



YEARLY STATUS REPORT - 2023-2024

Part A

Data of the Institution

1.Name of the Institution

GRT COLLEGE OF EDUCATION

- Name of the Head of the institution

Dr. RADHIKA VIDYASAGAR

- Designation

PRINCIPAL

- Does the institution function from its own campus?

Yes

- Alternate phone No.

04427880877

- Mobile No:

8939992763

- Registered e-mail ID (Principal)

grtcoe@grt.edu.in

- Alternate Email ID

bkrgei@gmail.com

- Address

GRT Mahalakshmi Nagar, Chennai-Tirupathy Highway

- City/Town

Tiruttani

- State/UT

Tamil Nadu

- Pin Code

631209

2.Institutional status

- Teacher Education/ Special Education/Physical Education:

Teacher Education

- Type of Institution

Co-education

- Location

Rural

- Financial Status **Self-financing**
- Name of the Affiliating University **Tamil Nadu Teachers Education University**
- Name of the IQAC Co-ordinator/Director **Dr. S.Suthakar**
- Phone No. **9952777570**
- Alternate phone No.(IQAC) **044-27880877**
- Mobile (IQAC) **8939992763**
- IQAC e-mail address **grtcoe@grt.edu.in**
- Alternate e-mail address (IQAC) **bkrgei@gmail.com**

3.Website address

- Web-link of the AQAR: (Previous Academic Year) <https://www.grtcoe.com/https://www.grtcoe.com/images/AQAR-REPORT-2022-2023.pdf>

4.Whether Academic Calendar prepared during the year?**Yes**

- if yes, whether it is uploaded in the Institutional website Web link: <https://www.grtcoe.com/images/Calendar-2023-2024.pdf>

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	B	2.84	2014	21/02/2014	20/02/2019
Cycle 2	A	3.02	2023	14/09/2023	13/09/2028

6.Date of Establishment of IQAC**15/09/2012****7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNMNTT etc.**

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

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

NAAC guidelines

- Upload latest notification of formation of IQAC [View File](#)

9.No. of IQAC meetings held during the year 3

- Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? **Yes**

- (Please upload, minutes of meetings and action taken report) [View File](#)

10.Whether IQAC received funding from any of the funding agency to support its activities during the year? **No**

- If yes, mention the amount

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

All the faculty members are encouraged to organize and attend seminars, workshops, conferences etc. So one international seminar and one state level workshop were conducted during this academic year (2023-2024)

Proceedings of international conference on "LEGITIMIZE STUDENTS OF DIGITAL ERA THROUGH RESEARCH, SKILL ORIENTED VALUE BASED EDUCATION WITH EFFECTIVE EXTENSION STRATEGIES" and a book in chapter also published with ISBN: 978-93-95422-92-5.

Due to the encouragement 16 papers of the faculty were published in various journals during the academic year 2023- 2024.

GRT Journal of Education, Science and Technology (GRT JEST) online journal was published obtained (ISSN: 2584-301X) from ISSN National Centre, India and received the registration certificate too.

On promoting techno - pedagogical and research culture with in our institution published an edited book international level entitled "INNOVATIVE PEDAGOGY AND LEARNER CENTRIC APPROACHES IN DIGITAL ERA" with ISBN: 978-180433-935-0.

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
Permanent Affiliation	? Filled in permanent affiliation application was submitted in TNTEU.
Research Centre	? Ph.D Research Centre application was submitted in the university and proposal for purchase of research reference books, digital library infrastructure and amenities were submitted to the management and approval was obtained.
GRT JEST Journal release regarding	? GRT COE's exclusive website for GRT Journal of Education, Science and Technology (GRT JEST) work was completed and two issues of journals are ready to publish.
NAAC Peer Team Visit	? NAAC visit duty allotment is finalized and fourth floor work is expected to get completed before the peer team visit.
Special coaching for TET/SET/NET for the student teachers.	? To give coaching for the competitive exams such as TET/SET/NET 134 books under 69 titles were bought on 13.07.2023 at the rate of Rs 58,754.25 from Aktchaya Sree Agencies, Triplicane, Chennai.
Continuation of Provisional Affiliation to be obtained for B.Ed course	? The necessary documents for the continuation of provisional affiliation from TNTEU have been compiled and submitted to the concerned authorities. The college is now awaiting confirmation from TNTEU regarding the renewal of affiliation.
Discussion regarding Research Centre establishment	R&D Cell has initiated to publish and edited book with the title "Innovative Pedagogy and

	<p>learner centric approaches in digital era".</p>
<p>Vocational training</p>	<p>Council of Vocational Education and Skill Development affiliation was renewed and MoU was signed. Practical training was strengthen in the sanitary pad production, tailoring and jewelry making.</p>
<p>GRT JEST Journal: applying for ISSN number.</p>	<p>? A task force was created to manage the application process for obtaining an ISSN number for GRT Journal of Education, Science and Technology (GRT JEST). The necessary paperwork has been completed and the application was submitted to the ISSN National Centre. The college is now waiting for the response.</p>
<p>Discussing feedback about international conference Organized.</p>	<p>? The feedback from the international conference has been compiled and analyzed. A report was shared with the organizing committee, and the suggested improvements will be implemented in future conferences. Special emphasis will be given to session management and technological support.</p>
<p>Preparation for the University Examinations - Theory and Practical</p>	<p>? All necessary preparations for the upcoming university examinations have been initiated. Seating arrangements, invigilation schedules and exam materials are being organized. Faculty members are actively guiding students for both theory and practical exams, ensuring compliance with the university's examination guidelines.</p>

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

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
Academic and Administrative Advisory Committee	22/08/2024

14. Whether institutional data submitted to AISHE

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Data of the Institution

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Academic and Administrative Advisory Committee	22/08/2024
14. Whether institutional data submitted to AISHE	
Year	Date of Submission
2022-2023	23/01/2024
15. Multidisciplinary / interdisciplinary	
<p>GRT College of Education promotes an all-encompassing learning environment for its students by adopting an integrative and transdisciplinary approach to education. Through the integration of knowledge from other disciplines, this methodology enables students to investigate the connections between education, psychology, sociology, and technology. Through the integration of these subjects, the institution prepares aspiring teachers for the various challenges of contemporary teaching by providing them with a comprehensive understanding of theory and practical practice. Students are encouraged to cooperate across disciplines, think critically, and solve real-world problems as part of the college's emphasis on active learning. This method fosters originality, flexibility, and creative thinking. In order to improve the learning process and guarantee that students are competent in contemporary teaching methods, GRT College also incorporates technology and digital tools. Through the promotion of interdisciplinary education, GRT College of Education equips its graduates with the necessary skills to become well-rounded educators who can adapt to changing student requirements and the demands of the educational environment.</p>	
16. Academic bank of credits (ABC):	
<p>A novel project launched in India under the National Education Policy (NEP) 2020 is the Academic Bank of Credits (ABC). By</p>	

enabling students to accrue, store, and transfer academic credits across many institutions and courses, it seeks to increase flexibility in higher education. With the help of this system, students may plan their own learning paths at their own speed and can stop and pick up where they left off in their studies without losing any ground. As credits can be obtained from many subjects and institutions, ABC encourages students to pursue a variety of interests. This encourages interdisciplinary learning. Once a student reaches the necessary credit level, they can access their digitally recorded credits in their academic account, which they can use to obtain certification, diplomas, or degrees. ABC lowers barriers to higher education, promotes lifelong learning, and advances the goal of an all-encompassing, more student-centric educational environment in India by enabling mobility and flexibility.

17.Skill development:

The process of improving a person's knowledge and skills to satisfy the needs of contemporary place of employment is known as skill development. Enhancing technical, social, and cognitive abilities all essential for both personal and professional development is its main goal. In order to remain competitive in today's employment, skill development has become crucial due to the quick advances in technology. Skill development programs are becoming more and more important as a means of bridging the gap between traditional educations. In subjects including digital literacy, communication, problem-solving, and leadership, these programs provide students with practical training, certificates, and real-world experience. Professionals can increase their productivity, adaptability to changing job positions, and employability by putting a strong emphasis on up skilling and continual learning. In addition to improving individual job chances. In GRT College of Education develops soft skills through certificate courses and students are enrolled in Council of Vocational Education and Skill Development(CVESD) conducted courses such as Computer Education, Child Education and Yoga Education(15 Diploma and certificate courses) which leads to various skill development.

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

Indian languages, customs, and traditional knowledge are all included into contemporary curricula as part of the Indian Knowledge System (IKS) integration into education. Teaching Indian languages to students fosters cultural pride and

linguistic variety by providing them with a deeper understanding of regional literature, philosophy, and heritage. Students' grasp of India's broad intellectual traditions is enhanced when cultural components like history, art, and old scientific knowledge including Vedic mathematics are incorporated. In GRT College of Education Online courses such as SWAYAM, NPTEL etc which are essential for advancing IKS since they provide resources that are easily available. Students can interact with India's cultural heritage anywhere in the world by taking courses in Indian languages, literature, yoga, and traditional arts on digital platforms. These classes offer flexible, immersive learning opportunities and can be incorporated into traditional schooling. By empowering students to embrace their cultural identity and global competences, this method fortifies the link between contemporary education and India's age-old knowledge, resulting in a more inclusive and holistic educational system.

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

The goal of outcome-based education (OBE) in our GRT College of Education is to achieve quantifiable, targeted learning results. OBE gives priority on the knowledge, skills, and demonstrations that students are expected to possess at the conclusion of a course or program, as opposed to traditional techniques such as the amount of time spent in class or the subject taught. Since each course objective is closely related to the intended results, this approach facilitates clarity in both teaching and assessment. OBE promotes a learning environment in GRT College of Education that is focused on the needs of the students, with instruction, activities, and evaluations all designed to support the acquisition of the specified skills. It promotes critical thinking, active learning, and the application of knowledge in real-world situations. GRT College of Education makes sure that students have the abilities, information, and mindsets needed to excel in both their careers and personal lives by emphasizing results. Additionally, it makes it possible for educational systems to be continuously improved since institutions may monitor performance and make changes to improve program efficacy generally and student results in particular.

20.Distance education/online education:

Online education programme is available from GRT College of Education, with the goal of giving prospective teachers flexible learning options. This kind of instruction, which is made to meet a variety of learning requirements, enables students to achieve their academic objectives without sacrificing quality while

studying in the comfort of their own homes. The curriculum ensures that students are adequately equipped for positions in modern education by covering a wide range of topics, such as educational psychology, pedagogy, and technology in education. The college makes education available to students anywhere in the world by utilizing digital platforms such as SWAYAM, SWAYAM PRABHA, COURSERA, NPTEL etc, to give interactive online lectures, study materials, and examinations. Students can organize their study schedules around their personal and professional obligations by placing a heavy emphasis on self-paced learning. The online education programme offered by various national and international agencies are introduced to the student- teachers of GRT College of Education which follows current trends in teaching approaches and is in compliance with national education standards It seeks to provide aspiring teachers with the know-how and abilities needed to succeed in a changing educational environment.

Extended Profile

1.Student

2.1	300
Number of students on roll during the year	

File Description	Documents
Data Template	View File

2.2	150
Number of seats sanctioned during the year	

File Description	Documents
Data Template	View File

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

File Description	Documents
Data Template	View File

2.4	148
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Number of outgoing / final year students during the year:		
File Description	Documents	
Data Template	View File	
2.5 Number of graduating students during the year		148
File Description	Documents	
Data Template	View File	
2.6 Number of students enrolled during the year		150
File Description	Documents	
Data Template	View File	
2. Institution		
4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):		5474477
4.2 Total number of computers on campus for academic purposes		36
3. Teacher		
5.1 Number of full-time teachers during the year:		26
File Description	Documents	
Data Template	View File	
Data Template	View File	
5.2 Number of sanctioned posts for the year:		26
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

At GRT College of Education, the process of planning, reviewing, revising and adapting the curriculum is a dynamic and collaborative effort aimed at aligning with both academic standards and the local context. The institution follows a structured approach involving faculty members, subject experts and feedback from students, schools and other stakeholders.

1. Curriculum Review and Planning: At the start of each academic year, the faculty engages in in-house meetings and discussions to review the existing curriculum. This includes evaluating the effectiveness of course content, teaching methods, and assessment strategies based on student performance and emerging educational trends.

2. Adapting to Local Context: Faculty members incorporate feedback from local schools and communities, ensuring that the curriculum is relevant to the specific needs of the students and teachers in the region. Local educational challenges, cultural considerations and the socio-economic context are taken into account when revising curriculum elements.

3. Continuous Feedback Loop: Feedback from mentor teachers during internships and practical teaching experiences is systematically gathered and used to make necessary adjustments. Additionally, annual workshops with school principals and teachers help refine curriculum content, making it more applicable to real-world teaching scenarios.

This iterative process ensures that the curriculum remains relevant, effective and adaptable to the evolving needs of both students and the local educational environment.

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

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

A. All of the above

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

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

A. All of the Above

are stated and communicated to teachers and students through Website of the Institution Prospectus Student induction programme Orientation programme for teachers

File Description	Documents
Data as per Data Template	View File
URL to the page on website where the PLOs and CLOs are listed	https://www.grtcoe.com/images/B.ED_PLO's-&-CLO's.pdf
Prospectus for the academic year	View File
Report and photographs with caption and date of student induction programmes	View File
Report and photographs with caption and date of teacher orientation programmes	View File
Any other relevant information	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

13

File Description	Documents
Data as per Data Template	View File
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	View File
Academic calendar showing time allotted for optional / electives / pedagogy courses	View File
Any other relevant information	https://www.grtcoe.com/images/Calender-2023-2024.pdf

1.2.2 - Number of value-added courses offered during the year	
20	
1.2.2.1 - Number of value-added courses offered during the year	
20	
File Description	Documents
Data as per Data Template	View File
Brochure and Course content along with CLOs of value-added courses	View File
Any other relevant information	View File
1.2.3 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year	
300	
1.2.3.1 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year	
300	
File Description	Documents
List of the students enrolled in the value-added course as defined in 1.2.2	View File
Course completion certificates	View File
Any other relevant information	View File
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	All of the above

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

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

300

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

300

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)	View File
Any other relevant information	View File

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.

At GRT College of Education, the curriculum is designed to develop well-rounded educators equipped with essential knowledge, skills, values, and attitudes for diverse educational settings.

1. **Coherent Understanding of Teacher Education:** The curriculum provides a strong foundation in educational theory and teaching methodologies through courses like Educational Philosophy and Curriculum Development, coupled with practical internships. These components ensure that students understand the theoretical underpinnings of teaching and the professional expectations of the field.

2. **Procedural Knowledge and Specialized Skills:** Students acquire procedural knowledge tailored to different school levels, with specialized training in primary, secondary and higher-secondary teaching. Subject-specific pedagogies and classroom management techniques are integrated, ensuring that graduates are skilled in adapting to various teaching contexts.

3. **Application of Acquired Competencies:** Through project-based learning, case studies and internships, students learn to apply theoretical knowledge to real-world situations, developing problem-solving abilities and the capacity to innovate and adapt to different teaching challenges.

4. **Essential Skills:** The curriculum focuses on developing emotional intelligence, critical thinking, communication, and collaboration. Activities such as group discussions, role plays, and collaborative projects help students strengthen interpersonal skills, preparing them to manage classrooms effectively and work with diverse learners. These competencies are vital for their personal and professional growth.

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	View File
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

Students are thoroughly familiarized with the diversity in the school system through a comprehensive curriculum and hands-on experiences.

Development of the School System: The curriculum provides an in-depth study of the historical evolution of the Indian school system, from ancient education traditions to the present-day structure.

Functioning of Various Boards of School Education: Students are introduced to the functioning of major educational boards in India, including the CBSE, ICSE, State Boards and International Boards (IB and IGCSE).

1. **Functional Differences and Assessment Systems:** Students analyze various assessment systems like continuous and comprehensive evaluation (CCE) in CBSE or board exams in state systems, along with their impact on students' learning outcomes.
2. **Norms and Standards:** Students gain an understanding of the norms and standards set by bodies like NCTE and NAAC, which guide educational quality across states.
3. **State-wise Variations:** The institution also highlights state-wise variations in curriculum and infrastructure, reflecting the diverse socio-cultural and economic contexts of India.
4. **International and Comparative Perspective:** Students are exposed to international education systems and comparative studies, analyzing global trends and best practices to gain a broader perspective on education.

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

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

At GRT College of Education, the curriculum is designed to help students connect theoretical knowledge with practical experience, fostering a comprehensive understanding of the interconnectedness of various learning engagements. The institution employs a holistic approach that integrates theory, practice and reflection throughout the Teacher Education Program.

1. Integrated Curriculum Design: The curriculum is structured to ensure that theoretical courses in Educational Psychology, Pedagogy and Curriculum Development are complemented by practical experiences in classroom teaching, internships and field visits. This integration helps students see the real-world applications of their academic learning and how it aligns with their future teaching roles.

2. Hands-on Learning and Reflection: Through project-based learning, micro-teaching, and action research, students engage in activities that bridge the gap between theory and practice. These experiences encourage students to reflect on their teaching methods, classroom management strategies, and student interactions, consolidating their professional knowledge.

3. Collaborative Learning: Group discussions, peer feedback, and team projects allow students to share insights and learn from each other's perspectives, further enhancing their professional readiness.

By combining academic rigor with practical exposure, the institution ensures that students develop a well-rounded professional acumen, preparing them for diverse challenges in the education field.

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

1.4 - Feedback System

1.4.1 - Mechanism is in place for obtaining structured feedback on the curriculum – semester wise from various stakeholders. Structured feedback is obtained from Students Teachers Employers Alumni Practice Teaching Schools/TEI	All of the above
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File Description	Documents
Sample filled-in feedback forms of the stake holders	View File
Any other relevant information	View File

1.4.2 - Feedback collected from stakeholders is processed and action is taken; feedback process adopted by the institution comprises the following	Feedback collected, analyzed, action taken and available on website
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File Description	Documents
Stakeholder feedback analysis report with seal and signature of the Principal	View File
Action taken report of the institution with seal and signature of the Principal	View File
Any other relevant information	View File

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

150

2.1.1.1 - Number of students enrolled during the year

150

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

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

150

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

150

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

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

7

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

7

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

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.

In GRT College of Education, a comprehensive assessment process is implemented at the entry level to identify the learning needs and readiness of students for the professional education programme. The assessment includes a combination of written tests, interviews and diagnostic tools designed to gauge students' academic strengths, areas for improvement and overall preparedness for the programme.

The written tests assess foundational knowledge in key subjects related to the teaching profession, while the interviews provide insights into students' communication skills, motivation and personal attributes, such as problem-solving and critical thinking. Based on the results, individualized learning profiles are created to understand the specific needs of each student.

In response to the identified needs, academic support is provided through personalized interventions. Remedial classes, workshops and tutoring sessions are offered for students who require additional help in specific areas. Furthermore, students are assigned mentors who guide them in improving their academic and professional skills. This holistic assessment and support system ensure that students are well-prepared to undertake the demands of the professional education program, fostering a conducive learning environment.

File Description	Documents
Documentary evidence in support of the claim	View File
Documents showing the performance of students at the entry level	View File
Any other relevant information	View File
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	All of the above
File Description	Documents
Data as per Data Template	View File
Relevant documents highlighting the activities to address the student diversities	View File
Reports with seal and signature of Principal	View File
Photographs with caption and date, if any	View File
Any other relevant information	View File
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	Three of the above

File Description	Documents
Relevant documents highlighting the activities to address the differential student needs	View File
Reports with seal and signature of the Principal	View File
Photographs with caption and date	View File
Any other relevant information	View File

2.2.4 - Student-Mentor ratio for the academic year

1:20

2.2.4.1 - Number of mentors in the Institution

15

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

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.

In GRT College of Education, a multiple mode approach to teaching-learning is adopted to enhance student engagement and cater to diverse learning styles. This approach integrates experiential learning, participative learning, problem-solving methodologies, brainstorming, focused group discussions, and online learning.

- **Experiential Learning** involves hands-on activities like simulations, teaching practice, and real-world projects, allowing students to apply theoretical knowledge in practical settings. This mode is particularly useful for

courses like Classroom Management and Educational Psychology, where practical experience enhances understanding.

- Participative Learning engages students actively in the learning process through collaborative activities, ensuring that they take responsibility for their learning. This is effective in courses such as Curriculum Development and Instructional Design, where group work fosters creativity and deeper insights.
- Problem-Solving Methodologies encourage critical thinking and the application of knowledge to solve real-life issues, making it ideal for courses like Educational Research and Evaluation.
- Brainstorming and Focused Group Discussions promote idea generation and peer learning, making them suitable for courses on Educational Philosophy and Policy Analysis, where diverse perspectives are essential.
- Online Mode offers flexibility and access to resources, supporting both theoretical and practical learning, particularly in subjects like Educational Technology.

This multi-modal approach ensures that students develop a well-rounded skill set, enhancing both academic and professional competencies.

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	View File

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

24

File Description	Documents
Data as per Data Template	View File
Link to LMS	https://www.grtcoe.com/lms.html
Any other relevant information	View File

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**299**

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

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

Five/Six of the above

File Description	Documents
Data as per Data Template	View File
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	View File
Geo-tagged photographs wherever applicable	View File
Link of resources used	https://www.grtcoe.com/images/2.3.4-link.pdf
Any other relevant information	View File

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

In GRT College of Education, mentoring plays a crucial role in developing students' professional attributes by providing continuous guidance and support. The mentoring process focuses on key aspects of professional growth:

1. **Working in Teams:** Mentors encourage collaborative learning through group projects and peer interactions, fostering teamwork and communication skills. Mentors guide students on how to effectively contribute to and lead teams.
2. **Dealing with Student Diversity:** Mentors provide insights into inclusive teaching practices, helping students develop strategies for addressing diverse learning needs and backgrounds in the classroom.
3. **Conduct with Colleagues and Authorities:** Through regular discussions and role-modeling, mentors emphasize professional conduct, effective communication and respectful collaboration with colleagues and school authorities, preparing students for their future roles as educators.
4. **Balancing Home and Work Stress:** Mentors offer strategies for time management and self-care, helping students balance academic responsibilities with personal life, reducing stress and promoting well-being.
5. **Keeping Abreast with Educational Developments:** Mentors guide students to stay updated with the latest trends in education by recommending relevant readings, conferences and online resources, ensuring continuous professional development.

This holistic mentoring approach ensures that students are equipped not only with academic knowledge but also with essential life and professional skills.

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

2.3.6 - Institution provides exposure to students about recent developments in the field of education through Special lectures by experts Book reading & discussion on it Discussion on recent policies & regulations

Five/Six of the above

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

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	View File

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

In GRT College of Education, the teaching-learning process is meticulously designed to nurture key skills and attributes such as creativity, innovative thinking, intellectual skills, empathy and life skills among students.

- **Creativity and Innovativeness:** The College adopts a student-centered approach that encourages problem-solving, brainstorming and project-based learning. Students are actively involved in creating lesson plans, developing teaching aids, and designing educational materials, fostering their creative and innovative abilities. These methods encourage students to think outside the box and come up with new solutions to classroom challenges.
- **Intellectual and Thinking Skills:** The curriculum includes critical thinking exercises, case studies, and debates that challenge students to question, analyze, and reflect deeply on educational theories and practices. These activities enhance their intellectual capabilities and decision-making skills, which are essential for future educators.
- **Empathy:** Through role-playing, interactive discussions and field visits, students are exposed to diverse social contexts, helping them develop empathy towards learners from various backgrounds. They learn to understand the emotional and psychological needs of students, fostering an inclusive and compassionate teaching

approach.

• **Life Skills:** The institution integrates life skills training through workshops on time management, conflict resolution and stress management. These skills equip students to manage personal and professional challenges effectively, ensuring they lead balanced and productive lives.

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)

All 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 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

Ten/All of the above

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

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	View File
Documentary evidence in support of each selected activity	View File
Any other relevant information	View File

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

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	View File

<p>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</p>	<p>All of the above</p>
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File Description	Documents
Data as per Data Template	View File
Samples prepared by students for each indicated assessment tool	View File
Documents showing the different activities for evolving indicated assessment tools	View File
Any other relevant information	View File

<p>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</p>	<p>All of the above</p>
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File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of each response selected	View File
Sample evidence showing the tasks carried out for each of the selected response	View File
Any other relevant information	View File

<p>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</p>													
<table border="1"> <thead> <tr> <th data-bbox="86 566 539 633">File Description</th> <th data-bbox="539 566 1445 633">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="86 633 539 701">Data as per Data Template</td> <td data-bbox="539 633 1445 701">View File</td> </tr> <tr> <td data-bbox="86 701 539 846">Documentary evidence showing the activities carried out for each of the selected response</td> <td data-bbox="539 701 1445 846">View File</td> </tr> <tr> <td data-bbox="86 846 539 913">Report of the events organized</td> <td data-bbox="539 846 1445 913">View File</td> </tr> <tr> <td data-bbox="86 913 539 1014">Photographs with caption and date, wherever possible</td> <td data-bbox="539 913 1445 1014">View File</td> </tr> <tr> <td data-bbox="86 1014 539 1081">Any other relevant information</td> <td data-bbox="539 1014 1445 1081">View File</td> </tr> </tbody> </table>	File Description	Documents	Data as per Data Template	View File	Documentary evidence showing the activities carried out for each of the selected response	View File	Report of the events organized	View File	Photographs with caption and date, wherever possible	View File	Any other relevant information	View File	
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Documentary evidence showing the activities carried out for each of the selected response	View File												
Report of the events organized	View File												
Photographs with caption and date, wherever possible	View File												
Any other relevant information	View File												
<p>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</p>	<p>All of the above</p>												
<table border="1"> <thead> <tr> <th data-bbox="86 1339 539 1406">File Description</th> <th data-bbox="539 1339 1445 1406">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="86 1406 539 1473">Data as per Data Template</td> <td data-bbox="539 1406 1445 1473">View File</td> </tr> <tr> <td data-bbox="86 1473 539 1619">Samples of assessed assignments for theory courses of different programmes</td> <td data-bbox="539 1473 1445 1619">View File</td> </tr> <tr> <td data-bbox="86 1619 539 1686">Any other relevant information</td> <td data-bbox="539 1619 1445 1686">View File</td> </tr> </tbody> </table>	File Description	Documents	Data as per Data Template	View File	Samples of assessed assignments for theory courses of different programmes	View File	Any other relevant information	View File					
File Description	Documents												
Data as per Data Template	View File												
Samples of assessed assignments for theory courses of different programmes	View File												
Any other relevant information	View File												
<p>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</p>													
<p>In GRT College of Education, the internship program is systematically planned to ensure comprehensive exposure and</p>													

preparedness for students. The selection of schools for internships is a participative process, with schools identified based on their alignment with the program's objectives and the diversity of student needs. Schools are either selected through a collaborative approach with local educational bodies or on request, ensuring a broad range of experiences.

Prior to the internship, orientations are conducted for both school principals/teachers and students. The orientation for school staff clarifies the goals of the internship, the roles of mentor teachers, and how to provide constructive feedback. For students, an orientation session covers expectations, responsibilities, and the internship's alignment with their learning outcomes.

The role of faculty members is clearly defined, with mentor teachers guiding students during the internship, providing regular feedback, and assessing their performance. This ensures a structured and supportive learning environment.

The mode of assessment is streamlined, with continuous and summative evaluations, including feedback from mentor teachers and self-assessments, focusing on both teaching skills and professional behavior.

Finally, students are exposed to a variety of school setups, including urban and rural institutions, public and private schools, enhancing their adaptability and preparing them for diverse teaching contexts.

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

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

2.4.9.1 - Number of final year students during the academic year

150

File Description	Documents
Data as per Data Template	View File
Plan of teacher engagement in school internship	View File
Any other relevant information	View File

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

Nine/All of the above

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

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

In GRT College of Education, the monitoring mechanisms during the internship program are designed to ensure that students gain optimal learning experiences and professional growth.

- Teacher Educators play a central role in guiding and overseeing students' progress. They maintain regular communication with both students and mentor teachers, conducting periodic visits to the internship schools to observe lessons, provide constructive

feedback, and address any challenges faced by the students.

- School Head Masters and school teachers are key partners in the internship process. The principal ensures that the school environment supports the interns, while mentor teachers provide day-to-day guidance and feedback. They assess interns' teaching performance, classroom management, and interaction with students, offering targeted suggestions for improvement.

- Peers also contribute to the monitoring process. Students are encouraged to engage in peer observations, where they observe and provide feedback on each other's teaching. This collaborative learning enhances their reflective practice and allows them to share strategies for effective teaching.

Together, these monitoring mechanisms ensure continuous support and assessment, fostering a comprehensive learning environment that maximizes the impact of the internship experience.

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

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

All of the above

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

2.4.13 - Comprehensive appraisal of interns'

Five of the above

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

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

2.5 - Teacher Profile and Quality

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

26

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

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

26

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

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

26

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

281

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

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

At GRT College of Education, teachers actively engage in ongoing professional development to stay current with the latest trends and issues in education.

1. In-House Discussions: Teachers regularly participate in in-house seminars, workshops and discussion forums where they deliberate on contemporary educational developments, emerging teaching strategies, and evolving policies. These discussions provide a platform for educators to exchange ideas, reflect on their practices, and collectively explore innovative approaches to teaching and learning. Topics might include new pedagogical models, technology integration in education, and policy changes impacting the education system.

2. Sharing Information with Colleagues and Other Institutions: Teachers at GRT College also maintain a strong culture of knowledge sharing. They actively engage with colleagues within the institution, discussing new teaching resources, research findings and updates on educational policies. Additionally, they collaborate with other institutions by attending conferences,

workshops and educational forums, sharing insights on policies, regulations and best practices. This collaborative exchange helps them stay informed about national and global educational reforms and adapt their teaching practices accordingly.

Through these efforts, teachers at GRT College ensure they remain at the forefront of educational developments, enhancing their effectiveness as educators.

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

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

At GRT College of Education, Continuous Internal Evaluation (CIE) is a systematic approach to assess student learning and ensure academic progress throughout the semester. The CIE system consists of multiple components designed to gauge both theoretical understanding and practical application. These components typically include:

1. **Periodic Tests/Quizzes:** Regular short tests or quizzes are conducted to assess students' grasp of the syllabus and encourage consistent learning.
2. **Assignments and Projects:** Students are required to complete assignments and projects, promoting research, critical thinking and the practical application of concepts.
3. **Class Participation:** Active involvement in classroom discussions and activities is observed, fostering a collaborative learning environment.
4. **Presentations and Seminars:** Students present their work and engage in seminars, enhancing communication skills and peer learning.
5. **Practical Work/Internships:** Hands-on teaching practice and fieldwork are crucial in evaluating students' teaching skills and their ability to apply theoretical knowledge in real classroom settings.
6. **Feedback and Reflection:** Regular feedback from faculty allows students to reflect on their progress and areas for improvement, ensuring continuous development.

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

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

2.6.3 - Mechanism for grievance redressal related to examination is operationally effective
<p>At GRT College of Education, a robust grievance redressal mechanism is in place to address concerns related to examinations, ensuring fairness and transparency in the evaluation process. The mechanism is designed to be operationally effective, with clear procedures for students to raise and resolve their grievances.</p> <p>1. Initial Approach: If a student has an issue regarding exam-related matters (e.g., evaluation, results, or discrepancies), they are encouraged to first approach the exam coordinator or the</p>

respective subject teacher to discuss the concern. This step helps resolve minor issues at the department level.

2. **Formal Grievance Submission:** If the issue remains unresolved, students can submit a formal grievance in writing to the Grievance Redressal Committee. The committee consists of faculty members, the examination controller and a representative from the student body to ensure impartiality.

3. **Investigation and Resolution:** The committee investigates the grievance thoroughly, reviewing exam scripts, assessment procedures and relevant records. The committee ensures that the evaluation process is fair, transparent and in line with the institution's academic policies.

4. **Timely Feedback:** Students are kept informed throughout the process, and efforts are made to resolve grievances swiftly, typically within a set timeframe, to ensure that students' concerns are addressed promptly.

This structured mechanism ensures that students grievances related to exams are handled efficiently, maintaining trust and transparency in the examination process.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	View File
Any other relevant information	View File

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.

At GRT College of Education, the adherence to the academic calendar for conducting Internal Evaluation is managed through a well-structured and timely process. The institution ensures that all assessment activities align with the academic schedule, including the timely completion of assignments, tests and practical evaluations.

The academic calendar outlines key dates for internal assessments, such as mid-term exams, quizzes, projects, and practical teaching sessions. The Internal Evaluation process begins with the dissemination of the schedule to both faculty and students at the

start of the semester. Faculty members are expected to complete evaluations according to the predefined timeline, ensuring no delays in assessments or feedback.

Regular coordination meetings are held to track the progress of evaluations and make any necessary adjustments to adhere to the academic calendar. Additionally, the institution utilizes a digital platform to monitor submission deadlines, test schedules and assessment results, ensuring transparency and accountability in the evaluation process.

This well-coordinated mechanism guarantees that assessments are conducted systematically and students receive timely feedback, supporting a structured academic environment that fosters learning and development.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	View File
Any other relevant information	View File

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.

At GRT College of Education, the alignment of Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) with the teaching-learning process is ensured through a structured and systematic approach. The institution begins by clearly defining the PLOs and CLOs, which are designed to meet both academic and professional standards. These outcomes are embedded within the curriculum and directly inform the design of course content, assessments and teaching methodologies. Faculty members are trained to ensure that their lesson plans, instructional strategies and assessment tools are aligned with the PLOs and CLOs, thereby maintaining consistency across the program.

During the delivery of the curriculum, active teaching techniques like group discussions, project-based learning, and experiential activities are used to meet the desired outcomes. Formative assessments, such as quizzes, assignments and reflective journals, provide ongoing feedback to students and ensure that they are progressing towards achieving the PLOs and CLOs. Regular reviews

of the teaching process through feedback from students and peer evaluations further ensure that the alignment is maintained, facilitating continuous improvement of the teaching-learning process. This approach guarantees that students acquire the necessary knowledge, skills, and competencies as outlined in the PLOs and 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	View File
Any other relevant information	View File

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

At GRT College of Education, the progressive performance of students and the attainment of professional and personal attributes in alignment with the Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) are systematically monitored to ensure continuous improvement. This is achieved through a combination of regular assessments, feedback mechanisms, and reflective practices.

1. **Continuous Assessment:** Students' performance is assessed through a variety of methods, including formative assessments (quizzes, assignments, projects) and summative assessments (exams, presentations). These assessments are designed to measure students' progress toward achieving the PLOs and CLOs, ensuring that both academic and professional competencies are being

developed.

2. Feedback and Reflection: Regular feedback from faculty, mentor teachers, and peers is provided, which helps students identify strengths and areas for improvement. Reflection sessions, where students analyze their learning experiences, contribute to personal and professional growth aligned with the expected outcomes.

3. Mentorship and Support: Individual mentoring and counseling are offered to help students refine their skills, address challenges and stay on track to achieve the PLOs and CLOs.

4. Periodic Reviews: The institution conducts regular reviews of student progress through evaluations, including performance in teaching practice, internships and professional development activities.

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	View File

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

150

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	View File

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.

The performance of students at GRT College of Education on assessment tasks demonstrates the extent to which their initially identified learning needs are met. For instance, if the identified need was to enhance understanding of Child Rights, assessments such as essay writing or case analysis could gauge their ability to critically evaluate these topics. High performance in these tasks would indicate that their learning needs were effectively addressed through targeted teaching methods.

For example, during a debate on the constitutional rights of children, students who initially struggled with legal terminology but later presented compelling arguments reflect a positive alignment between their learning needs and the instructional approach. Similarly, a decline in errors during citation tasks suggests improved knowledge in research referencing, fulfilling a previously identified gap in academic writing skills.

In contrast, lower performance in a quiz on Indian constitutional provisions might indicate the need for additional focus on foundational knowledge. Overall, well-designed assessments and subsequent performances provide a clear measure of how effectively the curriculum caters to student needs, allowing educators to refine their strategies.

File Description	Documents
Documentary evidence in respect to claim	View File
Any other relevant information	View File

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

<http://www.grtcoe.com/feedback-analysis-report.html>

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

1

File Description	Documents
Data as per Data Template	View File
Sanction letter from the funding agency	No File Uploaded
Any other relevant information	View File

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

All of the above

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

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

All of the above

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

3.2 - Research Publications

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

9

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	View File
Any other relevant information	View File

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

8

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

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

11

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	View File

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

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

300

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

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

300

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

300

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

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.

During the academic year 2023-2024, GRT College of Education conducted several outreach activities aimed at sensitizing students to social issues and fostering community development. On June 21, 2023, 450 students participated in the 9th International Yoga Day, promoting the importance of physical and mental well-being. This event not only highlighted the significance of a healthy lifestyle but also fostered a sense of community engagement among the participants. On June 26, 2023, 25 students actively took part in a Rangoli Awareness Campaign, which focused on raising awareness about cultural heritage and environmental sustainability. This activity encouraged creativity and a deeper understanding of preserving traditions while addressing modern challenges. A Community Cleanliness Drive was organized on August 26, 2023, with the participation of 300 students. This initiative aligned with the Swachh Bharat Mission and aimed to instill a sense of responsibility toward maintaining cleanliness in public spaces. These activities enabled students to engage with real-world issues, fostered their social responsibility, and contributed significantly to community development.

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

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

25

File Description	Documents
Data as per Data Template	View File
Appropriate certificates from the awarding agency	View File
Any other relevant information	View File

3.4 - Collaboration and Linkages	
3.4.1 - Number of linkages for Faculty exchange, Student exchange, research etc. during the year	
22	
3.4.1.1 - Number of linkages for faculty exchange, student exchange, research etc. during the year	
22	
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	View File
Any other relevant information	View File
3.4.2 - Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the academic year	
8	
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	View File
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	One/Two of the above

**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	View File
Any other relevant information	View File

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

GRT College of Education, Tiruttani, provides well-maintained and adequately equipped facilities to support effective teaching and learning across its programmes. The college has spacious, well-ventilated classrooms with modern teaching aids, including, smart boards, LCD projectors and audio-visual equipment, to enhance the learning experience. Laboratories are equipped with necessary materials and tools for practical learning, particularly in science and psychology subjects.

The institution also boasts a well-organized library with 10248 collection of books, journals, and e-resources, ensuring students have access to relevant academic materials. A computer lab with high-speed internet and updated software is available to support digital learning.

For physical education and recreation, GRT College of Education provides a well-maintained sports field, fitness center and indoor sports complex. These facilities encourage students' overall well-being and physical fitness. All infrastructure meets the minimum specified requirements set by statutory bodies like the National Council for Teacher Education (NCTE), ensuring compliance and quality in education delivery.

File Description	Documents
List of physical facilities available for teaching learning	View File
Geo-tagged photographs	View File
Any other relevant information	View File

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

8

File Description	Documents
Data as per Data Template	View File
Geo-tagged photographs	View File
Link to relevant page on the Institutional website	https://www.grtcoe.com/facilities.html
Any other relevant information	View File

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

1861760

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

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.

GRT College of Education in Tiruttani provides extensive remote access to library resources, fostering enriched academic

engagement for students and faculty. Memberships with DELNET (Developing Library Network) and the British Council Library allow users to access a wide selection of academic journals, e-books, and research articles from around the world. DELNET facilitates inter-library loans and digital access, while the British Council Library offers unique resources like e-books and audiobooks. The institution has also secured a membership with the Anna Centenary Library in Kotturpuram, giving users access to its vast collection of books and specialized resources. Additionally, an MoU with the Madras Library Association enhances access to professional development materials. Free access to the National Digital Library of India complements these resources, allowing convenient, remote learning and research support.

File Description	Documents
Bill for augmentation of library signed by the Principal	View File
Web-link to library facilities, if available	https://www.grtcoe.com/library.html
Any other relevant information	View File

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

GRT College of Education in Tiruttani provides comprehensive remote access to a vast range of library resources, greatly enhancing learning and research opportunities for both students and faculty. Through DELNET (Developing Library Network) and British Council Library memberships, users can access a rich digital repository of academic journals, e-books, and research papers across various disciplines. DELNET offers an extensive inter-library loan system and facilitates online access to diverse research materials, supporting in-depth academic work. Additionally, the British Council Library membership provides exclusive access to global resources, including e-books, audiobooks, and other digital resources. The college also utilizes the National Digital Library of India, offering free access to millions of books, articles, and academic resources. These digital gateways ensure that users can conveniently access valuable information from anywhere, promoting continuous learning and research flexibility.

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

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

All of the above

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

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

405647

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	View File

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

523

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

4.2.6 - Efforts are made to make available National Policies and other documents on education in the library suitable to the three streams of teacher education –general teacher education, special education and physical education by the following ways Relevant educational documents are obtained on a regular basis Documents are made available from other libraries on loan Documents are obtained as and when teachers recommend Documents are obtained as gifts to College	All of the above
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File Description	Documents
Data as per Data Template	View File
Any other relevant information	View File

4.3 - ICT Infrastructure

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

GRT College of Education has recently upgraded its ICT facilities to provide enhanced digital learning and connectivity for students and faculty. As of 15th March 2024, the college has increased its Wi-Fi bandwidth 200Mbps, ensuring high-speed internet access across the campus to support online learning, research, and administrative functions. Computer labs are updated with modern

systems equipped with the latest educational software, improving hands-on digital learning experiences. Smart classrooms with interactive whiteboards, projectors, and audio-visual aids have also been upgraded, enabling immersive teaching and collaborative learning. The college has also introduced secure access to cloud-based storage for students and faculty, supporting easy access to academic resources. These ICT enhancements reflect the institution's commitment to providing state-of-the-art facilities for quality education.

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

4.3.2 - Student – Computer ratio during the academic year

8:1

File Description	Documents
Data as per data template	View File
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	View File
Any other relevant information	View File

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

C. 250 MBPS - 500MBPS

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	View File
Any other relevant Information	View File

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

Five or more of the above

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	https://www.youtube.com/channel/UCne-xqkNy5iSJlHXFz4qUVA
List the equipment purchased for claimed facilities along with the relevant bills	View File
Link to the e-content developed by the faculty of the institution	https://www.youtube.com/watch?v=HahIE7bq8Z0&t=62s
Any other relevant information	View File

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)

15.19

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	View File

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

GRT College of Education in Tiruttani has established systematic policies for the maintenance and utilization of its physical, academic, and support facilities, ensuring a high-quality learning

environment. The college follows a preventive maintenance schedule, with regular inspections of facilities like laboratories, classrooms, libraries, and the sports complex to identify and address any issues. A dedicated team handles upkeep tasks, including equipment servicing and repairs, to keep facilities functional and safe. Library resources are managed with cataloging, regular inventory, and digital support for seamless access and preservation. The sports complex is maintained with regular equipment checks and is accessible to students during designated hours for sports activities. Computer labs and ICT resources are updated periodically, with software upgrades and system checks. These procedures are supervised by a maintenance department that oversees compliance and handles user requests, ensuring all facilities are optimally utilized and accessible for academic and extracurricular activities.

File Description	Documents
Appropriate link(s) on the institutional website	https://www.grtcoe.com/facilities.html
Any other relevant information	View File

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

<p>5.1.1 - A range of capability building and skill enhancement initiatives are undertaken by the institution such as Career and Personal Counseling Skill enhancement in academic, technical and organizational aspects Communicating with persons of different disabilities: Braille, Sign language and Speech training Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two E-content development Online assessment of learning</p>	<p>All of the above</p>
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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	View File
Photographs with date and caption for each initiative	View File
Any other relevant information	View File

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

Nine or more of the above

File Description	Documents
Geo-tagged photographs	View File
Any other relevant information	View File

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	View File
Samples of grievance submitted offline	View File
Any other relevant information	View File

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

Five or more 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	View File
Report of the Placement Cell	View File
Any other relevant information	View File

5.2 - Student Progression

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

Number of students placed as teachers/teacher educators	Total number of graduating students
75	150

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	View File
Any other relevant information	View File

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).

32

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	View File
Any other relevant information	View File

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

0

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

5.3 - Student Participation and Activities

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

In GRT College of Education, the Student Council plays a crucial role in fostering a positive and inclusive campus environment by acting as a liaison between students and the administration. By representing the collective voice of the student body, the council helps address academic, social and extracurricular concerns, ensuring that students' needs are communicated effectively to the authorities.

The council is actively involved in organizing events such as cultural programmes, sports activities and awareness campaigns, which contribute to the holistic development of students. They also take the initiative in promoting student welfare through mentoring, peer support and feedback mechanisms. Additionally, the council assists in facilitating student engagement in college governance, encouraging leadership and responsibility among students.

Through these proactive efforts, the Student Council not only enhances the overall academic experience but also helps to create a vibrant and supportive college community where students feel valued and empowered.

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

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

28

File Description	Documents
Data as per Data Template	View File
Reports of the events along with the photographs with captions and dates	View File
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

The mission of the GRT alumni group is to foster a spirit of loyalty and to promote general welfare of the institute. It offers network opportunities, which can connect recent graduates with established professionals and help to pursue career change. At GRT COE, we conduct our annual gathering every year their general meetings, where they can discuss, plan, and talk to each other and even they can execute their planning with the help of college faculties and students. We encourage our final year students to continue with our WhatsApp groups and join our GRT Alumni Association so that we can connect with each other for a long time and they can share their experiences, memories and any updates regarding vacancies or upcoming events too.

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

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

File Description	Documents
Details of office bearers and members of alumni association	View File
Certificate of registration of Alumni Association, if registered	View File
Any other relevant information	View File

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

All of the above

File Description	Documents
Documentary evidence for the selected claim	View File
Income Expenditure statement highlighting the alumni contribution	View File
Report of alumni participation in institutional functioning for the academic year	View File
Any other relevant information.	View File

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

2

File Description	Documents
Data as per Data Template	View File
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	View File
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

The Alumni Association of GRT College of Education plays a vital role in fostering a dynamic support system for students, enhancing their learning experiences and nurturing their talents. Through its multifaceted approach, the association bridges the gap between past and present, creating an ecosystem of guidance, motivation and development.

One of the key mechanisms employed is organizing regular mentorship programs. Alumni with diverse expertise interact with students, sharing their professional journeys, offering career guidance and providing insights into academic trends. These sessions inspire students to set ambitious goals and instill confidence in pursuing their passions. The association also conducts workshops and skill-building activities tailored to identify and develop unique student talents. Alumni collaborate with faculty to design programmes in areas like teaching methodologies, leadership and technology integration.

Alumni-driven competitions and events encourage students to showcase their talents, fostering a culture of excellence and innovation. The association's networking events connect students to a broader professional community, opening doors to internships, placements and collaborative opportunities. Through these initiatives, the Alumni Association of GRT College of Education acts as a catalyst for student growth, empowering them to realize their potential and contribute meaningfully to the field of education.

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

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.

The governance of GRT College of Education reflects effective leadership and participatory mechanisms aligned with its vision and mission. The institution envisions being a leader in providing quality education and creating equal opportunities in all spheres of life. Its mission emphasizes reaching underserved communities, fostering multi-skilling among learners and maintaining a governance culture that promotes performance and integrity.

Participatory governance is evident through the inclusion of teachers, students and non-teaching staff in decision-making bodies such as the IQAC Committee, Board of Studies, Academic Council, and Governing Body. These bodies ensure that academic and administrative processes are inclusive, collaborative and innovative. The institution's strategic initiatives include supporting students financially through scholarships, enhancing global and cultural diversity and ensuring quality assurance through the Internal Quality Assurance Cell.

These measures collectively aim to create a supportive and harmonious campus environment, with all stakeholders contributing to the college's mission of developing good citizens who build a better nation.

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

GRT College of Education practices decentralization and participative management through a structured and inclusive governance approach. The institution empowers its IQAC to plan and implement development activities, functioning as a critical link

between students, faculty and administration. Regular IQAC meetings foster discussions on college development, faculty growth and student welfare.

The college's decentralized structure includes 26 specialized committees such as Academic, Admission, Library and Placement Committees, ensuring efficient management of various functions. These committees are composed of representatives from management, faculty, staff, students, alumni and eminent personalities, promoting a collaborative approach. Feedback from all stakeholders, including alumni and faculty, is actively sought to improve academic and non-academic operations.

Under the Principal's supervision, plans for curricular, co-curricular and extracurricular activities are developed and approved by the respective authorities. The Principal, supported by subcommittees, executes these plans for smooth functioning. The College Development Committee and the Governing Body guide major decisions, ensuring participative governance. Initiatives like Continuous Professional Development programmes and new certificate courses further reflect this inclusive approach to decision-making and operational execution.

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.

GRT College of Education ensures transparency in its financial, academic, administrative and other functions through structured policies and robust governance mechanisms. Financial transparency is maintained by adhering to government regulations, regular audits and presenting fee structures to the Governing Body for approval. Budgeting and expenditure are monitored closely to ensure accountability.

Academically, transparency is achieved by maintaining an open system of curriculum development as per University guidelines and review, involving stakeholders such as faculty, students, alumni and industrial experts through the Board of Studies. Examination

processes are well-regulated, with clear guidelines and schedules communicated in advance.

On the administrative front, decentralized decision-making, regular IQAC meetings and the active participation of various committees ensure inclusivity and openness. Policies and decisions are communicated through official circulars and meetings, allowing all stakeholders to be informed and involved.

Additional transparency efforts include conducting Continuous Professional Development programmes, proposing certificate courses based on stakeholder feedback and managing co-curricular activities through dedicated committees. Institutional activities are documented and made accessible, ensuring clarity and trust among all stakeholders.

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

As part of its strategic plan for 2023-2024, GRT College of Education successfully implemented the augmentation of academic infrastructure and equipment to enhance teaching, learning and holistic student development. This initiative, derived from the institution's perspective plan, included upgrading classroom furniture, expanding library resources with ROVAN software and setting up a language lab, which proved particularly beneficial for improving communication skills.

Additionally, the institution introduced biometric devices for attendance, contributing to administrative efficiency and installed renewable energy systems like solar panels to support sustainability goals. Other improvements included to ensure accessibility, construction of a stage for campus activities and acquisition of sports equipment to encourage physical development.

The deployment strategy involved collaboration between the IQAC and management, with systematic planning, approval processes and

implementation to align these upgrades with institutional goals. These enhancements have led to a more effective teaching-learning process and a satisfying campus experience for students and faculty alike.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	https://www.grtcoe.com/images/Calender-2023-2024.pdf
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 functioning of the institutional bodies at GRT College of Education is marked by efficiency and alignment with well-defined policies, administrative setups, and service rules. The governance structure includes committees like the IQAC, Governing Body, Academic Council, and specialized subcommittees, each assigned specific responsibilities to ensure smooth operations.

The administrative setup follows a decentralized approach, where decisions flow from the Advisory Board to the College Development Committee, Principal, IQAC and other functional units. This hierarchy ensures clarity and accountability in policy implementation. Appointment and service rules are strictly adhered to, ensuring fairness and transparency in recruitment and employment practices.

Regular meetings of institutional bodies address policy updates, academic enhancements and infrastructural needs. For example, the IQAC plans and executes development activities, while the Governing Body reviews and approves strategic initiatives like curriculum revisions, financial proposals and infrastructure upgrades. Committees such as the Examination, Library, and Placement Cells ensure the efficient execution of academic and extracurricular programmes.

By fostering participative management and adhering to procedural rigor, the institutional bodies effectively align their operations with the vision and mission of the college, contributing to its academic excellence and holistic development.

File Description	Documents
Link to organogram on the institutional website	https://www.grtcoe.com/images/Organogram.pdf
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

All of the above

File Description	Documents
Data as per Data Template	View File
Screen shots of user interfaces of each module	View File
Annual e-governance report	View File
Geo-tagged photographs	View File
Any other relevant information	View File

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

GRT College of Education follows a systematic and cyclical approach to curriculum development, ensuring alignment with its vision, mission and strategic objectives. The process is conducted through regular meetings of various committees, bodies and cells within the institution. Inputs for curriculum revisions are collected from faculty members based on their expertise and collated for review.

The academic staff collaboratively evaluates these suggestions and prepares a draft of the revised curriculum. This draft is reviewed by the Board of Studies, which revises it further to incorporate feedback and finalizes the framework. Faculty members are assigned

specific subjects based on their areas of expertise and actively participate in orientation sessions, addressing queries and ensuring comprehensive subject coverage. These sessions are documented in meeting minutes, forming the basis for curriculum revisions.

In situations requiring urgent changes, such as compliance with state, national, or regulatory requirements, the institution's autonomous status allows for necessary deviations. These changes are recorded by the lecturers and submitted to the Principal for retroactive approval by statutory bodies. This flexible yet structured approach ensures that the curriculum remains dynamic, relevant and consistent with the college's academic and strategic goals.

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	View File

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

At GRT College of Education, effective welfare measures are implemented to ensure the well-being and job satisfaction of both teaching and non-teaching staff. The institution recognizes the importance of a supportive work environment in enhancing staff productivity and morale.

1. **Health and Insurance Benefits:** Staff members are provided with insurance and medical allowances, ensuring access to quality healthcare. Regular health check-ups and wellness programs are also organized to maintain physical well-being.

2. **Professional Development:** The institution invests in continuous professional growth by offering opportunities for training, workshops and conferences. Teaching staff are encouraged to attend national and international seminars, enhancing their teaching skills and knowledge. Non-teaching staff also have access to skill

enhancement programs.

3. **Work-life Balance:** The college promotes a healthy work-life balance by providing leave policies, allowing staff to manage personal commitments effectively. Additionally provisions for paid leave and maternity/paternity leave are in place.

4. **Recognition and Incentives:** To motivate and recognize excellence, the institution regularly organizes staff appreciation events and awards for outstanding performance.

5. **Social Welfare:** For emotional well-being, counseling services and staff recreational activities are organized, fostering a positive and inclusive work culture.

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	View File

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

14

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

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

5

File Description	Documents
Data as per Data Template	View File
Brochures / Reports along with Photographs with date and caption	View File
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

26

File Description	Documents
Data as per Data Template	View File
Copy of Course completion certificates	View File
Any other relevant information	View File

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.

At GRT College of Education, a well-structured performance appraisal system is in place for both teaching and non-teaching staff to assess their effectiveness, growth and areas for improvement.

Teaching Staff Appraisal:

The performance of teaching staff is assessed through a multi-faceted process, which includes:

1. **Student Feedback:** Regular student evaluations through surveys or feedback forms are used to assess teaching effectiveness, clarity, and classroom engagement.
2. **Peer Review:** Fellow faculty members observe and provide feedback on teaching methodologies, course delivery, and content relevance.
3. **Self-Appraisal:** Teachers are required to submit self-assessment reports, reflecting on their professional development, research activities, and contributions to the institution.
4. **Head of Department/Principal Review:** The department head and principal review the overall performance based on teaching quality, research output, student mentorship and contributions to institutional development.

Non-Teaching Staff Appraisal:

Non-teaching staff performance is evaluated based on their efficiency, punctuality and contribution to administrative tasks:

1. **Supervisor Evaluation:** Direct supervisors assess job performance, teamwork, and problem-solving abilities.
2. **Self-Assessment:** Non-teaching staff complete self-reports on their work achievements and challenges.

3. Feedback from Colleagues: Feedback from peers is considered for evaluating collaboration and communication skills.

This 360-degree appraisal system ensures that both teaching and non-teaching staff receive comprehensive feedback for continuous professional development.

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

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

In GRT College of Education internal and external financial audits are conducted regularly to ensure transparency, accountability, and efficient financial management.

Internal Financial Audit:

The internal audit process is carried out by an internal audit team within the institution, typically consisting of qualified accountants and financial officers. The team reviews all financial transactions, including income, expenses, salary payments and procurement processes. The internal audit ensures adherence to the institution's financial policies, identifies any discrepancies, and ensures proper documentation. It is typically conducted quarterly or at the end of each financial year.

External Financial Audit:

The external audit is carried out by an independent auditing firm. This audit provides an objective review of the financial statements, verifying their accuracy and compliance with statutory requirements. The external auditors examine the institution's balance sheet, profit and loss statements and other financial

records. This is done annually, and a detailed audit report is submitted to the governing body and regulatory authorities.

Settling Audit Objections:

In case of any audit objections or discrepancies, the institution's Finance Committee reviews the issues and works with relevant departments to clarify or correct the discrepancies. Action plans are developed to address the objections, and corrective measures are implemented to avoid similar issues in the future. Regular follow-up ensures that all objections are resolved within the stipulated timeframe.

File Description	Documents
Report of Auditors of during the year signed by the Principal.	View File
List of audit objections and their compliance with seal and signature of the Principal	View File
Any other relevant information	View File

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

0

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

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

In GRT College of Education, strategic measures are in place for the mobilization of funds and optimal utilization of resources to ensure the institution's financial sustainability and growth.

Mobilization of Funds:

The institution adopts a multi-channel approach to raise funds:

1. **Government Grants and Scholarships:** The college actively applies for central and state government grants, funding for research projects, and scholarships for students.
2. **Donations:** Endowments for academic and infrastructural development is provided.
3. **Fee Collection:** The primary source of income is the collection of student fees, which is managed transparently and efficiently, with fee structures being reviewed periodically to ensure financial viability.

Optimal Utilization of Resources:

To ensure efficient use of resources:

1. **Budget Allocation:** A comprehensive annual budget is prepared, with funds allocated to critical areas such as faculty development, infrastructure, student support services and research activities.
2. **Regular Monitoring:** The Finance Committee conducts regular reviews of expenditures, ensuring that funds are used as per the approved budget and re-allocating resources as necessary to areas requiring immediate attention.
3. **Cost-Effectiveness:** The college focuses on cost-effective methods for procurement and operational efficiency, ensuring that funds are utilized judiciously.

This balanced approach to fund mobilization and resource optimization ensures long-term financial health and the achievement of the institution's educational goals.

File Description	Documents
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	View File
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

At GRT College of Education, the Internal Quality Assurance Cell (IQAC) plays a pivotal role in institutionalizing quality assurance strategies to enhance teaching, learning and overall institutional performance.

Process for Quality Assurance through IQAC:

- 1. Establishing Quality Benchmarks:** IQAC sets clear quality benchmarks for academic, administrative and infrastructural processes. These benchmarks are aligned with national accreditation standards and the institution's vision.
- 2. Curriculum and Pedagogical Reforms:** The IQAC actively participates in the review and revision of the curriculum to ensure its relevance and quality. It encourages the adoption of innovative teaching methodologies and technology integration to enhance student engagement and learning outcomes.
- 3. Faculty Development:** The IQAC ensures the continuous professional development of faculty members through workshops, training programmes and seminars that focus on enhancing teaching skills, research and subject knowledge.
- 4. Student Feedback and Assessment:** The IQAC systematically collects student feedback on teaching effectiveness and institutional services. This feedback is analyzed to drive improvements in teaching methods, academic support, and administrative processes.
- 5. Monitoring and Evaluation:** The IQAC regularly conducts internal audits and self-assessments to monitor progress on quality

initiatives and ensures the implementation of corrective measures where needed.

File Description	Documents
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	View File
Any other relevant information	View File

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.

Process for Reviewing the Teaching-Learning Process:

- 1. Student Feedback:** Regular student feedback surveys are conducted to assess the effectiveness of teaching methods, course content, faculty performance, and overall learning experience. This feedback is analyzed by IQAC to identify areas for improvement.
- 2. Faculty Reflection and Peer Reviews:** Faculty members are encouraged to engage in self-reflection and peer reviews. Teachers share experiences, teaching strategies and challenges faced during their classes, fostering a collaborative approach to teaching. IQAC organizes discussions and workshops to review teaching methods and promote best practices.
- 3. Academic Monitoring and Assessment:** The IQAC monitors academic performance through regular reviews of internal assessments and exam results. These reviews help to identify patterns in student performance and the effectiveness of teaching strategies.
- 4. Curriculum and Pedagogical Revisions:** Based on feedback and reviews, the IQAC collaborates with faculty to suggest curricular updates and pedagogical improvements, ensuring the curriculum remains relevant and responsive to student needs and emerging educational trends.
- 5. Workshops and Training:** The IQAC organizes faculty development programmes to enhance teaching skills, incorporate new teaching technologies and adapt to evolve educational methodologies.

This periodic review process helps the institution maintain a dynamic and effective teaching-learning environment, continuously aligning quality standards.

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

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

25

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

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

Four of the above

File Description	Documents
Data as per Data Template	View File
Link to the minutes of the meeting of IQAC	https://www.grtcoe.com/images/IOAC-MEET-23-24.pdf
Link to Annual Quality Assurance Reports (AQAR) of IQAC	https://www.grtcoe.com/aqarindex.html
Consolidated report of Academic Administrative Audit (AAA)	View File
e-Copies of the accreditations and certifications	View File
• Supporting document of participation in NIRF	No File Uploaded
Feedback analysis report	View File
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

For the First Cycle:

- 1. Improvement in Teaching-Learning Methodologies:** In the first cycle of accreditation, GRT College of Education introduced technology-enhanced learning to improve student engagement and learning outcomes. The integration of online platforms like Google Classroom and digital resources such as e-books and recorded lectures supported diverse learning styles. Faculty members underwent training to effectively use these tools, creating an interactive and dynamic learning environment.
- 2. Revamping Internal Assessment Systems:** The institution revised its internal assessment methods to include continuous and formative assessments, such as projects, presentations, and group discussions, moving away from a solely summative approach. The changes contributed to a more holistic evaluation system, addressing diverse learning

needs.

For the Second and Subsequent Cycles:

1. **Enhanced Faculty Development:** Since the first accreditation cycle, GRT College significantly strengthened its faculty development programmes by organizing regular workshops and seminars on emerging educational trends and research. Faculty were encouraged to pursue research, resulting in a higher number of publications and conference presentations.
2. **Improvement in Student Support Services:** Building on feedback, the college enhanced student support services by introducing mentorship programs, career counseling, and skill development workshops.

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

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.

With eighty percent of its energy coming from solar power, GRT College of Education has proven to be a progressive energy policy maker. The college's strong reliance on renewable energy helps to fulfill its sustainability purpose by lowering its carbon footprint. In addition to reducing energy expenses, the solar power system promotes energy independence, which helps the institution lessen the effects of changes in energy prices.

Apart from its solar program, the college prioritizes water resource conservation. This is accomplished by installing rainwater collection systems, implementing effective water management technology, and encouraging staff and students to practice water conservation. These initiatives guarantee a balanced and sustainable usage of water on campus.

The energy and water conservation techniques are further enhanced by the green campus project. To encourage a natural and healthy

atmosphere, the college keeps up environmentally friendly areas with plenty of trees and green areas. A holistic model of sustainability is created through the combination of solar energy, water resource management, and the green campus project. These initiatives not only lessen the institution's environmental effect but also operate as a role model for students, highlighting the significance of energy saving and sustainable living in day-to-day activities.

File Description	Documents
Institution's energy policy document	View File
Any other relevant information	View File

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

The GRT College of Education is dedicated to employ effective waste management techniques to preserve a clean, sustainable environment. In order to minimize the influence on the environment, the waste management policy provides precise recommendations for the collection, disposal, recycling, and segregation of waste materials.

Guidelines:

1. **Waste Segregation:** Waste is divided into three categories: hazardous, non-hazardous, and biodegradable. For simple segregation, bins are color-coded.

2. **Recycling and Reuse:** Materials that can be recycled, such as metal, plastic, and paper, are gathered and delivered to recycling facilities. The college encourages reuse whenever it may be done and works to

reduce the usage of single-use plastic.

3. **Hazardous Waste:** According to government laws, hazardous waste, such as chemicals from laboratories are disposed of properly in designated containers.

Procedure:

1. **Collection and Disposal:** Every day, personnel with specific

responsibilities oversee the appropriate separation and gathering of garbage. The garbage is delivered to approved recycling facilities.

2. Awareness Programs: To guarantee compliance and encourage environmental responsibility, staff and students participate in frequent workshops and campaigns.

3. Monitoring: To ensure policy compliance and ongoing process improvement, a waste management committee keeps an eye on things. Audits are carried out as part of this oversight.

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

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

All of the above

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

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

All of the above

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

7.1.5 - Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment Describe the efforts of the institution towards maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment in not more than 100 - 200 words

GRT College of Education is devoted to keep its campus free from pollution, dirty air and green spaces. Sanitation is a top concern for the organization and they make sure that every facility is clean and well-maintained. To manage garbage properly, regular cleaning schedules and contemporary waste disposal systems are employed. This emphasis on hygiene fosters a wholesome environment that is favorable to learning.

GRT College of Education is committed to maintain and improve the amount of green space on campus in addition to cleanliness. To create a calm and environmentally friendly atmosphere, lush gardens, tree plantations and green areas are cultivated. The college encourages staff and students to help maintain the campus vegetation by planning tree-planting drives. These initiatives not only improve the aesthetics of the area but also help to lower pollutants and enhance air quality.

The institution aggressively encourages environmentally beneficial behaviors, like cutting back on plastic use, preserving water, and installing energy-saving equipment. GRT College of Education guarantees that students receive an education in a clean, green and pollution-free environment by promoting environmental awareness and sustainability. This helps students grow into responsible adults who understand the significance of environmental conservation.

File Description	Documents
Documents and/or photographs in support of the claim	View File
Any other relevant information	View File

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

All of the above

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

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

5.50

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

7.1.8 - Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges. Describe institution's efforts showcasing the way it leverages local environment, locational knowledge and resources, community practices and

challenges in not more than 100 - 200 words

GRT College of Education places a strong emphasis on the value of utilizing the neighborhood's resources, expertise and environment to enhance learning and give back to the community. Through field studies and initiatives that tackle regional ecological challenges, the institution encourages students to interact with the environment by incorporating the local landscape into its curriculum. This experiential learning methodology cultivates a profound comprehension of sustainable behaviors and the obstacles encountered by the nearby ecosystem.

GRT College of Education's pedagogical philosophy is greatly influenced by local knowledge. The institution integrates indigenous knowledge and traditional wisdom into the educational process through partnerships with community leaders, elders, and experts in the area. Students learn about cultural history and tried-and-true methods in this way, which enriches their education and promotes respect for regional customs.

Furthermore, GRT College of Education regularly participates in community activities, collaborating closely with neighborhood groups to solve issues including environmental sustainability, health, and educational access. Students benefit from having a strong sense of civic responsibility and practical problem-solving skills thanks to this strong community connection.

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

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	View File
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	View File
Details of the Monitoring Committee, Professional ethics programmes, if any	View File
Any other relevant information	View File

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

GRT College of Education's best practices, such the Evening School in Sirugumi Village and its Go Green Campus project, show how dedicated the institution is to environmental sustainability and community involvement.

Best Practice: 1

Government School Infrastructural Development through CSR Fund

Many government schools face challenges such as inadequate infrastructure, lack of basic amenities and insufficient learning resources. Recognizing the urgent need for intervention, GRT College of Education, in collaboration with CSR partners of GRT Jewelers Pvt.Ltd, initiated a project to upgrade the facilities in six selected schools in the region. This initiative aims to bridge the infrastructural gap and support holistic education.

Best Practice: 2

Go Green Campus

GRT College of Education has implemented a Go Green Campus

strategy that emphasizes sustainability and environmental preservation. There are lots of green areas on campus, including large gardens and tree plantations, which help to create a calmer and cleaner ambiance. Environmentally beneficial behaviours including separating waste, using less water, and using less plastic are explicitly encouraged. The institution cultivates a culture of sustainability and environmental responsibility among aspiring teachers by encouraging staff and students to help maintain this green space.

File Description	Documents
Photos related to two best practices of the Institution	View File
Any other relevant information	View File

7.3 - Institutional Distinctiveness

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

GRT College of Education stands out in its commitment to empowering not only its students but also the rural youth and the general public in the Tiruttani region through vocational education and skill development. In alignment with its vision to foster holistic development and address local needs, the college has partnered with the Council for Vocational Education and Skill Development (licensed by the Ministry of Corporate Affairs, Government of India, and registered under the Ministry of MSME). The college offers Certificate and Diploma courses (around 15 courses) in Computer Education, Child Education and Yoga Education, making vocational training accessible to the wider community. Jewellery making, Tailoring and handwork are also thought to promote practical skills and to improve economic growth in Tiruttani region. This initiative reflects the college's priority of enhancing employability and promoting self-sufficiency in underserved areas, contributing to both individual growth and regional development. By providing skill-based education, the college ensures that the local population gains practical competencies for career opportunities, staying true to its thrust on community engagement and empowerment.

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