YEARLY STATUS REPORT - 2022-2023

Part A

Data of the Institution

1.Name of the Institution P.A.COLLEGE OF EDUCATION

- Name of the Head of the institution Dr.M. Senthilkumar

- Designation Principal

- Does the institution function from its own campus? Yes

- Alternate phone No. 9942499814

- Mobile No: 9942426868

- Registered e-mail ID (Principal) paeducation@redif fmail.com

- Alternate Email ID pacenaac2020@gm ail.com

- Address Palladam Road, Pollachi, Coimbatore - 642002

- City/Town Pollachi

- State/UT Tamilnadu

- Pin Code 642002

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 **Tamilnadu Teachers Education University**

- Name of the IQAC Co-ordinator/Director **M. Jayaprakash**

- Phone No. **9942499814**

- Alternate phone No.(IQAC) **04259-22138 9**

- Mobile (IQAC) **9786840423**

- IQAC e-mail address **paeducation@redif fmail.com**

- Alternate e-mail address (IQAC) **pacenaac2020@gm ail.com**

3.Website address
http://www.paeducations.org/

- Web-link of the AQAR: (Previous Academic Year) http://www.paeducations.org/aqar.html

4.Whether Academic Calendar prepared during the year?
Yes

- if yes, whether it is uploaded in the Institutional website Web link: http://www.paeducations.org/images/Academic%20calendar/Academic_Calendar-2022-23.pdf

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	**B**	**2.13**	**2016**	**17/03/2017**	**16/03/2021**

6.Date of Establishment of IQAC
14/06/2021

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

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

8.Whether composition of IQAC as per latest NAAC guidelines
No

- Upload latest notification of formation of IQAC   No File Uploaded

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)

8 th Graduation day Independenceday-2022 Inauguration ceremony Teachers day Bharathiyar birthday National Mathematics Day Art and Craft Exhibition Pongal Celebration

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
Degree awarding ceremony	**Chairman of P.A. Education Institutions . Welcome Address delivered by Dr.M.SenthilKumar Principal of P.A. College of Education. Chief guest Prof.M.Soundarajan Registrar i/c Dean of Faculty, Tamilnadu Teachers Education University, Chennai.Presentation of Degree Certificates by the chief guest.**
Inauguration ceremony	**B.Ed-I Year Batch Inauguration function, the Presidential Address was given by Dr.P.Appukutty, the Chairman of P.A. Educational Institutions. Chief guest Address Dr.R.Nithiyanandan Secretary,Sree Ramu college of Arts and Science, N.M.Sungam. Welcome Address delivered by Dr.M.SenthilKumar Principal of P.A.College of Education . Vote of Thanks said by Mrs.D. Rajarajeswari Next, followed by Orientation Programmes.**
Teachers day	**During that function, a welcome address was delivered by Mrs.K.Sowmiya devi. Student Teacher Presidential address by Dr.M.SenthilKumar, Principal, P.A. College of Education. Vote of thanks by L. Kokila Student teacher. Poetry, Song, Elocution Events were conducted, winners received prizes and certificates.**
Naan Muthalvan	**During that function, a welcome address was delivered by Dr.M.SenthilKumar, Principal, P.A. College of Education.Presidential address by Dr.T.Manikandan,CEO, P.A.**

	Educational Institutions . Cheif guest Mr.K.Rajha,Principal,Diet, Coimbatore and Mr.G.Thitugansambatham,Former Principal Diet,Thirumoorthynagar, Tirupur. Resource persons Mrs.R.Maheswari Lecturer, Diet ,Ondipudur,Coimbatore,and Mrs.R.Christal Jeya Senoir Lecturer, , Diet ,Ondipudur,Coimbatore Vote of thanks by Mr.M.Jayaprakash
National Mathematics Day	During that occasion, at the beginning, a welcome speech by MS.D.J.Kiruthika , Student teacher, and the Presidential Address delivered by Dr.M.SenthilKumar, Principal, P.A. College of Education. Vote of thanks by Ms.M.Krishanaveni, Student teacher. A special speech and quiz competition was organised by Student Teachers related to Mathematics Day.

13.Whether the AQAR was placed before statutory body?   No

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
Nil	Nil

14.Whether institutional data submitted to AISHE

Part A

Data of the Institution

1.Name of the Institution	**P.A.COLLEGE OF EDUCATION**
• Name of the Head of the institution	**Dr.M. Senthilkumar**
• Designation	**Principal**
• Does the institution function from its own campus?	**Yes**
• Alternate phone No.	**9942499814**
• Mobile No:	**9942426868**
• Registered e-mail ID (Principal)	**paeducation@redif fmail.com**
• Alternate Email ID	**pacenaac2020@gm ail.com**
• Address	**Palladam Road, Pollachi, Coimbatore - 642002**
• City/Town	**Pollachi**
• State/UT	**Tamilnadu**
• Pin Code	**642002**
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	**Tamilnadu Teachers Education**

	University
• Name of the IQAC Co-ordinator/Director	M. Jayaprakash
• Phone No.	9942499814
• Alternate phone No.(IQAC)	04259-22138 9
• Mobile (IQAC)	9786840423
• IQAC e-mail address	paeducation@redif fmail.com
• Alternate e-mail address (IQAC)	pacenaac2020@gm ail.com

3.Website address — http://www.paeducations.org/

• Web-link of the AQAR: (Previous Academic Year)	http://www.paeducations.org/aqar.html

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

• if yes, whether it is uploaded in the Institutional website Web link:	http://www.paeducations.org/images/Academic%20calendar/Academic_Calendar-2022-23.pdf

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	B	2.13	2016	17/03/2017	16/03/2021

6.Date of Establishment of IQAC — 14/06/2021

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

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

8.Whether composition of IQAC as per latest NAAC guidelines — No

• Upload latest notification of formation of IQAC	No File Uploaded

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)

8 th Graduation day Independenceday-2022 Inauguration ceremony Teachers day Bharathiyar birthday National Mathematics Day Art and Craft Exhibition Pongal Celebration

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
Degree awarding ceremony	**Chairman of P.A. Education Institutions . Welcome Address delivered by Dr.M.SenthilKumar Principal of P.A. College of Education. Chief guest Prof.M.Soundarajan Registrar i/c Dean of Faculty, Tamilnadu Teachers Education University, Chennai.Presentation of Degree Certificates by the chief guest.**
Inauguration ceremony	**B.Ed-I Year Batch Inauguration function, the Presidential Address was given by Dr.P.Appukutty, the Chairman of P.A. Educational Institutions. Chief guest Address Dr.R.Nithiyanandan Secretary,Sree Ramu college of Arts and Science, N.M.Sungam. Welcome Address delivered by Dr.M.SenthilKumar Principal of P.A.College of Education . Vote of Thanks said by Mrs.D. Rajarajeswari Next, followed by Orientation Programmes.**
Teachers day	**During that function, a welcome address was delivered by Mrs.K.Sowmiya devi. Student Teacher Presidential address by Dr.M.SenthilKumar, Principal, P.A. College of Education. Vote of thanks by L. Kokila Student teacher. Poetry, Song, Elocution Events were conducted, winners received prizes and certificates.**
Naan Muthalvan	**During that function, a welcome address was delivered by Dr.M.SenthilKumar, Principal, P.A. College of Education.Presidential address**

	by Dr.T.Manikandan,CEO, P.A. Educational Institutions . Cheif guest Mr.K.Rajha,Principal,Diet,Coimbatore and Mr.G.Thitugansambatham,Former Principal Diet,Thirumoorthynagar, Tirupur. Resource persons Mrs.R.Maheswari Lecturer, Diet ,Ondipudur,Coimbatore,and Mrs.R.Christal Jeya Senoir Lecturer, , Diet ,Ondipudur,Coimbatore Vote of thanks by Mr.M.Jayaprakash
National Mathematics Day	During that occasion, at the beginning, a welcome speech by MS.D.J.Kiruthika , Student teacher, and the Presidential Address delivered by Dr.M.SenthilKumar, Principal, P.A. College of Education. Vote of thanks by Ms.M.Krishanaveni, Student teacher. A special speech and quiz competition was organised by Student Teachers related to Mathematics Day.

13.Whether the AQAR was placed before statutory body?

No

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
Nil	Nil

14.Whether institutional data submitted to AISHE

Year	Date of Submission
2021-2022	10/12/2022

15.Multidisciplinary / interdisciplinary

National Education Policy proposes their vision and revamping of

all aspects of the education structure, Including its regulation and governance, to create a new system that is aligned with the aspirational goals of 21st century education, including SDG4, while building upon India's traditions and value systems. It further proposes multidisciplinary and a holistic education across the sciences, social sciences, arts, humanities, and sports for a multidisciplinary world in order to ensure the unity and integrity of all knowledge. To acquaint about all the upcoming changes in the educational field according the new norms of NEP, the institution already has made a preparatory action. Since institution's vision and mission statements represent the idea of transdisciplinary and interdisciplinary components of academic and non-academic programmes, we are predetermined to implement NEP.

16.Academic bank of credits (ABC):

At present the institution follows the course structure of Tamilnadu Teachers Education University. The course consists of 4 semesters combined with school based, college based and community-based practicums. The course has two-year duration and as per university norms dropping out of the course will cause year loss for the students. In fact academic bank of credit is meant to increase the student's freedom in choosing their courses and academics and enabling them to drop out in any year and then exchange the credits earned so far with a certificate/diploma if they are eligible. At present institution not designed any specific strategies to integrate the same in the institutional policy. However, in future steps will be taken for students to redeem the credits and rejoin the same or any other institute in the future and continue their education.

17.Skill development:

The institution gives paramount importance for skill development. To align and empower the youth with 21st century skills to achieve the vision of up skilling the youth the institution organizes various programs and events. Communication skill, soft skills,technological skill etc. The teaching-learning process is very enriching when students learn from the community and get a better understanding of how they would need to innovate to ensure positive behavior changes. Workshops and sessions are regularly organized with community media groups and media professionals designing and using media in creative and innovative ways.The pedagogy courses offered in the College of Education involve the development of creative and innovative lesson plans and Teaching Learning Material (TLM) by the student-teachers under the

guidance of faculty. The students develop new ideas to design a wide variety of TLM for their classes, such as, preparation of kits,short videos/documentaries, games, worksheets,working charts, posters, and other multimedia aids.

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

Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course): Indian knowledge systemis a collective range of Indian Knowledge that has exhibited in systematized ways of knowing. It encompasses the foundational knowledge, Science, Engineering & Technology, Humanities and Social Sciences through a structured classification. This knowledge has evolved over millenniums. It has a wide range of several beaches such as Astronomy, Ayurveda & Yoga (Health and Well-being) Mathematics and Computing, Languages and Linguistics, Metallurgy,Rasa-Shastra, Public Administration, War Technology. Management Science and many more. The institution vision depicts the creation of prospective teachers with a global outlook imbued with India's rich heritage of cultural and spiritual values. The institution already in the path of comprehending Indian culture based educational system and practices. Students in the institution receives ample opportunities to take part in divergent activities which expose traditions and culture. Competitions, celebrations exposure to music, arts and education are meant for achieving this predetermined objective.

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

Focus on Outcome based education (OBE): Outcome Based Education possesses the power to transform the learning experience of students and must be embraced by educational institutions for enhancing their knowledge & skills. The university offered B Ed program has its own has clearly stated Programme Outcomes (PO), Programme Specific Outcomes (PSO) and Course outcomes (CO).The subjects taught in the semesters has its own specific outcomes. To orient students and teachers about the OBE , The IQAC of the institution has taken progressive steps. Th IQAC initiative of regular intervention and feedback analysis helps both the teachers and students to asquint with OBE. Apart from that institution also suggests students Exposure to MOOCs courses, Challenging assignments and seminars for group discussions., Emphasis on developing research-oriented skills, Emphasis on differentiated learning for inclusive classrooms, Value based education through curricular and cocurricular activities, Rubrics

based assessments for alinternals, projects, practical aspects, practice teaching and internship programme. are some initiatives for acquainting OBE

20.Distance education/online education:
The pandemic has forced institutions to have a definitive program for online education. Our institution has used this opportunity to explore potential of our faculty and infrastructure in offering the courses through online platforms. The institution used diverse online portals and presentations, seminars, games puzzles, quizzes, Google forms and so on. Google classroom supports the students in communication and collaboration with others. ICT integration in educational attainment helped a lot to acquaint teachers and students to absorb the ideas of online education. Since distance education is getting its own relevance in the education sector, the institution is proposed to set infrastructure for launching more programs and education which benefit the public according to the university norms and proceedures. The existing digital platforms are used extensively with interactive panel boards in all class rooms. Through these initiatives the institution is trying to adapt NEP.

Extended Profile

1.Student

2.1   100

Number of students on roll during the year

File Description	Documents
Data Template	[View File](#)

2.2   100

Number of seats sanctioned during the year

File Description	Documents
Data Template	[View File](#)

2.3   0

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

File Description	Documents
Data Template	View File

2.4   **78**

Number of outgoing / final year students during the year:

File Description	Documents
Data Template	View File

2.5Number of graduating students during the year   **78**

File Description	Documents
Data Template	View File

2.6   **100**

Number of students enrolled during the year

File Description	Documents
Data Template	View File

2.Institution

4.1   **195000**

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

4.2   **20**

Total number of computers on campus for academic purposes

3.Teacher

5.1   **16**

Number of full-time teachers during the year:

Extended Profile

1.Student

2.1 Number of students on roll during the year	**100**

File Description	Documents
Data Template	View File

2.2 Number of seats sanctioned during the year	**100**

File Description	Documents
Data Template	View File

2.3 Number of seats earmarked for reserved categories as per GOI/State Government during the year:	**0**

File Description	Documents
Data Template	View File

2.4 Number of outgoing / final year students during the year:	**78**

File Description	Documents
Data Template	View File

2.5Number of graduating students during the year	**78**

File Description	Documents
Data Template	View File

2.6 Number of students enrolled during the year	**100**

File Description	Documents
Data Template	View File

2.Institution

4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	**195000**
4.2 Total number of computers on campus for academic purposes	**20**

3.Teacher

5.1 Number of full-time teachers during the year:	**16**

File Description	Documents
Data Template	View File
Data Template	No File Uploaded

5.2 Number of sanctioned posts for the year:	**16**

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

curriculum is efficient planning. Consequent to the adoption of the Choice Based Credit System by the University we have ensured that the college academic calendar is in place much before the beginning of each year and preparations for the next year are complete in time. The following flowchart shows the salient features of the planning process sequentially. The transition to

the Choice Based Credit System adopted by the University of Chennai has necessitated the need to provide students with a feasible degree of choice as far as papers chosen and therefore, details of the choices offered. We have, thus, started taking options from students well before the Examination begins so thatthe college departments are well prepared to cater to the student's preferences. Orientation session is held to apprise students of the salient features and future prospects being offered by each department in a particular Exam. This ensures that students make an informed choice. Students are encouraged to meetfaculty members and seek more information if necessary.As acollege policy, departments are encouraged to accommodate the student's choices. As an attempt to increase the efficiency of curriculum delivery, the faculty are required to prepare modular teaching plans before the beginning of the examination . Thecollege IQAC monitors this process.

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	B. Any 5 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	**No File Uploaded**

1.1.3 - While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) for all programmes offered by the institution, which are stated and communicated to teachers and students through Website of the Institution Prospectus Student induction programme Orientation programme for teachers	**A. All of the Above**

File Description	Documents
Data as per Data Template	View File
URL to the page on website where the PLOs and CLOs are listed	http://www.paeducations.org/images/pdf/PLOCLO.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

2

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	**Nil**

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

0

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

0

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

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

0

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

0

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

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

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

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

90

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

90

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	**No File Uploaded**

1.3 - Curriculum Enrichment

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

Institute integrates crosscutting issues relevant to professional ethics, gender, human values, environment and sustainability into the curriculum. Actually, the university decides the syllabus and college has to follow it. But in this limitations college do its best for above said issues. Some of the steps taken are below Swachh Bharat - Visit to Gandhi Ashram. Awareness Programme on Health and hygiene- Hand washing technique with soap and water. Awareness on AIDS Disease & Life Skill Education. Characteristics of Effective teacher International Women's day. Awareness on Food Conservation.Health and Hygienic foods. Session On Yoga and Meditation for Self Relaxation.

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

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

The national organization that plays a key role in developing policies and Programmes, called the National Council for Educational Research and Training (NCERT) that prepares a National Curriculum Framework. Each state has its counterpart called the State Council for Educational Research and Training (SCERT). These are the bodies that essentially propose educational strategies, curricula, pedagogical schemes and evaluation methodologies to the states' departments of education 1.Functioning of various Boards of School Education: The Various education boards in India & Its Function: The school system in India has four levels: lower primary (age 6 to 10), upper primary (11 and 12), high (13 to 15) and higher secondary (17 and 18). Students have to learn a common curriculum largely (except for regional changes in mother tongue) till the end of high school. There are mainly three streams in school education in India. Two of these are coordinated at the national level, of which one is under the Central Board of Secondary Education (CBSE) and was originally meant for children of central government employees who are periodically transferred and may have to move to any place in the country. The second central scheme is the Indian Certificate of Secondary Education (ICSE). It seems that this was started as a replacement for the Cambridge School Certificate.

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

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

The institution enables students to develop the understanding of interconnectedness of the various learning engagements. The teaching and learning process are programmed in a systematic way so that students feel comfortable in effective listening and learning. Multiple mode approach to teaching-learning is adopted by teachers which includes experiential learning, participative learning, and problem-solving methodologies. The teachers and students are encouraged to keep pace with the recent developments in theirsubject by preparing different teaching aids, periodically turning to the internet and news articles. Bilingual method of teaching learning process is used in the class. Study materials are provided according to their needs in bilingual form. The assessment can be done by internal and external mode in order to achieve the curriculum outcomes or the goals of their individualized programs Conducts Remedial classes for slow learners apart from regular classes for improving their performance and also students attend Workshops/ Seminars/ Symposiums to keep them updated on various advancements. Centre for Guidance and Counseling is functioning actively to maintain the betterment in all the aspects of the students. Tutor Ward System is maintained for enhancing the Parental Care of the students by the teaching faculties in identifying and motivating their talents. The library and ICT services are upgraded to provide the current technology developments to students. Provides an opportunity to the student teacher for school internship which incorporates teaching skills among them where they understand the role and responsibilities of professional teachers to improve their skills and abilities in the teaching profession.

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

1.4 - Feedback System

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

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

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

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

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

100

2.1.1.1 - Number of students enrolled during the year

100

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

31

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

31

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

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

0

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

00

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

2.2 - Honoring Student Diversity

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

education programme and also the academic support provided to students, in not more than 100-200 words.

P. A. College of Education is located in a rural area and the students enrolled, hailing from remote areas.They complete their under graduate and Post graduate from the nearby colleges under vernacular medium. Inauguration for fresher will be conducted. A welcome speech is given by the chief guest at the start of a ceremony or an occasion to means warmth and gratitude towards the parents that have taken pains to mark their presence. It marks the start of an occasion .To bridge the gap between the entry levels of students in order to identify the different learning needs to undergo with professional educationprogrammee, an Orientation Programmee is being organized for three days for the fresher's.

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	Six/Five 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	No File Uploaded

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

2.2.4 - Student-Mentor ratio for the academic year

14:1

2.2.4.1 - Number of mentors in the Institution

7

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

2.3 - Teaching- Learning Process

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

.The institution has adopted the doctrine in the form of students' centric learning methodologies. For effectively implementing the mechanism the students are supervised and mentored accordingly. The curriculum has been designed keeping in mind the students and the following methods are adopted to make it student centric:-During the programmee, a systematic evaluation process is used to assess the learning levels of the students.As a general practice, before the commencement of teaching of any course, the teachers interact with the students to ascertain their background, subject stream, medium of education, dispositions, aptitude match for the current programme, aspirations, and areas of interest, their learning needs and skills. Moreover, each faculty during the class hours identifies the slow or advance learners by interacting with them. During the course of time, a systematic evaluation process is used to assess the learning levels of the students. This evaluation process consist of written examination, open book test,group presentation, project, practical examination with viva, written assignment, surprise test and classperformance.

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

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

and others excluding PPT during the year

11

File Description	Documents
Data as per Data Template	[View File](#)
Link to LMS	**Nil**
Any other relevant information	**No File Uploaded**

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

186

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	**No File Uploaded**
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	**Four of the above**

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

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

.Our Institution enhances the performance of good teamwork benefits individuals too. It enables mutual support and learning, and can generate a sense of belonging and commitment. Good teamwork is essential which it signifies that, people are working towards a shared purpose and common goals andin so doing they are sharing their varied skills in complementary roles and in cooperation with each other. Institution is much more likely to perform well when their people work effectively as a team, where the combined effect of the team is greater than the sum of individual efforts. Working together a team can apply individual perspectives, experience, and skills to solve complex problems, creating new solutionsand ideas that may be beyond the scope of any one individual.

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

2.3.6 - Institution provides exposure to students about recent developments in the field of education through Special lectures by experts Book reading & discussion on it Discussion on recent policies & regulations Teacher presented seminars for benefit of	**Three of the above**

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

The teaching-learning process is very enriching when students learn from the community and get a betterunderstanding of how they would need to innovate to ensure positive behaviour changes. Workshops andsessions are regularly organized with community media groups and media professionals designing andusing media in creative and innovative ways..Students are encouraged to think critically and be innovative and creative in tackling their assignments, projects and other tasks assigned to them. Teaching pedagogies have been modified over time to facilitate innovation. The curriculum is planned in a way to complement a strong theoretical background with practical understanding. Innovations are conceived in such a way that they are sustainable. Students are encouraged to think of 'out of the box' solutions to issues like parenting, child care, resource utilization in communities and behaviour change. Students are also motivated to participate as seminars,workshop and Innovation projects.

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)	**Seven/Eight 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 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	**Eight /Nine of the above**

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

Three of the above

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

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

All of the above

content Observation modes for individual and group activities Performance tests Oral assessment Rating Scales

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

2.4.5 - Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of Preparation of lesson plans Developing assessment tools for 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

All of the above

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

2.4.6 - Students develop competence to organize academic, cultural, sports and community related events through Planning and scheduling academic, cultural and sports events in school Planning and

All of the above

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

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	**No File Uploaded**

2.4.7 - A variety of assignments given and assessed for theory courses through Library work Field exploration Hands-on activity Preparation of term paper Identifying and using the different sources for study	**All of the above**

File Description	Documents
Data as per Data Template	[View File](#)
Samples of assessed assignments for theory courses of different programmes	[View File](#)
Any other relevant information	[View File](#)

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

.Institution provide proper preparatory efforts in Organizing internship programme by giving better training to our students in regular classroom teaching with the help of experienced faculty team. Internship training is the part of the University Curriculum and our students are sending for 16 weeks internship

teaching in the Secondary and Higher Secondary level Government/ Government Aided in and around the Coimbatore and Tirupur Educational Districts with the proper permission from the CEO Office. Students can identify own schools for their internship to inculcate their teaching competencies.

The student teachers aregiven pre-practice teaching/microteaching, demonstration classes and model teaching classes. Classroom seminars, assignments, textbook review, team teaching and weekend reflective sessions are arranged for the benefit of the students. The student teachers are instructed to select the method or techniques that are suitable for the teaching based on the content, ability of the students and classroom environment. Theplan for practice teaching is jointly undertaken by the student teacher and the School staff along withpupil teachers.

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

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

2.4.9.1 - Number of final year students during the academic year

86

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

2.4.10 - Nature of internee engagement during internship consists of Classroom teaching Mentoring Time-table preparation Student counseling PTA meetings Assessment of student learning – home assignments & tests Organizing academic and cultural events Maintaining documents Administrative responsibilities-experience/exposure Preparation of progress reports	Seven/Eight 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	No File Uploaded

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

.The practice teaching is one of the memorable and enriching experiences to the budding student teachers.During the internship programme the students will be able to get the information regarding duties of teachers other than teaching they get involved in planning and executing the work done by the teachers.This practical experience will help student teachers to become familiar with qualities of successful teacher and they will develop positive attitude towards teaching profession. The student teachers get the following experience during the Internship: Practice teaching and lesson observation Prepare unit plan and unit test Assess answer books and prepare result Learn to take attendance of the students also participate in the prayer They too conduct competitions, variety mind refreshing programmes and exhibitions Verify home assignments and tutor ward system

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 /	All of the above

School* Teachers Principal / School* Principal B. Ed Students / School* Students (* 'Schools' to be read as "TEIs" for PG programmes)	

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

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

2.5 - Teacher Profile and Quality

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

16

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

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

2

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

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

16

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

92

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

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

.Teachers too need to refresh their knowledge with the passing time as with each passing moment the world is moving towards the

technological advancement which leads to the discovery as well as the invention of new aspects in every field of education as well as practice; hence in order to provide the best teachings to the student teachers must also know the best of all. Therefore, they must go for certain training programs which are meant to refresh and update the knowledge of them. In the following aspects: In order to give rise to the students' achievements in all educational institutes In order to provide high quality of education and learning in institutes. The teachers' training ultimately raises the wellbeing of teachers as well as students.

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

.College-based continuous internal assessment system The weightage to award internal continuous assessment marks should be fifty percentage to the test papers as well as tasks and assignments. There shall be no separate minimum for internal assessment of theory courses. However, the institution is considering seminars and attendance as the parameters for internal assessment of theory courses. Micro teaching, the core of teaching will be assessed through oneweek hands-on training and observation. Semester wise continuous assessment on professional capacity building through Reading and Reflecting on Texts, Art and Drama in Education, Critical Understanding of ICT and Understanding the Self are done through Enhancing Professional Capacities(EPC). Yoga, Health and Physical Education competencies are assessed through regular performance of the studentteachers.Preceding the school internship programme, at the institution level our student-teachers teaching proficiencies are assessed through Peer Discussion Lessons, Observation Lessons, Peer Criticism Lessons by the optional subject teachers. By conducting workshop on teacher enrichment, the trainees Teaching- Learning Material (TLM) preparation capacities are being assessed. The entirecollege-based continuous internal assessment testimonials will be examined by the external examination board constituted by the

university.

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	**Three of the above**

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	**No File Uploaded**

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

.The college has a well-organized mechanism for Redressed of examination related grievances. The student can approach the Teachers, College Examination Officer and Principal to redress the examination related grievance as per the requirement and jurisdiction of the grievance. Grievances related to college conducted examinations: At the college level, the evaluation work is done for the examinations.Internal examination committee itself looks after the complaints or grievances related to the examination carried out through theinstitutions. The students

have the freedom to use the suggestion box to put in the note of dissatisfactionwith the internal examination mechanism. The principal and in charge of faculty keeps an eye on the overall procedure by conducting the periodical meeting with the internal examination committee.If there is change in score, it is corrected by internal examination committee of the college. B. Grievances regarding university examinations: If any student feels that the marks given to him in any paper are not just, he or she can apply revaluationby remitting the fees to the college. The students should apply within a fifteen days after declaration ofthe result.The college appoints subject expert other than the previous assessor. College has to declarefinal revaluation result within fifteen days.

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

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

.Academic calendar is prepared by the Principal and faculties. In the beginning of the academic session the students are apprised of the academic calendar and the same is uploaded on college website and displayed on notice boards and at strategic locations. Only the head of the institution can incorporate minor changes in academic calendar which he may deem fit considering the unforeseen circumstances. The Schedule of All Examinations is given in the academic calendar. The academic calendar provides the date of commencement of the academic session, submission of exam marks, the period of internal assessment tests, practical exam schedule, preparation holidays, final semester examinations, etc. Assignments are submitted by students as per the dates given in academic Calendar Examination schedule of these exams is announced and displayed in advance. Display of marks is also as per the schedule given in academic calendar. Following table shows the schedule and implemented dates of internal evaluation parameters. The institution makes effective planning for conducting CIE adhered to the academic calendar of TNTEU. This allows the teachers and the students to space out their teaching and learning practice and evaluation process.The Schedule of all tests is conducted in evenly spaced

out intervals as scheduled in the academic calendar for the convenience and effective preparation of the students. Academic calendar for the conduct of CIE.

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

2.7 - Student Performance and Learning Outcomes

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

.Our institution affiliated to the Tamilnadu Teachers Education University,Chennai. Every academic year our institution creates its own Programme Learning Outcome (PLOs) and Course Learning Outcome (CLOs) based on the PLOs and CLOs in the university curriculum. While framing the PLOs and CLOs the institution adheres the vision and mission of the institution as well as the recommendations of the National Education Policy. The academic calendar is prepared based on the PLOs CLOs framework. At the commencement of each academic year, an induction programme is given to the teacher-educators in order to enrich their knowledge in the PLOs and CLOs of the programme followed by an orientation programme is given to the newly joined student-teachers in order to enable them to comprehend the entire programme work. Further, the CLOs are explained by the subject teachers which helps the studentteachers to familiarize the Course Learning Outcomes.

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

2.7.2 - Pass percentage of Students during the year

File Description	Documents
Data as per Data Template	View File
Result sheet for each year received from the Affiliating University	View File
Certified report from the Head of the Institution indicating pass percentage of students program-wise	View File
Any other relevant information	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

.Program leraning outcomes are Effective learning outcomes highlight expected student behavior as well as the specific conditions and standards of performance by which students will be measured. Course Learning outcomes are measurable statements that concretely formally state what students are expected to learn in a course. While goals or objectives can be written more broadly, learning outcomes describe specifically how learners will achieve the goals.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 by several internal and external assessments. Tamil Nadu Teachers Education University conducts the written examination and practical examinations. The internal assessment is what you do as part of your coursework - the essays, group assignments, tests, etc. It can be due at different times throughout the year and is managed by the individual course tutor. To improve and control the quality of internal examinations to be conducted at institute level. As part of the Continuous Internal Assessment (CIA), The College conducts three examinations for first year and two examinations for second year as an internal assessment cum preparatory examination in view of the end semester university examination, for a duration of two/ three hours. These exams are conducted strictly in conformity with the University pattern (in terms of question papers, evaluation practices, seating arrangements, timetable etc.).

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

2.7.4 - Performance of outgoing students in internal assessment

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

65

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 institution offers adequate opportunities and support to students, to widen their initially identified learning needs. During the admission process itself institution tries to understand and seek students' aspirations and expectations through self-responsive check list and personal interviews. The level of academic and non-academic achievement of the students also evaluated in this process. Through an ongoing observation and evaluation, the teachers continuously analyse the performance of students. There are a number assessment tasks that are highlighted in the curriculum in order to assess the student performance. Teachers effectively utilises all these assessment tasks in order to cater the initially identified learning needs. The institutional also maintains and follows a specific criterion to assess students curricular and co-

curricular activities in terms of their school-based practices, college-based practices and community based practices. Regular tasks and assignments also a part of theoretical courses. The evaluation of subject specific activities further helps in reflecting their initially identified learning needs.

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

https://docs.google.com/forms/d/e/1FAIpQLSfChVahcuSBIoAOrl6Dcagj 2OWRghnkraqUC8Pj3sg3UPMj3A/viewform

RESEARCH AND OUTREACH ACTIVITIES

3.1 - Resource Mobilization for Research

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

0

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

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	**Three of the above**

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

3.1.4 - Institution has created an eco-system for innovation and other initiatives for creation and transfer of knowledge that include Participative efforts (brain storming, think tank etc.) to identify possible and needed innovations Encouragement to novel ideas Official	**Three of the above**

approval and support for innovative try-outs Material and procedural supports	

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

3.2 - Research Publications

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

7

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

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

2

File Description	Documents
Data as per Data Template	View File
• First page of the published book/chapter with seal and signature of the Principal	View File
E-copies of outer jacket/contents page of the books, chapters and papers published along with ISBN number in national / international conference-proceedings per teacher	**No File Uploaded**
Any other relevant information	**No File Uploaded**

3.3 - Outreach Activities

3.3.1 - Number of outreach activities organized by the institution during the year

3.3.1.1 - Total number of outreach activities organized by the institution during the year

3

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

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

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

100

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

100

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

100

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

The institute promotes regular engagement of faculty, students and staff with the neighborhood community for their holistic development and sustained community development through various activities. Every year, program is organized under which students and staff participates voluntarily in community based activities with the neighborhood. Various awareness programmes workshops release and road shows with them like cleanliness, green environment, tree plantation, gender sensitization,alcohol addict, eradication of literacy, organized Awareness of legal rights Awareness of health and health checkup camp Farmer training on sustainable agricultural practices during national

`service scheme Oman empowering and genderdiscrimination.`

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

`0`

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

3.4 - Collaboration and Linkages

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

`5`

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

`5`

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	**No File Uploaded**

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

2

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

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

File Description	Documents
Data as per Data Template	View File
Report of each activities with seal and signature of the Principal	View File
Any other relevant information	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

The institution has made a remarkable progression in ICT infrastructure during the last few years. The Seminar hall contains LCD Projectors with speakers. Wi-Fi facilities are also made available in the classrooms to enhance the teaching-

learning process. Management is taking a keen interest in making the whole campus digital. Computer lab is available in the campus with the latest software and internet connection. The lab is easily accessible to students and teachers. Audiovisual lab, Language lab is also helpful for the students for digital learning. Free Software, Speaker, Microphone, and digital camera are used for developing e-content. Fully structured Networking including optical fibre connectivity with 300 Mbps is made available in the Campus. Students can access e-journals. Sufficient computers are provided in the office. The uninterrupted power supply is ensured by UPS and one generator of 35KWA. Peripheral devices like printers, photocopier and scanners are helpful for the stakeholders for digital documentation. Surveillance camera facility is available in the whole campus.

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

4

File Description	Documents
Data as per Data Template	[View File](#)
Geo-tagged photographs	[View File](#)
Link to relevant page on the Institutional website	http://www.paeducations.org/infra.html
Any other relevant information	**No File Uploaded**

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

15.77

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

4.2 - Library as a Learning Resource

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

The library has good infrastructure facilities with books, periodicals, journals educational videos, CD 's and other learning resources. The library contains 5578 books related to various areas of Educational departments. Students are provided with digital library to update their knowledge. Regular library hours are allotted for our students for their ready reference. Library is fully automated using 'Autolibversion 5.1' Integrated Library Management Software.

File Description	Documents
Bill for augmentation of library signed by the Principal	View File
Web-link to library facilities, if available	http://www.paeducations.org/library.html
Any other relevant information	**No File Uploaded**

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

The students and the staff of PACE are allowed to use electronic resources acquired by the library even outside the College network, for instance at home or on mobile devices. Remote access is permitted for educational purposes. Viewing, downloading, copying, printing and saving a copy of search results are also permitted. Links to all e-resources which the library has acquired are available through college website. The Students and Staffs can read e-books, e-journals and articles and use dictionaries also on smart phone, tablet or e-book

reader. Many e-resources have sites which are specifically optimized for mobiledevices.

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

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

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

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

.30

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

4.2.5 - Per day usage of library by teachers and students during the academic year

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

650

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	**Nil**
Any other relevant information	**No File Uploaded**

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

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

4.3 - ICT Infrastructure

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

The institution has made a remarkable progression in ICT infrastructure during the last few years. The Seminar hall

contains LCD Projectors with speakers. Wi-Fi facilities are also made available in the classrooms to enhance the teaching-learning process. Management is taking a keen interest in making the whole campus digital. Computer lab is available in the campus with the latest software and internet connection. The lab is easily accessible to students and teachers. Audiovisual lab, Language lab is also helpful for the students for digital learning. Free Software, Speaker, Microphone, and digital camera are used for developing e-content. Fully structured Networking including optical fibre connectivity with 300 Mbps is made available in the Campus. Students can access e-journals. Sufficient computers are providedin the office. The uninterrupted power supply is ensured by UPS and one generator of 35KWA.Peripheral devices like printers, photocopier and scanners are helpful for the stakeholders for digital documentation. Surveillance camera facility is available in the whole campus.

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

4.3.2 - Student – Computer ratio during the academic year

3.44

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

4.3.3 - Available bandwidth of internet connection in the Institution (Leased line) Opt any one:	C. 250 MBPS - 500MBPS

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

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

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

4.4 - Maintenance of Campus and Infrastructure

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

12.26

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

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

Established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. The College has a well organized and decentralized mechanism to maintain the physical, academic and support facilities. Different committees keeping with IQAC ensures the proper maintenance and utilization of the facilities as per the allocation of the budget. Maintenance of Academic Facilities The academic requirements regarding books, journals, developing study materials, IT facilities along with the budget are placed by the Department in the Academic council and IQAC. IQAC places the requisition to the Principal and then the Principal forwards the issues toAdministrator/Governing Body based on the requirements as per relevance. On submission of proposal and budget for organizing National/ International Level seminars and workshops, the funds are allocated.

File Description	Documents
Appropriate link(s) on the institutional website	http://www.paeducations.org/infra.html
Any other relevant information	[View File](#)

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - A range of capability building and skill enhancement initiatives are undertaken by the institution such as Career and Personal Counseling Skill	**Three of the above**

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

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	No File Uploaded

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

`C. Any 2 of the above`

grievances through appropriate committees

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)	**Four of the above**

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

5.2 - Student Progression

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

Number of students placed as teachers/teacher educators	Total number of graduating students
37	78

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).

12

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	No File Uploaded

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

2

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

5.3 - Student Participation and Activities

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

The establishment of a Student Council gives students an opportunity to acquire the sort of communication, planning and organizational skills which will be of benefit to them in their future lives. It enables students to take responsibility for projects, and to demonstrate that they can manage and bringsuch projects to successful conclusion. Moreover, the contribution made by a Student Council to the development of institution policy in a number of areas can have significant benefits for students and the institution. Institution policies are far more likely to be successful where they are clearly understood and accepted by all partners within the institution community. The main role of a Student Council as set out in the Education Act is "to promote the interests of the institution and the involvement of students in the affairs of the institution, in co-operation with theboard, parents and teachers". A Student Council will set its own objectives, which will vary from institution to institution.

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	**No File Uploaded**

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

4

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	**No File Uploaded**
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

Alumni form a major strength of the institution. The Alumni Association of P.A. College of Education was formed in the year 2015 under the title "PACE Alumni Association". The alumni meet is conducted once in a year. This provides an opportunity for the alumni to meet their friends and act as a bridge for sharing their experience, knowledge, insights and make us aware about the different areas of opportunities for the junior students.

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

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

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

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

1

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

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

P.A. College of Education (PACE) has a vibrant alumni association which is non registered but actively participate in the institution's developmental activities. The association supports PACE and contributes to its institutional, academic and non-academic development. The Alumni Association closely works with PACE and provides dedicated support in all activities of PACE. It enables alumni to keep in touch with one another, and gives an opportunity of helping one another and of expressing their loyalty and concern for PACE. The association also promotes interaction among alumni and new comers with valuable social contacts. It further helps in providing guidance in pursuing the education and starting the career. The contributions and supports of alumni reflect in the various activities of the institution like informal interactions,

placement assistance, organizing alumni meets and actingambassadors of PACE.

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.

P.A. College of Education, Pollachi, was set up on August, 2009 is a self-financed Education college registered under Tamil Nadu Teacher Education University and governed by the administration of P.A. College of Education. The governance of the Institute is reflective of an effective leadership in tune with the Vision and Mission statements The Vision and Mission of the institute are prepared, taking into consideration the views of all the stakeholders namely management, faculty, students, parents and alumni. The Institute strongly believes in transparency, participative leadership, delegation of powers at various levels and decentralization of its operations. This reflects in the delegation of the necessary authorities and responsibilities.

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

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

100 - 200 words

The powers and functions of each authority and committees are well defined to ensure Decentralized Administration. The proposals are generated at the grass root level and after careful consideration and deliberations the recommendations of various committees go to the management, which arrives at the final decision The decisions of the management committee are implemented by various committees and various sections implement such decision in a decentralized way without any interference. Ultimately, all the administrative, academic and the financial activities are reviewed by the Academic, Administrative and Audit Committee to ensure administrative and the academic accountability of the system.

File Description	Documents
Relevant documents to indicate decentralization and participative management	[View File](#)
Any other relevant information	No File Uploaded

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

Our Institute is governed by Tamil Nadu Teachers Education University, Tamil Nadu, the institute abides by the rules and regulations of the Tamil Nadu Teachers Education university.

Transparency is maintained in the admission process which is strictly based on merit in accordance to the Tamil Nadu government reservation policies and Tamil Nadu Teachers Education University. The academic committee in the college monitors several academic activities of the college and important notices regarding college are regularly posted in the college website to ensure complete transparency in all its functioning. The institute's financial audit is being carried out every year by the auditor. It ensures that all the financial transactions, reports and documents are completed with integrity. Institute presents timely and accurate information to the University and state government.

File Description	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	*View File*
Any other relevant information	**No File Uploaded**

6.2 - Strategy Development and Deployment

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

The Institution plans and deploys the new technology as and when required and also as per the feasibility of its introduction within the allotted budget. The Principal discuss such technology with the staff and formulate the plan presented to the management for approval. Sports and games play a major role in development of young students. To facilitate this more equipment's and practice are provided to students to reach their designate in sports. We had a cordial relationship with the school in Coimbatore and Tirupur districts. The management of such schools came over here to conduct campus interview and selected qualified students. TET coaching class also provide to students to fully qualified in teaching professions. Alumnae is the back bone of each and every institution, they build brand building for the Institution in the way of admission, placement and motivator to the students

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	*http://www.paeducations.org/about.html*
Documentary evidence in support of the claim	*View File*
Any other relevant information	**No File Uploaded**

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

The Head of the Institution acts as a bridge between the management, staff members and the students. He distributes various duties regarding academic Programme among the Teacher educators and administrative staff members. The Head of the

Institution organizes various academic programs including Conferences, Seminars, Workshops and Training Programme for the benefits of the stakeholders. For each Programme different committees with the student teachers where formed under faculty Co-coordinators. The committees are monitored by the Principal. This type of administrative planning helps in the smooth functioning of the Institution.

File Description	Documents
Link to organogram on the institutional website	http://www.paeducations.org/chairman.html
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

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

Five/Six 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.

The institution forms separate committees for smooth implementation of its planned curricular, cocurricular and extra-curricular activities for the effective execution of all the activities. Course related Practical's are decentralized and the responsibilities are given to all the faculty members. The psychology experiments are also conducted similarly. Working

with community: There are departments i.e. Social Service, Health Practices and Co- Curricular Activities. These three departments have three in charge Teachers who plan and organize the activities under these heads. Welfare and Extra Curricular Activities are organized by the concerned departments.

The office superintendent distributes the duties like financial work and day to day office work to the non-teaching staff.

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

Group Insurance and Medical reimbursement. Salary Advance. Festival Gift Free Transport Facilities. 50 % Fee concession for staff children. Encouragement for higher studies and research work for academic development of the faculty members. Sponsorship and on duty is given for the faculty member, who contributes towards research activities, paper presentation, research awards and for participation in conference. Hostel facility. Maternity Leave. Marriage leave for 15 days with salary

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

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

4

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	No File Uploaded
Certificate of participation for the claim	View File
Certificate of membership	No File Uploaded
Income Expenditure statement highlighting the financial support to teachers	View File
Any other relevant information	No File Uploaded

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

1

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

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

5

File Description	Documents
Data as per Data Template	View File
Copy of Course completion certificates	**No File Uploaded**
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.

The Performance Appraisal Reports provide performance of the faculty in academic and non – academic development. End of the academic year the evaluation process was done for each and every faculty by the Head of the institution and the evaluated report is to be submitted to the management. Through the Self Appraisal Reports and the Evaluation Reports of the Head of the Institution, the management appraises the performance of the teaching staff. The strength and weakness of the faculty is informed to the faculty personally with the tips to improve the strength and minimize the weakness. The Faculty are encouraged to attend orientation and refresher courses. Faculty are also deputed to attend the seminars, workshops to improve their knowledge and awareness. The teaching / non-teachingstaffs are encouraged to pursue higher studies.

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

6.4 - Financial Management and Resource Mobilization

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

The accounts are regularly audited. Two phases of auditing are conducted by the Institution, one internal and another external.

The Auditing department carries out Internal Auditing for all our expenditures. Before any major work like construction, repair and maintenance, approval has to be obtained from the concerned department. The final External Auditing will be by the auditing company nominated by the Management, which comes in rotation. Invariably the weekly accounts are checked by the finance officer apart from the internal auditing. The financial system is maintained as per the Accounting Standards.

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	**No File Uploaded**

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

0

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

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

Established in 2009 as a self-financing college offering B.Ed. program, there has been an incredible progression in the growth of P.A College of Education in terms of quality and quantity. Being a private college, the college management has constructed

all necessary buildings with the state of the art facilities and the latest equipment's. The management will take care of the salary of all the staff. The following are the sources through which the college generates income: 1. Institution mobilizes funds primarily through the student fee collection. 2. ArulJothi Educational Trust oversees and is responsible for the major expansion and infrastructure development of the college.

3. Scholarship from Government bodies. The institution has a well-defined mechanism to monitor effective and efficient utilization of available financial resources, for the development of the academic processes and infrastructure. Board members of management frame resources and expenditure policy. Board of management also implements a budgetary policy like funds allocation to departments, laboratory, sports, infrastructure, maintenance, and others. The annual budget is prepared by the Administrative officer and Principal and submitted to the board of management for approval. For the majority of the institutional financial needs and requirements, funds generated from fee collection are utilized.

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

6.5 - Internal Quality Assurance System

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

The institution has established Internal Quality Cell (IQAC) during the Academic Year 2013-2014. The cell makes assessment of different aspects of the functioning of the College, its major activities include. • Convening meeting of IQAC for a year at the beginning to plan, at the middle to co-ordinate and at the end to evaluate. • Planning and executing the activities of the College every year in enhancing the quality of the Institution. • Development and attainment of quality in various Academic and Administrative activities of the College. • Facilitating learner-center with quality oriented learning atmosphere.

Documentation of the various committee and activities of the College which leads to quality Improvement. • The recommendation for further improvement if any suggested by IQAC report is to be carried out.

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

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

The Institution ensures the quality of academic programs through IQAC Meeting, various Committees Meeting and frequent Staff Meeting. The academic performance of staff and Students are evaluated and necessary steps are taken to rectify the drawbacks in order to ensure the quality of academic performance. Along with this the College ensures the quality of the academic programs by the following measures: • In the beginning of the Academic year the College prepares the Academic Plan according to the University's Academic Calendar and Syllabus. • College conducts Nigazh Theatre Pedagogy course to shape the Student teachers in acquiring various professional, teaching and life skills. • Each Faculty will prepare the course outline and synopsis of the topic to be taught for every next week and encouraged to use the ICT resources in Curriculum transaction. • The quality of the academic program is ensured through Internship Training, Demo classes, Class test and Unit test, Assignments, Seminars and Model Exams.

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

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

2	

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

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

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

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

.

1.Developing and conducting a mechanism of Students feedback

The Student Experience Survey, the feedback system is very comprehensive, systematic and objective.End of the year we conducted for the students in their final year to get their feedback on various issues of academics (course, syllabi, interaction, seminars etc.), infrastructure, support system, skills and competencies developed during the course of the study.

2.Digital initiatives have been introduced by the College.

Wi-Fi enabled campus and Digital Administrative Processes

3. Quality Improvement workshops/events have been organised on a regular basis by each Department for Quality Enhancement in the following areas:

Teaching and Learning ,Ethics ,Research

E-resources/Online Databases ,and Social Outreach

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

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

The institute encourages the conservation of water, fuel and energy in such acts as switching off / unplugging fans, lights, air condition, computers, printers and electrical equipment when not in use. Optimal usage of air conditioner is entertained. LED bulbs are used to conserve electricity and the students are taught to be conscious of energy conservation. Electricity Power factor is maintained close to unity using capacitor banks.P.A.College of Education policy under the banner "A Green Clean Campus" has been framed to create a complete green, clean and sustainable environment in and the P.A.College of Education Campus and to implement practices that will lead to environmentally friendly and ecologically responsible decisions and lifestyles inside and outside the campus.

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.

P.A.College of Education policy under the banner "A Green Clean Campus" has been framed to create a complete green, clean and sustainable environment in and the P.A.College of Education Campus and to implement practices that will lead to environmentally friendly and ecologically responsible decisions and lifestyles inside and outside the campus. The implementation of "A Green Clean Campus" policy has the following objectives:

1. To preserve and protect the native species and biodiversity in the college campus 2. To enrich the greenery in the campus by promoting annual tree plantation activities

3. To sensitize the staff and the students on environment issues and eco-friendly lifestyle 4. To promote Zero Waste Lifestyle through "Recycle &Reuse" Practice 5. To encourage "Zero Discharge Commitment through Reduce Practice". 6. To establish a complete Plastic Free Zone" 7. To implement environment friendly activities outside the campus

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 | **Three 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	**No File Uploaded**

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

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

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

Separate washrooms are provided for men, women and faculties.

The supporting staff ensures that cleanliness and sanitation are neatly maintained in the washrooms and restrooms. RO purified safe drinking water is available. Saplings are planted on the college campus. The growth of the plants is ensured through regular watering and natural manure. Leaves which are fallen from the trees are used as natural manure. The college are actively involved in maintaining cleanliness in the playgrounds and college campus and are made aware of issues related to preserving good health and hygiene. The college has initiated "Swatch Bharat", and faculty and students are actively involved in the programme and clean the college campus . Play equipment and implements are maintained properly and kept in the appropriate racking system. Playgrounds are maintained with proper watering and levelling. Sufficient number of dustbins are used in and around the college campus. Wastewater is being used for plants and playgrounds. A guest lecture on plantations and forestation was arranged to create awareness among the trainees. Medical services are available free of cost to the students, employees and their families through 'Charitable Dispensary' run by the management

File Description	Documents
Documents and/or photographs in support of the claim	View File
Any other relevant information	No File Uploaded

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

Nil

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	**No File Uploaded**

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

The institute provides a culturally inclusive environment with mutual respect, effective relationships. Everyone has freedom to express their own opinions and are given equal opportunity to participate inSeveral works in the campus, social activities and programs to showcase their talents in Curricular and Extra-curricular activities based on the local environment and resources on, Free yoga classes are conducted for the benefit of faculties and the students, TET free coaching class to the students. World environment day was celebrated

Awareness program was organized to create awareness and to educate the voting process to the students and staff. The

celebration of "World Environment Day" with planting of saplings in college premises. Campaign in campus is to create awareness and to educate the voting process to the students and staff. Our College also Initiates to engage with and contribute to local community Practices and its Challenges on, Blood Donation camp to create awareness and importance of blood donation with the main objective of 'Blood Donation for Life Saving. Students had volunteered for Swatch Bharath at Gandhi ashram. Survey of Government schools an activity set by the Institution.

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	B. Any 3 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

Best Practice-1

Title of the Practice: DIGITALIZATION

Digitalization is an integral part of the present day education system as it helps to keep pace with the competitive world. The young learners' attraction towards gadgets like android phone, laptop, and iPad is utilized by the college to impart knowledge Objectives of the Practice

To develop learner-centric environment

To make every student a digital literate to support Digital India.

To enhance the usage of ICT in teaching, learning and evaluation process

The Context

The present teaching environment expects the teachers to employ a variety of technology-based tools and engage in online discussions to bring in competency-based education. It helps in the creative use of technology. The exploration made through the digital world helps the students to gain better exposure in their field. It provides them a number of opportunities to get a better understanding of their lessons from different online platforms.

The Practice

Activity based teaching and learning

Massive Open Online Courses

To conduct quiz, test and classroom activities

Evidence of Success

All our students are digital literates and good at using technology in a purposeful manner.

Teachers are capable enough to change a classroom into a vibrant platform where

every student

Problems Encountered and Resources Required

Meeting the infrastructural needs was a challenge

Mobilization of funds to get adequate Information Technology resources

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

VISION Our vision is to provide quality teacher education to the young generation and also mould the student teachers with good conduct and character to commit to society. MISSION Our college is a pursuit of excellence for promoting human values for social harmony, providing quality Teacher Education for rural and urban Students . The institution has effectively integrated student centric methods into the teaching curriculum to empower the students with the necessary skills and enables continuous learning. The faculty plays the role of facilitators in the process of various learning activities like seminar, presentation, Simulation exercises, games, Case studies. This has resulted in delivery of excellent quality education which is reflected in excellent placements. The college organizes many certification programs. The college familiarizes the students to the culture, the program and specific subjects through bridge courses and orientation programs. These activities enable the students to comprehend the realities of the corporate world better performance in placements. Teachers are provided opportunities to update their knowledge by attending refresher programs and faculty development programs. Facilitating personal commitment to the educational success of students and thus the Academic committee consisting of Principal, senior faculty members and Examination Coordinator prepares the academic calendar well in advance before the commencement of the session.

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