



YEARLY STATUS REPORT - 2021-2022

Part A

Data of the Institution

Part A	
Data of the Institution	
1.Name of the Institution	GOVERNMENT COLLEGE OF EDUCATION
• Name of the Head of the institution	Dr .A. JOHN PETER
• Designation	PRINCIPAL
• Does the institution function from its own campus?	Yes
• Alternate phone No.	04288260085
• Mobile No:	9894787344
• Registered e-mail ID (Principal)	gcekpm@gmail.com
• Alternate Email ID	gcekpmiqac@gmail.com
• Address	OLAPALAYAM ROAD
• City/Town	KOMARAPALAYAM
• State/UT	TAMILNADU
• Pin Code	638183
2.Institutional status	
• Teacher Education/ Special Education/Physical Education:	Teacher Education
• Type of Institution	Co-education
• Location	Semi-Urban

• Financial Status	UGC 2f and 12(B)				
• Name of the Affiliating University	TAMILNADU TEACHER EDUCATION UNIVERSITY				
• Name of the IQAC Co-ordinator/Director	Dr .K.M.VENKATESAN				
• Phone No.	04288260085				
• Alternate phone No.(IQAC)					
• Mobile (IQAC)	9944074447				
• IQAC e-mail address	gcekpmiqac@gmail.com				
• Alternate e-mail address (IQAC)					
3.Website address	http://gcekpm.ac.in				
• Web-link of the AQAR: (Previous Academic Year)					
4.Whether Academic Calendar prepared during the year?	Yes				
• if yes, whether it is uploaded in the Institutional website Web link:	https://gcekpm.ac.in/uploads/Cale ndars/Calendar_2021-2022.pdf				
5.Accreditation Details					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	B	73.95	2005	20/05/2005	19/05/2010
Cycle 2	B	2.24	2013	05/01/2013	04/01/2018
6.Date of Establishment of IQAC			02/02/2007		
7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNTT etc.					
Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount	
Nil	Nil	Nil	Nil	Nil	
8.Whether composition of IQAC as per latest NAAC guidelines			Yes		

<ul style="list-style-type: none"> • Upload latest notification of formation of IQAC 	No File Uploaded
9.No. of IQAC meetings held during the year	1
<ul style="list-style-type: none"> • Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? 	Yes
<ul style="list-style-type: none"> • (Please upload, minutes of meetings and action taken report) 	No File Uploaded
10.Whether IQAC received funding from any of the funding agency to support its activities during the year?	No
<ul style="list-style-type: none"> • If yes, mention the amount 	
11.Significant contributions made by IQAC during the current year (maximum five bullets)	
Yoga Class for the students :	
PROMOTION OF SPORTS CULTURE	
Institution has a prescribed Code of Conduct for students, teachers, administrators and other staff, and conducts periodic programmes.	
Organized activities under different clubs of the College.	
Organized Workshops & Seminars for Students, Faculty members.	
12.Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year (web link may be provided).	
Plan of Action	Achievements/Outcomes
Inauguration of club activity	conducted
Conducting Citizenship camp	conducted
Organizing of Pongal festival	done
13.Whether the AQAR was placed before statutory body?	No

<ul style="list-style-type: none"> Name of the statutory body 	
Name of the statutory body	Date of meeting(s)
Nil	Nil
14. Whether institutional data submitted to AISHE	
Year	Date of Submission
2020-2021	19/02/2022
15. Multidisciplinary / interdisciplinary	
NIL	
16. Academic bank of credits (ABC):	
Nil	
17. Skill development:	
<ul style="list-style-type: none"> we are conducting yoga classes periodically. We are providing Arts & Craft practises. We are organizing Fine arts programmes. developing computer knowledge through ICT lab. 	
18. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)	
<ul style="list-style-type: none"> All the studends are attended SWAYAM online courses. 	
19. Focus on Outcome based education (OBE): Focus on Outcome based education (OBE):	
NIL	
20. Distance education/online education:	
NIL	
Extended Profile	
1. Student	
2.1 Number of students on roll during the year	200

File Description	Documents
Data Template	View File
2.2	100
Number of seats sanctioned during the year	
File Description	Documents
Data Template	View File
2.3	100
Number of seats earmarked for reserved categories as per GOI/State Government during the year:	
File Description	Documents
Data Template	View File
2.4	97
Number of outgoing / final year students during the year:	
File Description	Documents
Data Template	View File
2.5	91
Number of graduating students during the year	
File Description	Documents
Data Template	View File
2.6	100
Number of students enrolled during the year	
File Description	Documents
Data Template	View File
2.Institution	
4.1	496066
Total expenditure, excluding salary, during the year (INR in Lakhs):	

4.2	39
Total number of computers on campus for academic purposes	
3. Teacher	
5.1	14
Number of full-time teachers during the year:	
File Description	Documents
Data Template	View File
Data Template	View File
5.2	15
Number of sanctioned posts for the year:	
Part B	
CURRICULAR ASPECTS	
1.1 - Curriculum Planning	
1.1.1 - Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation. Describe the institutional process of planning and/or reviewing, revising curriculum and adapting it to the local context in not more than 100 - 200 words	
<p>The Curriculum planning is an essential aspect of effective teaching that establishes the ground work of students' academic careers. It provides a guide by suppling learning outcomes along with the activities. The Curriculum planning was done according to syllabus provided by the Tamilnadu Teacher Education University, Chennai from 2008 onwards. The curriculum of any program is designed by the board of studies of university. The college is not free to design their own syllabus. Even the revision and upgradation of the syllabus is the prerogative of the university.</p>	

File Description	Documents
Details of a. the procedure adopted including periodicity, kinds of activities b. Communication of decisions to all concerned c. Kinds of issues discussed	No File Uploaded
Plan developed for the academic year	No File Uploaded
Plans for mid- course correction wherever needed for the academic year	No File Uploaded
Any other relevant information	No File Uploaded

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

E. Any 1 of the above

File Description	Documents
Data as per Data Template	No File Uploaded
List of persons who participated in the process of in-house curriculum planning	No File Uploaded
Meeting notice and minutes of the meeting for in-house curriculum planning	No File Uploaded
A copy of the programme of action for in- house curriculum planned and adopted during the academic year	No File Uploaded
Any other relevant information	No File Uploaded

1.1.3 - While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) for all programmes offered by the institution, which are stated and communicated to teachers and

D. Any 1 of the Above

**students through Website of the Institution
Prospectus Student induction programme
Orientation programme for teachers**

File Description	Documents
Data as per Data Template	No File Uploaded
URL to the page on website where the PLOs and CLOs are listed	Nil
Prospectus for the academic year	No File Uploaded
Report and photographs with caption and date of student induction programmes	View File
Report and photographs with caption and date of teacher orientation programmes	View File
Any other relevant information	View File

1.2 - Academic Flexibility

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

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

18

File Description	Documents
Data as per Data Template	View File
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	No File Uploaded
Academic calendar showing time allotted for optional / electives / pedagogy courses	No File Uploaded
Any other relevant information	Nil

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

0

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

00

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

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

0

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

0

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

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

File Description	Documents
Data as per Data Template	View File
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses as per Data Template	No File Uploaded
Document showing teachers' mentoring and assistance to students to avail of self-study courses	No File Uploaded
Any other relevant information	No File Uploaded

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

99

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

99

File Description	Documents
Data as per Data Template	View File
Certificates / evidences for completing the self-study course(s)	View File
List of students enrolled and completed in self study course(s)	No File Uploaded
Any other relevant information	No File Uploaded

1.3 - Curriculum Enrichment

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

The academic session of the college begins with the organization of

Familiarization Session to orientate the students with the functioning, rules and regulations of the college with a view to facilitate their adjustment in the college. During this Student Induction Programme the students are made aware of Programme and Course Learning Outcomes of entire B.Ed teacher education programme.

An effort is made to develop a multiplicity of skills in the teacher trainees by equipping them with the knowledge and skills required for different levels of school education through innovative technique and hands on experience such as internship, field trips, laboratory work etc.

In addition to demonstrating basic knowledge and skills in the general field of teaching-learning, students are expected to develop specific knowledge and skills through work in the practicum/field experience. Micro-teaching is an integral part of the B.Ed programme.

In order to prepare intellectually competent, socially concerned, morally upright and technically inclined students teachers, various incessant activities are planned out throughout the year. Celebration of important days and events in the college also enables them to work in collaboration with peers, teachers and local bodies.

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

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

The students are acquainted with the school system during the induction session conducted before the commencement of internship program. They are asked to closely observe Government as well as special schools in rural and urban areas. Furthermore, students are

made to analyse and study the admission policy, infrastructure facilities, evaluation policy, teaching pedagogical practices and roles and responsibilities of different staff members. They observe and perceive the presence of functional differences among schools, thus, ensuring appropriate expansion of knowledge. During internship programme, students are also made familiar with the assessment system prevailing in the school. Norms and standards laid down by different Boards are followed in the schools with immense care and accuracy. Students visit the schools during field engagement and internship to know about the functioning, curriculum transaction, assessment system, and other pedagogical strategies used in the teaching-learning process. They make a profile of these schools from comparative perspective.

File Description	Documents
Action plan indicating the way students are familiarized with the diversities in Indian school systems	No File Uploaded
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

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

The various learning experiences provided for the B.Ed., students through various programmes are all interlinked and make them ready for the professional field. The theoretical classes on the various courses enhance their knowledge and help them to apply it in their professional field. The various co-curricular activities organized by the college like assembly programme, quiz programme, sports, cultural activities, celebration of important days enhance the organizational collaborative and creative skills of the teacher trainees which enable them to be professionally excellent teachers. The citizenship camp helps them to imbibe value, attitudes and skills which help them to function as better teachers. The moral and value education helps the students to imbibe professional ethics and moral values which helps them to perform better in all the activities and fit into the noble profession. The communication skills course enhances their communication skill and helps them to learn better in all the subjects and ultimately become a better

teacher. Therefore, the efforts made by the institution enable the student teacher to develop an understanding of the interconnectedness of the various learning activities arranged during B.Ed., course and in turn enhance their professional skills.

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

1.4 - Feedback System

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

Two of the above

File Description	Documents
Sample filled-in feedback forms of the stake holders	View File
Any other relevant information	No File Uploaded

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

Feedback not collected

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

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

100

2.1.1.1 - Number of students enrolled during the year

99

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

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

195

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

197

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

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

0

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

0

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

2.2 - Honoring Student Diversity

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

For the assistance of students who want to undergo professional education programme at the institution level, where the teachers as well as principal of the college (if need arises) interact with the students and assess their needs and aspirations. Proper guidance and counselling is provided to them and queries regarding the structure of the course are sorted out. The institution organises orientation programme for the students at the commencement of the new session and it takes every possible measure to understand the needs and requirements of the students before the commencement of the session. The students are asked to introduce themselves on the first day of their college. This is to assess their language, communication skills, aptitude towards teaching, their talent/hobbies, value concepts for making focus group. Tutorials are taken by the teachers as per the needs of the learner. during the tutorial sessions gaps if any are identified by the teachers which are removed as per the needs of the learners.

Entry level knowledge is administered through various modes like discussing, interacting etc. by the concern faculty in their respective pedagogy as well as core subjects. Students are given current topics for group discussion (ice breaking session) to assess their thinking skills. Students with good co-curricular skills are identified through stage and field events organised by the college.

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

2.2.2 - Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through Mentoring / Academic Counselling Peer Feedback / Tutoring Remedial Learning Engagement Learning Enhancement / Enrichment inputs Collaborative tasks Assistive Devices and Adaptive Structures (for the differently abled) Multilingual interactions and inputs	Two/One of the above
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File Description	Documents
Data as per Data Template	View File
Relevant documents highlighting the activities to address the student diversities	View File
Reports with seal and signature of Principal	No File Uploaded
Photographs with caption and date, if any	View File
Any other relevant information	No File Uploaded

2.2.3 - There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students No Special effort put forth in accordance with learner needs Only when students seek support As an institutionalized activity in accordance with learner needs Left to the judgment of the individual teacher/s Whenever need arises due to student diversity	Two of the above
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File Description	Documents
Relevant documents highlighting the activities to address the differential student needs	No File Uploaded
Reports with seal and signature of the Principal	View File
Photographs with caption and date	No File Uploaded
Any other relevant information	No File Uploaded

2.2.4 - Student-Mentor ratio for the academic year

40:1

2.2.4.1 - Number of mentors in the Institution

6

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

2.3 - Teaching- Learning Process

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

With a view to make learning student centred, the institution aims at overall personality development of the student teachers. The focus of all the activities in the teaching learning process is to produce effective and competent teachers as well as vigilant and valuable citizens. In order to achieve this objective, multiple mode approach to teaching learning is adopted by the institution. In normal classroom teaching, teachers utilize experiential learning, problem-solving methodologies, role-playing activities, brain storming, classroom seminars, group discussions, assignment work and field visits. In all courses, students are encouraged to make ppts, individually or in collaboration with peers to promote independent

learning. Classroom assignments and seminars emphasize individual thinking over received knowledge. They are motivated to construct the knowledge on their own. Many students are engaged in developing e-content like creation of blog. Educational visits and fieldtrips to Institutes/Industries/Historical Monuments etc. are conducted to enrich the teaching-learning process. The college organise workshops, seminars and other competitions to enable the students to interact more closely with experts, accomplished academicians and research scholars from their own domain thereby broadening their world view beyond the realm of textbooks.

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

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

12

File Description	Documents
Data as per Data Template	View File
Link to LMS	Nil
Any other relevant information	No File Uploaded

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

199

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

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

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

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

A mentoring system is well in place in college where each teacher constantly mentor' students.

The faculty members identify, reflect and engage with diverse learners in order to maintain an effective mentoring relationship. Tutorials are taken by the teachers as per the needs of the

learners. During the tutorial sessions, gaps, if any, are identified by the teachers which are removed by the special and remedial classes.

Teachers provide guidance and full support to their students and establish a strong bond which is required for a healthy relationship amongst team members. The students develop new ideas to design a wide variety of working models, charts and teaching aids.

College provides free coaching classes for various NET/SLET, TRB, TET and CTET. Mentors reduce the stress level of his/her mentees by teaching them various life skills.

Staff members are encouraged to attend orientation, refresher courses, Induction Training Programme, workshops, seminars and symposiums etc. Teachers in turn motivate their mentees to present various seminars and take part in various debates and symposiums. Every student is encouraged to use the latest technologies.

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

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

Four of the above

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the selected response/s	View File
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	View File
Any other relevant information	No File Uploaded

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

The college makes an effort to provide an ambience conducive to learning and development of various skills viz creativity, innovativeness, empathy, intellectual and thinking skills, life skills etc. among the students so that the student teachers can be trained enough to face the challenges of the modern era. Interactive sessions are organized to maintain a good interaction among the students and with the teachers. Teachers adopt constructivist approach teaching whereby students are motivated to construct knowledge on their own. The college also organizes field visits or projects for the students in order to promote participative learning. The college also organizes workshops, seminars, conferences, extension lectures in order to develop creative and innovative minds. Students are also encouraged to participate in various literary items like quiz competitions, debates, declamations, elocution, poem recitation etc so that their literary and thinking skills can be enhanced. All the student teachers are instructed and trained to develop creative and innovative lesson plans under the guidance of pedagogy teachers. Students are also allotted one or the other project during their course of study which helps in promoting group dynamics among the students.

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

2.4 - Competency and Skill Development

2.4.1 - Institution provides opportunities for developing competencies and skills in different

functional areas through specially designed activities / experiences that include Organizing Learning (lesson plan) Developing Teaching Competencies Assessment of Learning Technology Use and Integration Organizing Field Visits Conducting Outreach/ Out of Classroom Activities Community Engagement Facilitating Inclusive Education Preparing Individualized Educational Plan(IEP)

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

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

Ten/All of the above

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

2.4.3 - Competency of effective communication is developed in students through several activities such as Workshop sessions for effective communication Simulated sessions for practicing communication in different situations Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’ Classroom teaching learning situations along with teacher and peer feedback

All of the above

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

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

All of the above

File Description	Documents
Data as per Data Template	View File
Samples prepared by students for each indicated assessment tool	No File Uploaded
Documents showing the different activities for evolving indicated assessment tools	View File
Any other relevant information	No File Uploaded

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

Four of the above

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

2.4.6 - Students develop competence to organize academic, cultural, sports and community related events through Planning and scheduling academic, cultural and sports events in school Planning and execution of community related events Building teams and helping them to participate Involvement in preparatory arrangements Executing/conducting the event

All of the above

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

2.4.7 - A variety of assignments given and assessed for theory courses through Library work Field exploration Hands-on activity Preparation of term paper Identifying and using the different sources for study	All of the above
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File Description	Documents
Data as per Data Template	No File Uploaded
Samples of assessed assignments for theory courses of different programmes	No File Uploaded
Any other relevant information	No File Uploaded

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

We are plans the internship programme systematically to shape the student teachers into effective teachers of tomorrow. For organizing the internship programme, first list of schools is prepared based on the convenience of students. Selection of schools by the students is done using Google form. Then permission from the head of the schools is sought regarding the number of students to be admitted in each school, using prescribed form. After this permission from CEO is sought for conducting internship in selected schools. Students are sent to the schools for collecting timetable and syllabus. Orientation regarding the activities of internship is given to the headmasters and teachers of selected schools. Orientation is given to the students regarding their duties and responsibilities in

school. The student teacher should correct their lesson plans and teaching aids and get the signature of the concerned teacher educator before going to the school. The performance of the students during internship is assessed by the teacher educators, mentor teachers, head of the institution and the peer group using the teaching assessment scale.

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

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

2.4.9.1 - Number of final year students during the academic year

97

File Description	Documents
Data as per Data Template	No File Uploaded
Plan of teacher engagement in school internship	No File Uploaded
Any other relevant information	No File Uploaded

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

Nine/All of the above

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

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

The college adopts effective monitoring mechanism during internship programme. The concerned mentor teachers in the school observe the classes of the student teachers and provide their suggestions. The feedback of their teaching is provided in the assessment scale. The concerned subject teachers observe the classes and suggestions are given to the students teachers immediately after observation. The principal and faculties of the college visits the practice teaching schools interact with the student teachers and school heads. The classes of student teachers are observed by a peer of the same optional subject. Their observation is noted in the Performa for peer observation. The headmaster of the school also assesses the teaching of student teachers.

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

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

Four of the above

File Description	Documents
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	No File Uploaded
Two filled in sample observation formats for each of the claimed assessors	No File Uploaded
Any other relevant information	No File Uploaded

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

Four of the above

File Description	Documents
Format for criteria and weightages for interns' performance appraisal used	No File Uploaded
Five filled in formats for each of the aspects claimed	No File Uploaded
Any other relevant information	No File Uploaded

2.5 - Teacher Profile and Quality

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

11

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

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

6

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

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

13

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

13

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

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

Every year teachers put forth efforts to keep themselves updated professionally to improve their skills by attending refresher courses, short term courses in education and participated and presented papers in various seminars. Teachers served as resource persons and gave talks on various themes related to Education and Research in various institutions and also served as doctoral committee members in colleges and universities.

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

2.6 - Evaluation Process

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

details of the Continuous Internal Evaluation in the institution highlighting its major components in not more than 100-200 words

Our College of Education affiliated to Tamil Nadu Teachers Education University has a standard process of internal examination system in the college. The institution follows Continuous and Comprehensive Evaluation with Choice Based Credit and Semester system (CBCSS). Internal and external evaluation are conducted for theoretical and practical components in each semester for B.Ed.. The components of Internal Assessment is done through assignments, seminars, suggested activities as specified in the syllabus and internal examinations - Open book Examination. The seminars and assignments are evaluated using rubrics concerned. Internal and external evaluation is conducted for 30 and 70 marks respectively. For internal Evaluation, out of the 30 marks, 5 marks for seminar, 10 marks for assignment, 10 marks for internal examination and 05 marks for attendance. The schedule of the internal examination is decided at the beginning of the session, and is included in the academic calendar.

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

2.6.2 - Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation Display of internal assessment marks before the term end examination Timely feedback on individual/group performance Provision of improvement opportunities Access to tutorial/remedial support Provision of answering bilingually

Three of the above

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

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

The mechanism for grievance redressal related to examination is made by the concerned course teacher. The internal marks is communicated to the students before the end semester examination. If any student has a grievance regarding internal assessment he/she has to approach the concerned course teacher. There is provision for redressing grievances related to external examination. If there is any grievance regarding the result of end semester examination there is provision for obtaining photo copies of answer scripts, retotaling of marks and revaluation by remitting the fee prescribed by the University.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

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

The academic calendar is prepared by the college. The college tries its best to adhere to the academic calendar for conducting internal evaluation. Internal evaluation for each course is based on tests and suggested activities as specified in the syllabus. Teaching competence of the student teachers is evaluated by observing the classes by the teacher educators. The institution adheres to the academic calendar through the following methods:

1. Internal examination schedule of each semester is prepared in the academic calendar.
2. The activities.
3. The monthly action plan.
4. Messengers are sent to the teachers and students about the evaluation activities scheduled for a month.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

2.7 - Student Performance and Learning Outcomes

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

INTEGRATION OF STUDENT LEARNING OUTCOMES IN THE TEACHING LEARNING PROCESS

To comply with the PLOs and CLOs of the programme, the institution has integrating the student outcomes in the teaching and learning process. To act in accordance with the assigned objectives of the programme, the institution assessed the academic and general awareness of the student teachers by conducting Induction Program to give the outline of the curriculum content. Based on the objectives, the teacher educators plan for the SLOs. For the effective attainment of SLOs, the learners were encouraged to involve themselves in participatory approach. The educators utilized the institutional resources to present the course content and the recent developments for the better understanding of the learners. Multilingual interaction and inputs are also included to provide a cross regional comprehension of concepts. Educators plan for the Expert talk which leads to practical knowledge and easy understanding of the course content. Hence we reached the attainment of SLOs which seems to be the preparatory step of CLOs. Thus the entire teaching learning process is carefully planned and executed based on the outcomes of CLOs.

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

2.7.2 - Pass percentage of Students during the year

File Description	Documents
Data as per Data Template	View File
Result sheet for each year received from the Affiliating University	View File
Certified report from the Head of the Institution indicating pass percentage of students program-wise	No File Uploaded
Any other relevant information	No File Uploaded

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

The curriculum for the B.Ed programme is designed to efficient teachers. The course learning outcomes are decided in such a way as to obtain the broad programme learning outcomes. The attainment of CLO for B.Ed is assessed through seminars, assignment, tests and suggested activities. The internal assessment enables the students to test their attainment of course learning outcomes, which intern helps to test the attainment of programme learning outcome. The professional development of student teachers is monitored through various practical components such as internship programme, microteaching, demonstration classes, peer observation classes, school based activities, yoga, physical education etc. The constant feedback given by the faculty motivates the students to enhance their performance. Thus the progressive performance of students and attainment of professional and personal attributes is in line with the PLO's and CLO's.

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

2.7.4 - Performance of outgoing students in internal assessment**2.7.4.1 - Number of students achieving on an average 70% or more in internal assessment activities during the year****94**

File Description	Documents
Number of students achieving on an average 70% or more in internal assessment activities during t	View File
Record of student-wise / programme-wise / semester-wise internal assessment of students during the year	View File
Any other relevant information	No File Uploaded

2.7.5 - Performance of students on various assessment tasks reflects how far their initially identified learning needs are catered to. Describe with examples the extent to which the assessment task and the performance of students reflect their initially identified learning needs in not more than 100 -200 words.

PERFORMANCE OF STUDENT TEACHERS IDENTIFIED LEARNING NEEDS THROUGH ENTRY LEVEL ASSESSMENT

The students' learning needs such as flexibility, friendly approach, effective communication system, individualized care, academic and psychological counselling, skill development, language fluency, subject proficiency, physical fitness, professional skill enriching, demonstration classes, seminar, assignments, ICT technology oriented teaching, team teaching methods, remedial teaching techniques, cultural events, etc were identified through Mentor Mentee Meet, Grievance, Feedback system, Pedagogy staff, Communication between the class teachers and the parents. Based on the learning needs of the students, copious activities were given to them to fulfil their needs and expectations. The institution has arranged the programmes, initially to expose their skills.

EXIT LEVEL ASSESSMENT

In the beginning, the students' learning needs were identified and the institution provides various activities and tasks to mould them to become a reflective teacher. At the end of the programme, their progress is measured once again through assessment.

File Description	Documents
Documentary evidence in respect to claim	No File Uploaded
Any other relevant information	No File Uploaded
2.8 - Student Satisfaction Survey	
2.8.1 - Online student satisfaction survey regarding teaching learning process	
Yes - we are conducting survey in periodically.	
RESEARCH AND OUTREACH ACTIVITIES	
3.1 - Resource Mobilization for Research	
3.1.1 - Number of research projects funded by government and/ or non-government agencies during the year	
0	
File Description	Documents
Data as per Data Template	View File
Sanction letter from the funding agency	No File Uploaded
Any other relevant information	No File Uploaded
3.1.2 - Number of grants received for research projects from government and / or non-government agencies during the year (INR in Lakhs)	
0	
File Description	Documents
Sanction letter from the funding agency	No File Uploaded
Income Expenditure statements highlighting the research grants received certified by the auditor	No File Uploaded
Any other relevant information	No File Uploaded
3.1.3 - In-house support is provided by the institution to teachers for research purposes during the year in the form of Seed money for doctoral studies / research projects Granting study leave for research field work	

Undertaking appraisals of institutional functioning and documentation Facilitating research by providing organizational supports Organizing research circle / internal seminar / interactive session on research

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

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

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

3.2 - Research Publications

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

4

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

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

0

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

3.3 - Outreach Activities**3.3.1 - Number of outreach activities organized by the institution during the year****3.3.1.1 - Total number of outreach activities organized by the institution during the year**

6

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

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

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

195

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

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

195

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

195

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

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

SENSITIZED STUDENTS TO SOCIAL ISSUES THROUGH VARIOUS OUTREACH

ACTIVITIES:

Our institution made enthusiastic efforts through various clubs and committees such as NSS, YRC, RRC etc at its supreme level to sensitize the students to face the social issues.

SOCIAL AWARENESS PROGRAMME

Institution arranged awareness programs like National Voter's Day, AIDS, Drug Abuse to foster the students to solve the social problems. Institution organized rally on diverse occasions; to create awareness about AIDS, to create Voter Awareness. Keeping in view, to promote the awareness on deforestation, "Seed Balls Preparation and Distribution" program was organized and created efforts towards afforestation.

RENDERED COMMUNITY SERVICE

Seed Ball distribution programme was conducted in nearby college by our institution and the students were insisted to plant saplings in and around their campus and residence.

File Description	Documents
Relevant documentary evidence for the claim	No File Uploaded
Report of each outreach activity signed by the Principal	No File Uploaded
Any other relevant information	No File Uploaded

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

Nil

File Description	Documents
Data as per Data Template	No File Uploaded
Appropriate certificates from the awarding agency	No File Uploaded
Any other relevant information	No File Uploaded

3.4 - Collaboration and Linkages

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

Nil

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

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

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

Nil

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

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

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

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

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

Government College of Education for Women was established in 1966 in an area of 3.06 acres with adequate teaching-learning facilities satisfying the requirements of NCTE and other statutory bodies. The Institution has well-maintained and adequately furnished 10 Classrooms with ICT facilities. There are 4 spacious halls on the campus, seminar Halls with a seating capacity of 200 persons. The Institution has well-furnished laboratories: Physical Science, Biological Science, ICT, Psychology Lab, Language Lab, Audio Visual. The library is working with the Online Reference Centre to access electronic resources. The College has an Outdoor Playground, Indoor Sports, Fitness Centre, Gardens, Hostel facilities are available for both boys and girls, Purified Drinking Water, 125 KVA Generator, Biometric Attendance System, Surveillance Cameras, Fire Extinguishers, Ramps, Restrooms for Ladies, differently-abled and Gents, Parking, Storerooms, and Wellness Rooms.

Classrooms, departments, auditoriums, laboratories, and galleries are regularly cleaned by the support staff of the institution. Our college Environmental club members ensure the maintenance of the cleanliness on the campus. The members monitor regular checking of the classroom cleanliness. The campus safety is monitored through

surveillance cameras. The infrastructure maintenance which includes civil, plumbing, electrical, and furniture repair is also regularly done and checked.

File Description	Documents
List of physical facilities available for teaching learning	View File
Geo-tagged photographs	No File Uploaded
Any other relevant information	No File Uploaded

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

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

12

File Description	Documents
Data as per Data Template	View File
Geo-tagged photographs	View File
Link to relevant page on the Institutional website	Nil
Any other relevant information	No File Uploaded

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

496066

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	No File Uploaded
Any other relevant information	No File Uploaded

4.2 - Library as a Learning Resource

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

Nil

File Description	Documents
Bill for augmentation of library signed by the Principal	View File
Web-link to library facilities, if available	Nil
Any other relevant information	No File Uploaded

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

Nil

File Description	Documents
Landing page of the remote access webpage	No File Uploaded
Details of users and details of visits/downloads	No File Uploaded
Any other relevant information	No File Uploaded

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

One of the above

File Description	Documents
Data as per Data template	View File
Receipts of subscription /membership to e-resources	No File Uploaded
E-copy of the letter of subscription /member ship in the name of institution	No File Uploaded
Any other relevant information	No File Uploaded

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

18000

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the expenditure on purchase of books, journals, e-resources with seal and signature of both the Principal and Chartered Accountant	View File
Any other relevant information	No File Uploaded

4.2.5 - Per day usage of library by teachers and students during the academic year**4.2.5.1 - Number of teachers and students using library for Month one (not less than 20 working days) during the academic year**

1050

File Description	Documents
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the academic year with seal and signature of both the librarian and principal	No File Uploaded
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	Nil
Any other relevant information	No File Uploaded

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

obtained as and when teachers recommend Documents are obtained as gifts to College

File Description	Documents
Data as per Data Template	View File
Any other relevant information	No File Uploaded

4.3 - ICT Infrastructure

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

Our college provides ICT facilities for executing academic and administrative activities. There are adequate number of computers, printers, scanners, and interactive boards to help students and faculty to carry out academic activities effectively. Every year, budget is allocated by the government for maintaining ICT facilities. Technical staff is appointed for maintaining hardware and ICT infrastructure in the campus. Formatting of computers and timely replacement of hardware is done. Also anti-virus is installed periodically. However, for any major damage, computer technicians and service providers are hired. Free Wi-Fi facility is provided to all.

File Description	Documents
Document related to date of implementation and updation, receipt for updating the Wi-Fi	View File
Any other relevant information	No File Uploaded

4.3.2 - Student – Computer ratio during the academic year

12

File Description	Documents
Data as per data template	View File
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	View File
Any other relevant information	No File Uploaded

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

B. 500 MBPS - 1GBPS

File Description	Documents
Receipt for connection indicating bandwidth	View File
Bill for any one month during the academic year indicating internet connection plan, speed and bandwidth	No File Uploaded
Any other relevant Information	No File Uploaded

4.3.4 - Facilities for e-content development are available in the institution such as Facilities for e-content development are available in the institution such as Studio / Live studio Content distribution system Lecture Capturing System (LCS) Teleprompter Editing and graphic unit

File Description	Documents
Data as per Data Template	View File
Link to videos of the e-content development facilities	Nil
List the equipment purchased for claimed facilities along with the relevant bills	No File Uploaded
Link to the e-content developed by the faculty of the institution	Nil
Any other relevant information	No File Uploaded

4.4 - Maintenance of Campus and Infrastructure

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

496066

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	View File
Any other relevant information	No File Uploaded

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

The institution promotes optimum use of all the infrastructure resources. Facilities are made available for government and non-government organization in request for conducting events and competitive exams. Infrastructure maintenance is controlled by Public Works Department, Government of Tamil Nadu. The Public Works Department monitors the maintenance of all the campus buildings and facilities. General Maintenance An annual maintenance schedule is developed in which the maintenance team investigates the general aspects of infrastructure maintenance. Repair and Maintenance Register The college office keeps a maintenance register to record all maintenance or repair requirements.

File Description	Documents
Appropriate link(s) on the institutional website	Nil
Any other relevant information	No File Uploaded

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

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

Four of the above

the difference between the two E-content development Online assessment of learning

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

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

Seven/Eight of the above

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

5.1.3 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees

A. All of the above

File Description	Documents
Data as per Data Template for the applicable options	View File
Institutional guidelines for students' grievance redressal	View File
Composition of the student grievance redressal committee including sexual harassment and ragging	No File Uploaded
Samples of grievance submitted offline	No File Uploaded
Any other relevant information	No File Uploaded

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

One of the above

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

5.2 - Student Progression

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

Number of students placed as teachers/teacher educators	Total number of graduating students
20	92

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

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

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

7

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

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

1

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

5.3 - Student Participation and Activities

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

Student Council stands as an umbrella for all the clubs and committees in the campus, supporting their effective service at all times. They shoulder the responsibilities in planning and scheduling all the events in the beginning of the year from the different bodies and get approved from Principal.

The Student Council consists of democratically elected office bearers from both the years. It consists of the President, Vice president, secretaries, Department secretaries. They work together by coordinating with the faculty and students. The Student Council holds regular meetings in the College. They address to the students regarding any new information that needs to be followed, listen to the students queries and represent them to the Principal who heads the Student Council. The Student Council members bring valid suggestions and thus help the students adhere to the institutional rules and regulations.

Union organises all the major events and celebration of the college like Union Inauguration, Student's Induction programme, Independence day, Teachers day, Republic day,, College Annual day, Sports day, International Women's day, Old Students Meet, Science day and Farewell day. The various associations organise Guest Lecture, Oratorical competition, Essay Contest.seminars and workshops are also conducted for the benefit of the students.

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

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

35

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

5.4 - Alumni Engagement

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

One of the assessments for the quality of an institution is the success of its alumni. It's a platform where such alumni from all walks of life meet each other and express openly their thanks and gratitude for opportunities provided to them by the alma mater. The GCE Alumni association makes a vital contribution by supporting the Institute in the accom of its mission. They can contribute as goodwill ambassadors, student recruiters, and a pool of in a broad range of fields that can be employed in Institute initiatives, both academic and administrative. Objectives of the Alumni Association: To arrange expert lectures by eminent alumni & other prominent industrialists for the benef students. To conduct Alumni-Students Knowledge Exchange Programs. To bring together the ex-students of GCE and to promote fellowship amongst them and their To serve as a forum to promote and foster the relationship among the alumni, the present st the staff, and the management of GCE. To maintain continuous interaction between the past and present students by publishing a ne holding periodical Alumni day celebration, or by any other activity as decided by the assoc To effectively participate in the revision of syllabi and development of curriculum.

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

5.4.2 - Alumni has an active role in the regular institutional functioning such as Motivating the freshly enrolled students Involvement in the in-house curriculum development Organization of various activities other than class room activities Support to curriculum delivery Student mentoring Financial contribution Placement advice and support	None of the above
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File Description	Documents
Documentary evidence for the selected claim	No File Uploaded
Income Expenditure statement highlighting the alumni contribution	No File Uploaded
Report of alumni participation in institutional functioning for the academic year	No File Uploaded
Any other relevant information.	No File Uploaded

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

1

File Description	Documents
Data as per Data Template	No File Uploaded
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	No File Uploaded
Any other relevant information	View File

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

ALUMNI ASSOCIATION The purpose of an association is to foster a spirit of loyalty and to promote the general welfare of the organization. The objective are Maintaining the updated and current information of all Alumni. To encourage, foster and promote close relations among the alumni themselves. To provide a forum for the

Alumni for exchange of ideas on academic, cultural and social issues of the day by organizing and coordinating reunion activities of the Alumni. Besides the formal Alumni, we also have informal alumni gatherings.

The purpose of an association is to foster a spirit of loyalty and to promote the general welfare of the organization. Alumni association exists to support the parent organization's goals and to strengthen the ties between the alumni, the community, and the parent organization.

Maintaining the updated and current information of all Alumni. To encourage, foster and promote close relations among the alumni themselves. To provide a forum for the Alumni for exchange of ideas on academic, cultural and social issues of the day by organizing and coordinating reunion activities of the Alumni. Besides the formal Alumni, we also have informal alumni gatherings.

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

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

Government College of Education strives to achieve these goals by:

- Making the students academically competent teachers armed with both knowledge and teaching skills.
- Developing desirable traits such as discipline, hard-work and prudence among student-teachers.
- Updating the methods of teaching the school curriculum by using technology.
- Building leadership qualities and organizing skills of future teachers.
- Generating employment opportunities for trainees.

Our Vision

- To prepare competent, dedicated and sincere teachers who will serve the future generation with love and truthfulness.

Our Mission

- To create an awareness among the students about the challenges in global educational scenario, psychology of students and teaching methodologies.
- To make the future teachers acquire the competencies necessary to meet the global standards.
- To inculcate right value system among the future teachers.

Values:

The values of the institution are incorporated in the college motto "Learn and Stand".

The students and parents are apprised of the mission, vision and objectives in the orientation programme and PTA meeting respectively. The staff and public are constantly reminded of the mission and vision because those are displayed in the college premises. All decisions are taken in the staff council in accordance with the objectives.

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

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

"Decentralization leads to development of leadership" is made true in our institution. Principal plays an important role in delegating the activities of the college events through faculties of the college and aided by student chairperson and student secretary. The college union lets the independent functioning of different associations through the select staff as in-charge and student

representatives as secretaries. The parallel functioning of various committees triggers an eager participation of students in one activity or the other. Thus decentralization has enabled a broad spectrum captivation of students in managing knowledge and skill zone of various events.

Principal regularly monitors the academic and the administrative functioning of the institution to ascertain the quality. Every year, the principal, in consultation with faculty members, evaluates the achievements and growth of the institution and sets the goals for the subsequent year. The faculty members are involved in committees and associations as conveners, executive members, advisors and coordinators to guide the students to become socially responsible citizens.

File Description	Documents
Relevant documents to indicate decentralization and participative management	View File
Any other relevant information	View File

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

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

Financial functions:

Internal audit is conducted by the Regional Joint Director, Dharmapuri region. They verify all financial transactions with the supporting documents and approval of proper authority for each financial transactions. The mechanism used to monitor effective and efficient utilization of Funds.

Academic functions:

All the guidelines given by TNTEU are followed. Before the commencement of the session, college academic calendar is prepared and all the academic and non academic activities are

scheduled before hand. It is circulated to all faculty members. The website has all relevant information of programmes, faculty, amenities, academic calendar etc

Administrative functions:

All the Administrative activities are also fair and transparent. All the records of students' admission work, examination work, purchase, accounts and inventory are maintained. All these records are uploaded time to time.

File Description	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	View File
Any other relevant information	View File

6.2 - Strategy Development and Deployment

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

The College takes initiatives in these ragouts by planning and formulating course of action for better utilization of available human resources and infrastructure. Students' academic excellence, their empowerment and welfare is of prime importance. The Committee heads plan the various activities such as awareness programme, club activities, workshop on art and craft for students and workshop on NAAC for faculty.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	Nil
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

The institution has various bodies for smooth execution of work in all departments and levels.

GOVERNING BODY

The Governing Body as per the constitution of the college has 13

members in all.

ADMINISTRATIVE SET UP

The Principal form the nucleus of the administration with the former being the final authority in all financial matters. The Principal is vested with the day to day running of the college. The Principal along with the IQAC Coordinator, Departmental Heads as well as Convenors of various Committees coordinates and mobilizes the entire work process of the college. . Different Committees are set up with teacher Convenors as head who are responsible to carry out the functions of their respective committees. The Library Advisory Committee assist and advise regarding the formulation of library policies, purchase of library materials, improvement of library and information services, and operational matters.

File Description	Documents
Link to organogram on the institutional website	Nil
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

None of the above

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

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

100 - 200 words.

The institution has constituted various committees for the successful and productive functioning of college activities. These well-defined committees are responsible to discuss, decide plans of action and implement them. The institution conducts its day to day working through these committees cultural committee, IQAC committee, Anti-ragging Committee, admission committee, library committee, examination committee etc.

Decision taken by the examination committee:

To conduct mock commission to the student teachers those completing internship programme. I year student teachers were asked to observe the mock commission activities for getting experience.

File Description	Documents
Minutes of the meeting with seal and signature of the Principal	View File
Action taken report with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

6.3 - Faculty Empowerment Strategies

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

The College undertakes various welfare activities for both the teaching as well as non-teaching staffs. All the statutory leaves are granted to the faculty members and 'On duty leaves' are given to the teaching staffs for attending Orientation Programme and Refresher Course. The College encourages the faculty members to attend Seminars and Conferences at various levels. The college supports the endeavour of the teaching faculties for applying for Major and Minor Research Projects. The faculty as well as the staffs of the College can get easy loans which are arranged by the College. At the time of superannuation, the financial matters of the teaching as well as non-teaching staffs are settled by the College in a prompt manner. All non-teaching staffs are given with the festival bonuses annually. The Grievance redressal mechanism is there for all staffs.

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

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

0

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

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

1

File Description	Documents
Data as per Data Template	View File
Brochures / Reports along with Photographs with date and caption	No File Uploaded
List of participants of each programme	View File
Any other relevant information	View File

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

4

File Description	Documents
Data as per Data Template	View File
Copy of Course completion certificates	View File
Any other relevant information	No File Uploaded

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

There is an Internal Performance Appraisal system for all staff members headed by the Principal of the Institution. The Principal monitors and evaluates the performance of all staff and communicates the areas of improvement or the overall performance annually or as per requirement. The students at the end of their course give an online feedback about all the teachers subject wise. There are Grievance Redressal and Suggestion box placed at strategic locations in the campus where the students can express their query or concern about teachers which is also considered by the Principal. Feedback is also obtained from all students time to time. All these are scrutinized and assessed by the Principal. The Principal further communicates the outcome with the staff members in a completely confidential manner.

File Description	Documents
Proforma used for performance appraisal for teaching and non-teaching staff with seal and signature of the Principal	No File Uploaded
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

6.4 - Financial Management and Resource Mobilization

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

Regarding Internal Audit, the college has an inventory auditing (stock verification) team which does inter department check to physically verify the equipment, system and other resources like department, library books and also inspect records maintained by them.

With reference of External Audit, accounts of the institution are audited by the authorities from RJD office, Dharmapuri and AG audit. If any discrepancy found objection is raised by the authority and is reported to the principal and rectified at the earliest with the help of concern staff of the college.

File Description	Documents
Report of Auditors of during the year signed by the Principal.	No File Uploaded
List of audit objections and their compliance with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

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

0

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

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

The institution is administered by the Governing Body following the best possible practices in the given working scenario. The institution always ensures that the funds/resources are collected on timely basis and are utilized in the best possible way by ensuring judicious investments and restricting to budgeted expenditure. The main sources of receipts are fees collected from students, grants from the State Government and the UGC, interest on fixed deposits and other miscellaneous. Fee collection is done in a systematic way within a time frame. Students are informed about the time schedule through notifications on college notice boards, website and through text messages. All the expenditures are checked and approved by office bearers and authorities.

File Description	Documents
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	No File Uploaded
Any other relevant information	View File

6.5 - Internal Quality Assurance System

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

In the pursuance for quality assurance, quality up-gradation, assessment and accreditation, and institutionalization the college

established the Internal Quality Assurance Cell on 02.02.2007. IQAC prepares perspective plan of development for the college and execute it in a strategic plan of every year. Since then IQAC has become instrumental in suggesting a number of quality improvement measures in the college. During the assessment period the IQAC was successful in implementing and introducing several curricular, co-curricular and extra- curricular activities.

From 2007 onwards, IQAC was documentation of the various activities leading to quality improvement of the institution. Obtaining, analysing and action taken on feedback responses from students, parents, and alumni on quality-related institutional processes Preparation of the Annual Quality Assurance Report (AQAR) to be submitted to NAAC based on the quality parameters.

The institution would like to high light the following activities of the IQAC: Feedback from Students, Parents, Employers, Alumni, Principals and Teacher Educators Improved teaching-learning and evaluation process Effective delivery of curriculum and enhanced usage of ICT tools Establishing/introducing more Under Graduate and Post Graduate Teacher Training Programs Organising Seminars/Workshops/Conferences and Endowment lecture series Recognizing and felicitating distinguished alumni Organizing staff training programmes.

File Description	Documents
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	No File Uploaded
Any other relevant information	No File Uploaded

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

The IQAC of the college has devised several mechanisms to review the effectiveness of the teaching learning process, structures and methodologies of operations in the institution and strived hard for its reforms. The IQAC is also keen on teachers' training and retraining workshops organised.

The IQAC works closely with strategies to improve the quality of education to the students. IQAC has mandated the following:

- The academic calendar is prepared in advance, displayed and circulated in the institute and strictly followed.
- All the newly admitted students have to compulsory attend the orientation programme, in which they are made aware of the course, the teaching learning process, the system of evaluation, various co-curricular activities, discipline and culture of the institution.
- Principal make random visits to ensure smooth functioning of classes.
- Student Committee members are regularly conducted with students to take feedback and appropriate steps are taken to enhance the teaching learning process.
- The teaching learning process is reviewed, and improvements implemented, based on the IQAC recommendations. The major initiatives taken are given below: Green initiatives in campus - tree plantation, seed ball production, MoUs with other institutes

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

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

13

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

6.5.4 - Institution engages in several quality initiatives such as Regular meeting of Internal

Two of the above

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

File Description	Documents
Data as per Data Template	View File
Link to the minutes of the meeting of IQAC	Nil
Link to Annual Quality Assurance Reports (AQAR) of IQAC	Nil
Consolidated report of Academic Administrative Audit (AAA)	No File Uploaded
e-Copies of the accreditations and certifications	No File Uploaded
• Supporting document of participation in NIRF	No File Uploaded
Feedback analysis report	No File Uploaded
Any other relevant information	View File

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

College 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 institute and is strictly adhered to. Admission to B.Ed. Programs, summer, winter and mid-term holidays, examination schedules and results are announced in the academic calendar. 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 timetable, program structure, syllabus of courses before the semester starts. The approach of IQAC has always focused on the process of learner-centre 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. To see the learning outcomes, the IQAC periodically reviews the teaching process and suggests gradual and regular expansion, upgrades and addition of expected materials, equipment, infrastructure and more.

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

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

The College buildings are eco- friendly and energy efficient. Instructions are displayed on the Bulletin board to emphasize the turning off of the electronic and electrical appliances, computers, air-conditioners, lights and fans after usage. We are correspondingly shifting in a phased manner to LED bulbs to optimize the energy saving. ISO certified air conditioners and other electrical appliances are only used for less energy consumption. Our college encourage students & staff to take necessary measures for energy conservation. We motivate the staff and students to turn off the lights when not required, Unplug appliances when not in use. The Class leader takes up the responsibility of switching off of the bulbs, fans, LCD Projectors, laptops and computers at the end of every day's classroom and office transactions.

File Description	Documents
Institution's energy policy document	View File
Any other relevant information	No File Uploaded

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

Our college ECO club works jointly in the task of waste management and also responsibly educate student teachers wholeheartedly in this mission. The waste material is segregated into biodegradable and nonbiodegradable wastes. Solid Waste Segregation is done by hand sorting. Dry leaves from campus are decomposed to form fertilizer for the shrubs and plants in our campus. Awareness programme and competitions are conducted to prepare teaching-learning materials and wealth out of waste. Student teachers undergo a class to make beautiful arts and crafts things from waste materials which also inculcate the valuable skill of creativity. Circular has been displayed to discourage the use of plastics. Our college campus have a rainwater harvesting system . However, no hazardous chemical waste is generated in the College Campus. All these ensures that the College takes care of the waste generated regularly by reducing the waste and make an effort for its re-use and re-cycle.

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

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

One of the above

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

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

All of the above

usage/ reduced wastage	
File Description	Documents
Income Expenditure statement highlighting the specific components	No File Uploaded
Documentary evidence in support of the claim	View File
Geo-tagged photographs	No File Uploaded
Any other relevant information	No File Uploaded
<p>7.1.5 - Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment Describe the efforts of the institution towards maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment in not more than 100 - 200 words</p> <p>Tables and chairs are neatly arranged in the classrooms and lecture halls. Campus cleaning is done every week by the Scavengers. Eco friendly dustbins are kept in important places to evade the garbage spread all over the campus. Toilets are cleaned twice a day with cleaning and disinfectant products. Separate bins have been kept to throw used sanitary pads inside the students and lady staff toilets. Quotes like Do not litter, save water -Say no to plastics, No honking, Use the bins not the roads etc., are draped all over the campus. Tree plantation day is celebrated every year. Green cover is around 65% in our college campus. Bulletin board corner creates awareness related to environmental and Environmental Quiz questions are displayed every week and prizes are awarded for the winners.</p>	
File Description	Documents
Documents and/or photographs in support of the claim	View File
Any other relevant information	No File Uploaded
<p>7.1.6 - Institution is committed to encourage green practices that include Encouraging use of bicycles / E-vehicles Create pedestrian friendly roads in the campus Develop plastic-free campus Move towards paperless office Green landscaping with trees and plants</p>	All of the above

File Description	Documents
Videos / Geotagged photographs related to Green Practices adopted by the institution	View File
Circulars and relevant policy papers for the claims made	No File Uploaded
Snap shots and documents related to exclusive software packages used for paperless office	No File Uploaded
Income- Expenditure statement highlighting the specific components	No File Uploaded

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

0

File Description	Documents
Data as per Data Template	No File Uploaded
Income Expenditure statement on green initiatives, energy and waste management	No File Uploaded
Any other relevant information	No File Uploaded

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

Government College of Education College has organised several programs for providing on inclusive environment in campus. College has taken several initiative for promoting harmony regarding cultural, regional and other diversities. For the promotion of unity NSS cell of college organises several community work like Citizenship camp, Vibathilla Deepavali, Nugarvoar Pathugappu Vilippunarvu, Women's day celebration and State Ayush Awareness Programme. Cultural events are organised to discover the hidden talents of students. To maintain diversity college organises , Rangoli Completions, Easy Writing Completions, etc. All students are inspired by participating in various cultural Programmes and activities in the presence of Management and Eminent persons. Colleges organises Tamil Ilakkia Vila to inculcate language skills

among students. Seed ball Festival is organised to create awareness and increasing green cover across the society.

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

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

A. All of the above

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

7.2 - Best Practices

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

BEST PRACTICES - 1

1. Title of the Practice: Yoga Class for the students

Government college of Education, Komarapalayam believes in physical and mental development of the students in all respects. As it is rightly said, "A healthy mind in a healthy body", the efforts are made to strengthen the latent force inherent in them by conducting regular Yoga classes. It not only relieves them from their mental burden but also make them physically active and sportive. It also makes the harmonious development of body, mind and the soul. It is hoped that the students would be able to cope up with the challenges of the modern world once they are properly trained to control their body and mind.

BEST PRACTICES - 2:

Title of the practice: PROMOTION OF SPORTS CULTURE

2.GOAL: The college is known for its excellence and dedicated efforts in making sports popular among students. Undoubtedly sports is always an essential component of a liberal education. Government College of Education, Komarapalayam is committed to inspire, encourage and empower young students towards sports. Sport provides students with much more than stronger and fitter body. We believe that sport has a huge impact on positive self-esteem. The aim is to nurture confidence, social skill, ambitions, team work and ability to deal with setbacks. The college coached many students and is a strong believer in the values and skills which sport can generate.

File Description	Documents
Photos related to two best practices of the Institution	View File
Any other relevant information	No File Uploaded

7.3 - Institutional Distinctiveness

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

Our Institution has dedicated faculty who open the doors for the students but simultaneously grooming them to enter it by themselves. We mentor our students to sharpen their intelligence and enable them to accomplish their aspirations. We encourage our bright students to exhibit exemplary behaviour even outside the college. To Train the

students as Socially Sensitive, Responsible and Professionally, the institute provides quality in Teacher Education. The Placement Cell of our college creates a platform where students can showcase their teaching skills which different schools seek to explore and utilize. One distinctive practice of the College is the weekly morning assembly which is taken up for 15 minutes before the commencement of classes. Extracurricular activities are conducted in the College which gives a platform to the students to display their talents and potentialities. Yoga classes were arranged for the students. Consumer Day awareness programme was organised by IQAC to make every student as a consumer aware of their rights and responsibilities. Mupperum Vilah (Annual Day, Sports Day, Fine Arts) was organised by the management. The college looks clean and green due to the plantation programmes of NSS. The volunteers plant saplings whenever and wherever necessary

File Description	Documents
Photo and /or video of institutional performance related to the one area of its distinctiveness	View File
Any other relevant information	No File Uploaded