduct of activities of the college.
- Teachers' day is celebrated to boost the professional morale of teachers.
- Superannuation of staff is celebrated with a sense of gratitude.
- Picnics and tours are arranged for staff recreation.
- Cordial and employer friendly environment is created to give job satisfaction to the employees.
- Recreation activities are planned in coordination with the staff members like sports activities, yoga sessions, music, and movie get together and lunch.
- Short term interests free loan facilities are made available for teaching & non-teaching staff.
- Employers State Insurance Scheme (ESI), Employee Provident Fund (EPF) is availed by Teaching and Non- teaching staff.
- Gifts are given to employees each year as a token of love and appreciation.

File Description	Document
List of welfare measures provided by the institution with seal and signature of the Principal	View Document
List of beneficiaries of welfare measures provided by the Institution with seal and signature of the Principal	View Document
Any additional information	View Document
Link for additional information	View Document

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

Response: 8.06

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

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

File Description	Document
Institutional Policy document on providing financial support to teachers	View Document
Income Expenditure statement highlighting the financial support to teachers	View Document
E-copy of letter/s indicating financial assistance to teachers	View Document
Data as per Data Template	View Document
Certificate of participation for the claim	View Document
Certificate of membership	View Document
Any additional information	View Document

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

Response: 9

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

2021-22	2020-21	2019-20	2018-19	2017-18
1	0	2	3	3

File Description	Document
List of participants of each programme	View Document
Data as per Data Template	View Document
Brochures / Reports along with Photographs with date and caption	View Document
Any additional information	View Document

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

Response: 21.77

6.3.4.1 Total number of teachers undergoing online/face to face Faculty Development Programmes

(FDPs) viz., Orientation Programme and Refresher Course of the ASC / HRDC, Short Term Course and any other similar programmes during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
07	07	05	04	04

File Description	Document
Data as per Data Template	View Document
Copy of Course completion certificates	View Document
Any additional information	View Document

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

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

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

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

File Description	Document
Proforma used for Performance Appraisal for teaching and non-teaching staff signed by the Principal	View Document
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal or/and external financial audit regularly

Response:

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. After assessing the available resources, plan for the next financial year in the month of April after presenting and approved by the Finance Committee and Governing Body of the College respectively. Considering the actual value from R & P statement, the final budgets is prepared and send for approval to the Governing Body of the Trust.

The College practices a transparent financial management policy through internal and external audits, wherein the role of the internal and external auditors is clearly defined. The internal auditors examine issues related to the College's practices and risks, while the external auditors examine the financial records and raise opinions regarding the financial health of the College. Internal audits are conducted annually and external audits are conducted twice in a year.

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

The accounts section looks into the maintenance of annual accounts and audits. The institution strives its best to sustain and maintain quality irrespective of the budget granted and utilized. The accounts registers of the institution are maintained managed and operated in the name of the institution.

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

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

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

accountant's corrective actions taken.

File Description	Document
Report of Auditors of last five years signed by the Principal	View Document
Any additional information	View Document

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

Response: 0

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

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

File Description	Document
Data as per Data Template	View Document

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

Response:

GRT College of Education has certain strategies for mobilization of funds and the optimal utilization of resources. The resource mobilization policy and a procedure are displayed on the Institutional website. The budgetary resources are mobilized through various resources such as, tuition fees, GRT College of Education is a self-financed college; there are no funds from Government organizations or NGOs. GRT Mahalakshmi Trust owned by the management meet out the other expenses.

The College utilizes these funds for the following resources:

1. Library Books: The above funds are utilized for purchasing the books for the library so that a rich learning resource center can be provided to the students. As the Library is the entre of learning. The books are purchased on a regular basis for the library using the above funds in an optimal manner.
- Infrastructural Improvements: College utilizes the above funds to bring required infrastructural changes

in the premises from time to time like addition of Lift for students, additional furniture in the classes, smart boards etc.

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

3. Gardening Expenses: College utilizes a considerable amount on Gardening which keeps the environment green and healthy. Gardening is the regular practice at GRT management contributes to local and societal environment.

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

5. Housekeeping: College ensures cleanliness and well sanitized premises to the inmates and for this purpose an adequate number of staff is appointed. College utilizes a fine amount of funds on housekeeping to provide clean and hygienic premises.

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

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

8. Building usage charges: The above funds are allocated to cater Building usage charges as well.

9. Electricity: Constant power supply is ensured in the college so that no hindrance occurs in the smooth functioning of the Teaching-learning process.

10 Internet Charges: GRT College provides Wi-Fi enabled campus to students so that ICT can be integrated in the Teaching-Learning process. The above funds are mobilized to provide the Internet service to all the users.

11. Research & Development: The above funds are optimally utilized to support Research and Development by Faculty and Students. College offers assistance in carrying out Research work by sharing the load like providing seed money.

File Description	Document
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	View Document
Any additional information	View Document
Link for additional information	View Document

6.5 Internal Quality Assurance System

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

Response:

Composition of IQAC: 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.

- Correspondent of the institution
- Chairperson – Head of the institution (Principal)
- A few senior administrative officers
- Three to eight faculty members
- One or two local members
- One of the faculty as coordinator

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

The three practices institutionalized by IQAC are:

1. Promotion of Research
2. Streamlining of Administration
3. Sustaining quality in academics and administration

I. Promotion of Research

IQAC recognizes the significance of promoting a research environment amongst staff and students.

- It helps the interested teachers in writing research project proposals and publishing the research works by conducting research methodology workshops.
- Providing the latest information about the quality journals of Scopus and UGC Care list, encouraging them to publish prolifically.
- It initiates interdisciplinary research projects undertaken by students and mentored by teachers. Establishing collaborations with Indian and foreign universities of eminence with the objective of encouraging student and faculty exchange programmes.
- Attending FDP to bring the knowledge of the teachers on par with the latest developments in their respective disciplines.

- Organizing National and International level Seminars and Conferences on subjects enveloping a broad range of themes/sub themes relevant to modern day education in HEIs.
- Encouraging teachers to publish research papers in UGC care list journals, and Scopus indexed journals.
- IQAC organized ICT, NEP 2020 workshops to enable teachers to intersperse technology in curriculum to make the art of classroom pedagogy more relevant and interesting.

- **II. Streamlining of Administrative Practices:**

- IQAC takes care of the needs of the administrative staff to improve their work atmosphere, both at the professional and emotional fronts.
- The IQAC proposes a number of best practices in various aspects of functioning of the administrative branch.
- Administrative and Academic Audit are conducted.
- IQAC believes in establishing a democratic pattern of administration.
- The Management along with the Principal ensures that equal opportunities are given to staff members who are best suited for a particular programme and also, they are provided with opportunities to hone their skills.
- Minutes of IQAC is presented to the apex statutory bodies. IQAC acts as a nodal agency of the institution for quality related activities and prepares the annual quality assurance report.

File Description	Document
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	View Document
Any additional information	View Document
Link for additional information	View Document

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

Response:

It has been one of the concerns of IQAC to adopt practices, which will provide quality education to the students through an effective and meaningful teaching-learning process.

IQAC achieves this through practices:

1. Conducting self-checks annually department wise SWOT Analysis is undertaken. Based on it, the IQAC gives constructive feedback to the Departments suggesting measures for internal quality

enhancement. It makes recommendations for the Departments to do self-evaluation and to set higher goals to meet new challenges.

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

General

- Recruitment of qualified faculty.
- The college deputed faculty to orientation programmes, refresher courses, regular seminars and workshops to keep them updated.
- Faculty development programmes are arranged by the college to ensure quality inputs.
- Bringing variations in assignments and project work to make it more challenging.
- The institution accommodates interim changes brought in by State authority in school curriculum which are mandatory to be attended to by Teacher Education institutions.
- IQAC suggests innovative pedagogical practices in addition to the completion of curriculum through assignments, tutorials, collaborative work etc.
- IQAC promotes the culture of research amongst students by organizing Research Workshops for students. Departments are encouraged to organize Conferences and Seminars on themes relevant to the educational needs and futuristic growth of the students as part of Capacity Building.

Specific

- Student seminars on current issues and developments like NEP 2020 are graded.
- Encouraging self-study, content analysis and lesson research to enhance quality.
- Participative learning programmes such as interactive sessions, peer observation etc.
- Strengthen the co-scholastic domains in phased manner by incorporating all the components.
- Student teachers are trained to critically analyze curriculum, syllabi, textbooks and question paper scientifically in the methodology paper.
- Language proficiency of student teachers is enhanced through the Communicative English Project and certificate courses.
- Deliberate efforts are made to make student teachers realize the integration of knowledge of core papers into methodology.
- Teachers are trained to re-conceptualize topics in terms of societal needs and approaches of critical pedagogy.
- Reflections on their biases, beliefs and values at the end of every class during internship is encouraged and documented.
- Emphasis is on contextualization and development of appropriate teaching-learning context catering to needs of the society.
- Projects are complemented with assignments, seminars and group discussions emphasizing on concepts as community studies, action research, teacher competencies etc.
- Probing into Philosophical and Sociological aspects in all methodologies.

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

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

Response: 14.8

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

2021-22	2020-21	2019-20	2018-19	2017-18
18	18	14	12	12

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

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

Response: A. Any 4 or more of the above

File Description	Document
Feedback analysis report	View Document
e-Copies of the accreditations and certifications	View Document
Data as per Data Template	View Document
Consolidated report of Academic Administrative Audit (AAA)	View Document
Link to the minutes of the meeting of IQAC	View Document
Link to Annual Quality Assurance Reports (AQAR) of IQAC	View Document

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

Response:

Administrative Increments: Community engagement & Extension Activities: After the first cycle of accreditation and implementation of two year B.Ed and M.Ed programme a shift from working independently gave way to collaborative work with non - governmental organizations outside the college premises. The student teachers conducted awareness programmes related to health and nutrition, low cost nutritious food, importance of clean surrounding, avoiding public littering, smoking, alcohol, tobacco, cancer awareness programme, inoculation regime and other aspects. In the succeeding year the emphasis shifted to awareness on Swachh Bharat programme and demonetization and its implementation. The following year the institution was dedicated to adult literacy programme as per UGC objectives involving socially disadvantaged. Swachh Bharat & Remedial programmes were also carried out in Government Schools. At the college level, campus cleaning and 'Go Green' initiative was planned and conducted. Slogans and motifs were painted on the wall spaces to sensitize the peer group constantly. The student teachers not only spread awareness regarding COVID but extended psycho - social support on call to the ailing COVID patients. The management and the principal took up an initiative to distribute essential commodities to the needy with the help of the lockdown.

II. Administrative: 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, and 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.

III. Academics: Innovative Teaching: Initially the student teachers designed five lessons based on 5E model, CAM model, digital, inquiry based and programmed instruction. The lessons were evaluated based on a common format. In the following year model specific rubrics were developed and a triangulation approach of evaluation was implemented that included self-reflection, peer evaluation and faculty input. New techniques such as multiple intelligence, ICT based, value based lessons were incorporated.

Based on the feedback from the students showing maximum quantum of learning during the practice of innovative lessons, the academic planning assigned two weeks of teaching for the same. The succeeding year designing lesson plans for inclusive classroom was emphasized. The students were exposed to ten different types of planning and five of which were selected and presented. The revised curriculum include innovative lessons in both semester three and four, thus giving scope for the student teachers to practice from a variety of plans such as STEM/ STEAM based teaching, team teaching, reciprocal teaching and differentiated learning. As the innovative lessons were conducted online, the students effectively integrated technology to present the different models of teaching, such as online activities, use of digital white board, videos, and pre-recorded videos of activities, which gave a new dimension to the teaching learning process. Rubrics were formulated for triangular evaluation process in accordance with approaches by respective faculties. A structured framework or the syntax of the model are designed and presented by the faculty with autonomy to be flexible and creative is given to the student teachers. Thus, this session of the teaching practice contributes significantly to enhancement of pedagogical skills.

III. Diversified Student-Centered Assessments: Continuous evaluation of the assessment system in line with current education research and national and state directives, assessments focused on measuring learning. During COVID the college introduced online examinations using various formats. Example: MCQs, MCQs combined with short answers, reflecting on videos, projects work, and open book exams etc. Credit Banks System as promoted by NEP2020. Students were required to register in SYAWAM courses so that credits accrued could be counted towards the overall credits of the concerned program. Students are encouraged to register and complete Diksha courses.

IV. Feedback Analysis: Students are required to provide feedback course wise as well program wise. The feedback received is collated and the data analyzed to observe the pattern of learning and achievement. Feedback has a knock-on effect, driving the change in the curriculum and other domains related to the teachers programs.

V. Library Reforms: The library process is fine tuned to include more reference books, manuscripts, journals and other relevant material so that students can obtain maximum benefits through remote access to the College Library. Research and Collaboration Centre has been established in the Library to facilitate teachers to use the ICT and e-resources for the purpose of doing research.

VI. Communication lab: Computer labs have been upgraded.

File Description	Document
Relevant documentary evidence in support of the claim	View Document
Any additional information	View Document
Link for additional information	View Document

Criterion 7 - 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

Response:

The college currently uses a 250KVA and 500 KVA generators as an alternative source to meet its power requirements. In the future, the college has alternative sources to formulate a systematic energy policy. These energy conservation methods has considered working seriously on it. This is our long term goal as per the policy includes educating students and employees on environmental concerns and sustainability to turn our college into a carbon-negative institute. To include environment concerns in planning and decision making. Solar is one of the easy ways to cut down electricity costs at institutions. In our area, we receive sunshine throughout the year. We are utilizing a large portion of the solar energy we were established solar panels, the energy from it is used to illuminate the common area lights and for the water heaters in the college campus.

The college makes effort for energy conservation by reducing the consumption of energy and using less of energy service. Energy conservation is a practice of reducing the quantity of energy use. It may be attained through efficient energy use or by reducing the consumption of energy services. Conservation of energy has been done by various methods. The following methods are followed in our college campus.

1. Planting tree saplings all around the campus so that there is a less usage of air conditioners.
2. Insulating a building allows it to use less heating and cooling energy to achieve and maintain a thermal comfort.
3. Installing light emitting diode bulbs, fluorescent lighting or natural skylight windows reduces the amount of energy required to attain the same level of illumination compared to using traditional incandescent light bulbs.
4. Designing features of the building that maximizes the use of natural light.
5. Adding blinds or other window fixtures in classrooms can allow teachers to reduce glare while trading electrical light for natural sunlight.
6. Natural sunlight will create a more relaxed learning environment compared to the harsh overhead lights that are normally in classrooms. Switching over to LED's or CFL's can save lot of energy.
7. Investing in energy saving power strips by keeping classroom computers and other devices plugged into power strips to help mitigate their standby power usage.
8. Encouraging students to do their part by creating a point system for recyclers or assigning extra credit projects focused on recycling and environmental impact.
9. Switching the lights off when the students leave the classrooms.

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

11. Energy can most efficiently used at Institute by trying to limit the electricity usage, turning off the lights. Reducing water wastage. Recycling the waste etc.

Alternative sources of energy –Solar energy- This is the most commonly used source of alternative energy by the institution.

File Description	Document
Institution energy policy document	View Document
Any additional information	View Document
Link for additional information	View Document

7.1.2 Institution has a stated policy and procedure for implementation of waste management

Response:

GRTCOE is committed to make its campus as a place where education is combined with environment friendly practices to promote sustainable development by

- **Degradable and Non-Degradable waste bins**

The college encourages the employees and students to use waste bins for collecting degradable and non-degradable wastes. Separate waste bins for degradable and non degradable waste are placed at the entrance in each block.

- **Use of Garbage collection vehicles**

All the agriculture, food, degradable and non-degradable wastes are being collected with the aid of garbage collecting vehicles including trucks and tractors which help in transporting these wastes.

- **Bio gas plant**

GRTCOE campus has erected a bio gas plant which will be helpful in converting wastes into bio-fertilizer. Bio gas obtained from the food waste is used for cooking.

- **Food waste collection**

Food waste obtained from canteen, guest houses and hostel is being collected separately using bins placed in each place which is sent to poultry farm.

- **Segregation of non-degradable waste**

Non-degradable wastes is being collected and it is stored in separate rooms for segregation.

- **Sewage treatment plant**

Sewage water is treated recycled and the treated water is used for watering the gardens and lawns maintained in the campus. The sludge settled in Sewage Treatment Plant is removed and dried on drying beds and used as manure for the gardens. The entire sewage waste is recycled and used for other purposes in the campus.

- **E-waste management**

E-waste is collected and it is stored in separate rooms which may be further sold out to the needy every year.

Non repairable e-waste like obsolete devices such as computer systems, servers, monitors, compact discs, printers, scanners, calculators, fax machine and battery cells are used as models to explain concepts to the students.

The faculty, the non-teaching staff and the students are encouraged to contribute collectively to develop the clean and eco friendly campus.

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document
Link for additional information	View Document

7.1.3 Institution waste management practices include

1. Segregation of waste
2. E-waste management
3. Vermi-compost
4. Bio gas plants
5. Sewage Treatment Plant

Response: A. Any 4 or more of the above

File Description	Document
Income Expenditure statement highlighting the specific components	View Document
Geo-tagged photographs	View Document
Documentary evidence in support of each selected response	View Document
Any additional information	View Document
Link for additional information	View Document

7.1.4 Institution has water management and conservation initiatives in the form of 1. Rain water harvesting 2. Waste water recycling 3. Reservoirs/tanks/ bore wells 4. Economical usage/ reduced wastage

Response: A. All of the above

File Description	Document
Income Expenditure statement highlighting the specific components	View Document
Geotagged photographs	View Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document
Any additional link	View Document

7.1.5 Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment

Response:

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

Sanitation is considered as basic determinant in quality of life and human development index. Ensuring that college is well maintained is not only conducive to productivity, it also increase the likelihood of expecting more students. The institute promotes and aligns goals to national mission of Swachh Bharat or Clean India Campaign which bring about change in behavioral and attitudinal aspect of habitants. The institute strongly believes in emphasizing on Information, Education and Communication (IEC) for effective participation of campus users.

The institute highlights and takes care of every basic parameter of maintenance of cleanliness like personal hygiene, safe water, waste water disposal, solid waste disposal, food hygiene and environmental sanitation. The Institute has framework in terms of Policies since Nov 2020 for Waste Management- (Solid, Liquid and Hazardous), Water Management and Green Cover Management to maintain and check all the basic parameters.

In a quest for healthy, livable and sustainable campus, spaces with plantation have a vital role. To add to the green cover of the Institute many tree plantation drives have been conducted by the institute. The Institute also adopts saplings distribution program as an act of promoting environment and sustainability in events and functions. The institute also prohibits intra movements of vehicles as to enhance the indoor air quality of the campus which in return reduce the air pollution.

Institute is resilient in deployment of dedicated team for maintenance of water system, drainage system

and waste management system in the campus. The periodic maintenance practiced in the campus induces sense of cleanness and also cut off extra expense on wastage.

Access to sanitation facilities is a fundamental right to safeguard health. Separate and safe sanitary facilities for females in the campus are also an encouraging factor of the institute. Dedicated safe drinking water sources are present at many places throughout the campus which comes from storage tank. The water purifier (RO System) is installed at common level to ensure water quality.

File Description	Document
Documents and/or photographs in support of the claim	View Document
Any additional information	View Document
Link for additional information	View Document

7.1.6 Institution is committed to encourage green practices that include: 1. Encouraging use of bicycles / E-vehicles 2. Create pedestrian friendly roads in the campus 3. Develop plastic-free campus 4. Move towards paperless office 5. Green landscaping with trees and plants

Response: A. All of the above

File Description	Document
Videos / Geotagged photographs related to Green Practices adopted by the institution	View Document
Snap shots and documents related to exclusive software packages used for paperless office	View Document
Income Expenditure statement highlighting the specific components	View Document
Circulars and relevant policy papers for the claims made	View Document
Any additional information	View Document
Link for additional information	View Document

7.1.7 Percentage of expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)

Response: 0.21

7.1.7.1 Total expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
1.3	2.4	0.6	0.9	0.6

File Description	Document
Income Expenditure statement on green initiatives, energy and waste management	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

7.1.8 Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges.

Response:

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 student along with faculty members is 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.

LOCATIONAL ADVANTAGES:

1. Railway station in the vicinity (within 2km)
2. College is located near NH716; connecting states for easy access of students from other states like Andhra Pradesh & Telangana.
3. Sufficient Green Area in vicinity of college
4. Community Park in Proximity
5. Easy Accessibility to College with Connectivity via Public Transport

6. Police station is located in the range for safety and security purposes.

7.24/7 CCTV Surveillance inside and outside the college assists the community to control any Anti-social activity in the nearby area.

8. Utmost care is taken to maintain cleanliness and greenery in and around the college.

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document
Link for additional information	View Document

7.1.9 Institution has a prescribed Code of Conduct for students, teachers, administrators and other staff, and conducts periodic programmes to appraise adherence to the Code through the following ways

- 1. Code of Conduct is displayed on the institution's website**
- 2. Students and teachers are oriented about the Code of Conduct**
- 3. There is a committee to monitor adherence to the Code of Conduct**
- 4. Professional ethics programmes for students, teachers, administrators and other staff are organized periodically**

Response: A. All of the above

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

7.2 Best Practices

7.2.1 Describe at least two institutional best practices (as per NAAC format given on its website)**Response:****Best Practice I:****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. The catchments and settlement tanks reduce the ground heat and act as a natural cooler. The best part of the practice of rainwater harvesting, is that if unused, this water can be collected in natural ponds or artificial tanks and decanted to the ground thus charging the a aquifer.

Objectives:

- To increase recharge of groundwater by capturing and storing rainwater, by rain water harvesting from rooftop run-offs.
- To store the water for gardening & washing purpose.

Best Practice: 2**1. Title of the Practice: Go Green Campus****2. Goal:**

- To save the human being from the effect of environmental pollution.
- Eco-campus by planting more trees.
- Generation of Solar energy.
- Conservation as well as generation energy.
- Efficient use of available water.
- Proper waste management.
- To tell environment degradation.
- Planting and maintaining trees.
- To accept clean production concept.

Conservation of Energy: College receives inadequate power supply from local power grid for its academic and administrative needs. Hence, in order to meet our requirements, the resources are used very

economically which is resulted in minimum expenditure on fuel, electricity bills. This helps us to overcome reliance on erratic power supply. Following initiatives are employed on campus: 1. Tube lights and bulbs have been replaced with CFL and LED lamps. 2. Optimum power utilization is practiced. 3. Plants in the campus are watered without wasting the water. 4. Water harvesting system is in place to collect roof top water into the underground drainage. 5. Students are provided safe and clean drinking water. 6. Exhaust fan is installed in the laboratory to expel hazardous gases.

File Description	Document
Photos related to two best practices of the Institution	View Document
Any additional information	View Document
Link for additional information	View Document

7.3 Institutional Distinctiveness

7.3.1 Performance of the institution in one area of distinctiveness related to its vision, priority and thrust

Response:

GRT College of Education assures to give quality education to students to boost up their intellectual ability and to nourish their talents. The main motto of all faculties working in this college is to guide the students for their all-round development and to nurture their innate talent and abilities. The college also tries to enrich the students' cultural activities and in games and sports. The college prepares the learners to be a self-confident citizen with perseverance, patriotism and humanity. The main aim of college is to empower our future generation academically and this is well evidenced by the success of our students. Many of our students are academically well enriched to be employed in many reputed institutions, organizations.

Vision, Mission and Objectives of the institution clearly points towards a quality and value based education based on the curriculum of the affiliating university. The college has a strong bonding with the local people. This includes a number of socially and economically weaker and marginalized section students. Strengthening rural education by providing various activities and outreach programmes. Vocational Education and training is a key element of lifelong learning system that aims to equip people with the technical knowledge, expertise, skills and competences required on the local market and at the same time with the personal skills for the future skills for the society so students are trained in handicrafts, tailoring and jewelry making to improve their standard of living.

File Description	Document
Photo and /or video of institutional performance related to the one area of its distinctiveness	View Document
Any additional information	View Document
Link for additional information	View Document

5. CONCLUSION

Additional Information :

The faculty endeavours to search for new venues of knowledge, to sustain its position in the field of education. Integrating relevant and meaningful institutional experiences with NGO's, the faculty builds teaching skills that could be extrapolated into their internship phase. In addition to this, the college also articulates new directions towards innovation and research supported by qualified faculty to ensure and enhance content and skill repositories among the student teachers. The students from rural areas are approached with a bottom-up strategy to facilitate equity in instructional transactions. Internal quality benchmarking of the college anticipates students' expectations. The outgoing B.Ed and M.Ed students are exposed to CTET/NET coaching by the faculty. Philosophical, sociological and psychological aspects of education are ingrained into for conceptual clarity and comprehension for attempting these eligibility examinations. Our mission is people driven. In this era of technology, we respect all outstanding teachers' and scaffold them to leverage their natural talents.

Concluding Remarks :

Renowned as the best teacher education college focuses on curriculum that is challenging and demanding to engage its students deeply in practical activities. Being responsive to socio-economic conditions and environmental issues, the institution takes pride in strengthening students' personal / professional. Excellences in diverse areas are recognised and rewarded. Growth and development is a continuous process rather than an event. The network of "opinion" which apex bodies, in-house statutory bodies, external audit measures, stakeholders operate with us reflects our capabilities. This evolves a self-study which results in a 'self-concept' appraisal and reflective practices which gives a positive healthy direction to the institutional functioning. The eco-system of this college encompasses objectives, teachers, students, a curriculum, materials and resources, provision of activities, time-table, work schedules, an evaluation system and teaching methodologies to create a socio-emotional climate.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.3	<p>Percentage of Students enrolled in the Value-added courses mentioned at 1.2.2 during the last five years</p> <p>1.2.3.1. Number of students enrolled in the Value – added courses mentioned at 1.2.2 during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>300</td> <td>37</td> <td>0</td> <td>90</td> <td>40</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>37</td> <td>40</td> <td>0</td> <td>80</td> <td>40</td> </tr> </tbody> </table> <p>Remark : Input edited as per the given clarification documents by HEI ,Number of students enrolled in the Value – added courses mentioned at 1.2.2 during the last five years.</p>	2021-22	2020-21	2019-20	2018-19	2017-18	300	37	0	90	40	2021-22	2020-21	2019-20	2018-19	2017-18	37	40	0	80	40
2021-22	2020-21	2019-20	2018-19	2017-18																	
300	37	0	90	40																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
37	40	0	80	40																	
1.4.2	<p>Feedback collected from stakeholders is processed and action is taken; feedback process adopted by the institution comprises the following</p> <p>Answer before DVV Verification : A. Feedback collected, analysed and action taken and feedback available on website</p> <p>Answer After DVV Verification: B. Feedback collected, analysed and action has been taken</p> <p>Remark : Input edited as per the given observation , Option B (Feedback collected, analysed and action has been taken)can be considered.</p>																				
2.1.2	<p>Percentage of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the last five years..</p> <p>2.1.2.1. Number of students enrolled from the reserved categories during last five years..</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>95</td> <td>100</td> <td>95</td> <td>91</td> <td>96</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	95	100	95	91	96	2021-22	2020-21	2019-20	2018-19	2017-18					
2021-22	2020-21	2019-20	2018-19	2017-18																	
95	100	95	91	96																	
2021-22	2020-21	2019-20	2018-19	2017-18																	

150	150	150	150	150
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2.2.2	<p>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</p> <ol style="list-style-type: none"> 1. Mentoring / Academic Counselling 2. Peer Feedback / Tutoring 3. Remedial Learning Engagement 4. Learning Enhancement / Enrichment inputs 5. Collaborative tasks 6. Assistive Devices and Adaptive Structures (for the differently abled) 7. Multilingual interactions and inputs <p>Answer before DVV Verification : A. Any 5 or more of the above Answer After DVV Verification: B. Any 4 of the above Remark : Input edited as per the given observation , Any 4 of the above can be considered.</p>
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2.3.2	<p>Percentage of teachers integrating ICT (excluding use of PPT) for effective teaching with Learning Management Systems (LMS), Swayam Prabha, e-Learning Resources and others during the last five years</p> <p>2.3.2.1. Number of teachers integrating ICT for effective teaching with Learning Management Systems (LMS), e-Learning Resources and others excluding PPT..</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1370 1046 1507"> <tr> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> <td>2017-18</td> </tr> <tr> <td>22</td> <td>22</td> <td>22</td> <td>18</td> <td>18</td> </tr> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1585 1046 1722"> <tr> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> <td>2017-18</td> </tr> <tr> <td>24</td> <td>25</td> <td>22</td> <td>18</td> <td>18</td> </tr> </table> <p>Remark : Input edited as per the given clarification documents by HEI , In the year 2020-21 & 2021-2022 all faculty members participated so 25 & 24 edited.</p>	2021-22	2020-21	2019-20	2018-19	2017-18	22	22	22	18	18	2021-22	2020-21	2019-20	2018-19	2017-18	24	25	22	18	18
2021-22	2020-21	2019-20	2018-19	2017-18																	
22	22	22	18	18																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
24	25	22	18	18																	

2.4.3	<p>Competency of effective communication is developed in students through several activities such as</p> <ol style="list-style-type: none"> 1. Workshop sessions for effective communication 2. Simulated sessions for practicing communication in different situations
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	<p>3. Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’</p> <p>4. Classroom teaching learning situations along with teacher and peer feedback</p> <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: D. Any 1 of the above Remark : Input edited as per the given observation , Any 1 of the above can be considered.</p>
2.4.4	<p>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</p> <ol style="list-style-type: none"> 1. Teacher made written tests essentially based on subject content 2. Observation modes for individual and group activities 3. Performance tests 4. Oral assessment 5. Rating Scales <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 3 or 4 of the above Remark : Input edited as per the given observation , Any 3 of the above can be considered.</p>
2.4.6	<p>Students develop competence to organize academic, cultural, sports and community related events through</p> <ol style="list-style-type: none"> 1. Planning and scheduling academic, cultural and sports events in school 2. Planning and execution of community related events 3. Building teams and helping them to participate 4. Involvement in preparatory arrangements 5. Executing/conducting the event <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. Any 3 of the above Remark : Input edited as per the given observation , Any 3 of the above can be considered.</p>
2.4.10	<p>Nature of internee engagement during internship consists of</p> <ol style="list-style-type: none"> 1. Classroom teaching 2. Mentoring 3. Time-table preparation 4. Student counseling 5. PTA meetings 6. Assessment of student learning – home assignments & tests 7. Organizing academic and cultural events 8. Maintaining documents 9. Administrative responsibilities- experience/exposure 10. Preparation of progress reports <p>Answer before DVV Verification : A. Any 8 or more of the above Answer After DVV Verification: B. Any 6 or 7 of the above</p>

Remark : Input edited as per the given observation , Any 6 of the above can be considered.

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. Any 4 of the above

Remark : Input edited as per the given observation , Any 4 of the above can be considered.

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

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

Answer before DVV Verification : 216.5

Answer after DVV Verification: 229

Remark : input edited as per the given clarification documents by HEI , excluding Physical Director; Total number of years of teaching experience of full-time teachers for the last completed academic year

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
95	150	147	128	110

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
144	148	148	142	144

Remark : Input edited as per the given clarification documents by HEI ,Total number of students who passed the university examination during the last five years.

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

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

Answer before DVV Verification : 140

Answer after DVV Verification: 120

3.2.1 Average number of research papers / articles per teacher published in Journals notified on UGC website during the last five years

3.2.1.1. Number of research papers / articles per teacher published in the Journals notified on UGC website during the last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
8	8	10	18	25

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
1	1	0	3	9

Remark : Input edited as per the given clarification documents by HEI , HEI has not provided notified UGC website link so it should not be considered.

3.2.2 Average number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the last five years

3.2.2.1. Total number of books and / or chapters in edited books, papers in National / International conference proceedings published during the last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
37	10	11	9	4

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
6	4	0	0	2

Remark : Input edited as per the given clarification documents by HEI , Publications claimed for this metric with unique ISBN Number has considered.

3.3.1 Average number of outreach activities organized by the institution during the last five years..

3.3.1.1. Total number of outreach activities organized by the institution during the last five years.

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
15	14	03	05	08

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
8	14	03	05	08

Remark : Input edited as per the given clarification documents by HEI , Total number of outreach activities organized by the institution during the last five years.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
89	7	9	3	15

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
10	1	1	1	2

Remark : Input edited as per the given clarification documents by HEI , Total number of awards and honours received for outreach activities from government/ recognized agency during the last five years.

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

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

Answer before DVV Verification : 10

Answer after DVV Verification: 7

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

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

Answer before DVV Verification : 7

in the institution

Answer before DVV Verification : 11

Answer after DVV Verification: 10

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
3.29	1.96	2.96	0.17	2.9

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
4.718	16.34	19.648	15.915	2.729

Remark : Input edited as per the given clarification documents by HEI , Expenditure for infrastructure augmentation excluding salary during the last five years (INR in lakhs).

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
.48	.086	.56	.068	.56

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
4.88	0.0478	0.0489	5.67	7.906

Remark : Input edited as per the given clarification documents by HEI , Annual expenditure for purchase of books, journals and e-resources during the last five years. (INR in Lakhs).

4.4.1 Percentage expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in Lakhs)**4.4.1.1. Expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in lakhs)**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
7.60	4.27	1.39	2.71	3.93

Answer After DVV Verification :

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

7.60	4.27	1.39	0.0167	3.93
------	------	------	--------	------

Remark : Input edited as per the given clarification documents by HEI , Expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in lakhs).

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
1	0	0	0	10

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
1	0	0	0	8

Remark : Input edited as per the given clarification documents by HEI , Number of students qualifying in state/ national level examinations (eg: NET/SLET/ TET/ CTET) during the last five years.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
32	0	20	18	17

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
13	0	19	14	17

Remark : Input edited as per the given clarification documents by HEI , Number of sports and cultural events organized at the institution during the last five years.

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

1. Planning and Development

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

Answer before DVV Verification : A. Any 6 or more of the above

Answer After DVV Verification: B. Any 5 of the above

Remark : Input edited as per the given clarification documents by HEI , Implementation of e-governance are in the following areas of operation.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
11	1	4	1	9

Answer After DVV Verification :

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

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
2	0	3	5	4

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
1	0	2	3	3

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
16	11	16	16	13

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
18	18	14	12	12

2.Extended Profile Deviations

ID	Extended Questions																				
1.3	<p>Number of seats earmarked for reserved category as per GOI/ State Govt. rule year wise during the last five years..</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>104</td> <td>104</td> <td>104</td> <td>104</td> <td>104</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>149</td> <td>149</td> <td>149</td> <td>149</td> <td>149</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	104	104	104	104	104	2021-22	2020-21	2019-20	2018-19	2017-18	149	149	149	149	149
2021-22	2020-21	2019-20	2018-19	2017-18																	
104	104	104	104	104																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
149	149	149	149	149																	
1.5	<p>Number of graduating students year-wise during last five years..</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>147</td> <td>150</td> <td>147</td> <td>150</td> <td>150</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>144</td> <td>150</td> <td>147</td> <td>128</td> <td>114</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	147	150	147	150	150	2021-22	2020-21	2019-20	2018-19	2017-18	144	150	147	128	114
2021-22	2020-21	2019-20	2018-19	2017-18																	
147	150	147	150	150																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
144	150	147	128	114																	
2.1	<p>Number of full time teachers year wise during the last five years..</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>25</td> <td>26</td> <td>26</td> <td>26</td> <td>26</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>24</td> <td>25</td> <td>25</td> <td>25</td> <td>25</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	25	26	26	26	26	2021-22	2020-21	2019-20	2018-19	2017-18	24	25	25	25	25
2021-22	2020-21	2019-20	2018-19	2017-18																	
25	26	26	26	26																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
24	25	25	25	25																	

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
25	26	26	26	26

Answer After DVV Verification:

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
32.92	19.6	29.7	27.1	29.0

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
372.948	582.779	589.731	627.705	592.965