SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

P.A.COLLEGE OF EDUCATION

PALLADAM ROAD, POLLACHI, COIMBATORE - 642002
642002
www.paeducations.org

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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

August 2023

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

- P.A. College of Education, approved by the NCTE, New Delhi and affiliated to the TamilNadu Teachers Education University, Chennai was Established in the year 2009 under the wing of Arul Jothi Charitable Trust.

- This college of education is running under the P.A. Educational Institutions: P.A. college of Engineering and Technology, P.olytechnic College and P.A. International school are as a part.

- The patron Prof.Dr.P.Appukutty founder this Institution to provide an excellent teacher Education to the rural students, to shape outstanding leaders of the society through experienced faculty team.

- This college is located in the state High Way (SH-19) about 2KM from the Pollachi town, in the small village Panchayat Puliampati the Palladam Main road.

- This rural based Self-financial college is importing training for the budding future teachers with clear motto "LEARN WORK SUCCED".
- The college is having an excellent building, enhanced infrastructure, and well equipped lab facilities, easily accessible transport facilities , adequate consolation for co-curricular and extra-curricular activities and the team of eminent Educational experts.
- The campus enjoys fresh air and sunlight, fresh water and clean atmosphere, calm and quit surroundings free from industrial noise and pollution for the rigorous training programme of the B.Ed. course.
- The college has a motive at molding dynamic innovative and passionate faculties through academic superiority, professional competence, updated skill development and enriched global ethical values.
- P.A. College of Education has been functioning successfully in the cluster of Educational Institutions since 2009. In addition to P.A. College of Education, P.A. college of Engineering and Technology and P.olytechnic College, the Camford International School and P.A. International School are running under one roof of Arul Jothi Charitable Trust, established in the year 2005 with an objective to achieve "Higher Education to all".

Vision

VISION

Our vision is to provide equality Teacher Education for the young generation and also mould the student teachers with good conduct and character to commit with the society.

Mission

MISSION

Our College is pursuit of excellence for promoting human values for social harmony ,providing quality Teacher Education for the rural students.

CORE VALUES

The values that we inculcate at P.A.College of Education are

- Faith in God
- Ethics and Culture
- Dedication and Genuineness
- Excellence in Education
- Multidimensional Exposure
- Social Responsibility and Art of Living.

OBJECTIVES

- To serve the society as a complete moulded teacher
- To elevate the rural students as globally competent teacher
- To produce an excellent teacher thereby developing their skills and talents through curricular, co-curricular and extra-curricular activities.
- To identify the talents and channelize them fruitfully for the individual, social and national development and prosperity
- To instil and inculcate the values of national integration, religious harmony and universal brotherhood.
- To develop competencies such as communication, technological awareness, spirit of accountability, leadership qualities, ability of decision making and development of professional skills.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- The college has an excellent physical infrastructure with a green campus.
- The college is having highly experienced well qualified Principal and committed staff working for the welfare of the student community.
- The college works for 6 days in a week, in a staggered manner, so that the students and faculty get an extra day for special classes, research and other professional development activities.
- Our students bagged the university district level sports and cultural medals and have consistently secured every year.
- The college recognizes and appreciates top academic performance by giving medals and certificates every year.

Institutional Weakness

- The institution is an affiliated college to the TamilNadu Teachers Education University, hence there is a limitation to alter curriculum.

- We have difficulty in getting practice teaching schools because of the mushrooming of the Educational Institutions.
- Too many teachers trainees in a school at a time also lesion the efficacy of practice teaching.
- Expectations of stakeholders are very high.

Institutional Opportunity

- We have potential for the establishment of new programme-B.A,B.Ed/B.Sc,B.Ed, course and addition of 100 seats for the existing B.Ed. programme.
- Use of available young, dynamic and potential faculty members to excel in the academics.
- We have the efficient potential in promoting research activities especially in the field of Teacher Education.

Institutional Challenge

- Norms and Regulations by Regulatory Authorities.
- Fulfill the changing Scenario in the Teacher Education sector.
- The Institution has difficulty in establishing collaboration and linkages with the National and International Bodies for quality improvement.
- The students have difficulty in developing fluency in spoken language.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

- This college of Education follows all the criteria of curricular activities prescribed by TamilNadu Teachers Education University (TNTEU) Chennai.
- Theory and practicum part of the course are executed as per the TamilNadu Teachers Education University and NCTE norms.
- There is flexibility of choice in selecting optional subjects and methods of teaching.
- Feedback from peers, Alumni and employers are obtained, analyzed and used for improving or restructuring the curricular, co-curricular and Extra-curricular to enhance the quality of the institution.
- The feedback is used for introducing various value added programs, student progress, placement and overall development of the institution.

Teaching-learning and Evaluation

- Students are admitted through a systematic procedure based on community and merit as per the Government Norms and University Admission Guidelines.
- Primary importance is given to aspiring women, minority community and rural youngsters.
- After admission in the college the students are given various orientation courses and taken care as a whole.
- Besides the regular teaching schedule various co-curricular activities are organized in the college.
- Students and faculty members are trained to use technology in teaching and also encouraged to

participate in National seminars.

- The college is having well equipped library to fulfill the student's Knowledge thirst.
- Weaker students are given remedial teaching and counseling. the students are regularly assessed through unit tests, assignments and examinations. They are also evaluated to adopt humanity and global ethical values.

Infrastructure and Learning Resources

- Infrastructure and learning resources of the college are available as per NCTE & University norms.
- The college has excellent infrastructure facilities and at present, built-up area of 1732sq.m, housing with spacious core class rooms, optional tutorial rooms, computer center, well equipped laboratories, seminar hall, a lecturer hall, excellent library, staff rooms, Administrative block and other basic facilities.
- All the class rooms are well ventilated adequately furnished and have provision for high tech audio visual teaching aids (LCD projectors) for an interactive teaching learning experience.
- There is a fully equipped spacious room for the smooth conduct of examinations.
- There is an exclusive students counseling center, common rooms for girls, rest rooms and stationary store for the benefit of the students.
- Health center and students canteen is available inside the college.
- Various indoor and outdoor games facilities are available for students and teachers.
- The institution has a dynamic website which disseminates all information to the stakeholders.

Student Support and Progression

- Financial assistance to student teachers through Government merit scholarship and the management scholarship for the poor are made available for the most of the students.
- The college purely follows the Government norms for catering the socio economic needs of the students.
- The student-centric teaching methods are followed and the learning process is mostly interactive and participatory in nature.
- The student academic progress monitored regularly by the staff and mentors. Every year institution produces University ranks. Obstacles and barriers of learning are identified and steps are taken to overcome them.
- Counseling is given by career Guidance and counseling cell as per the UGC and the TamilNadu Teachers Education University's norms.
- There is also a placement cell and campus placement campaign cell through which the students are employed.
- The alumni association caters to the further growth of the college and we maintain an excellent cordial relationship with the old students.
- A Grievance Redressal Committee attends to the problems of the student teachers.

Governance, Leadership and Management

- The college operates on a democratic and decentralized administration.

- The efficient functioning of the college is ascertained by the excellent functioning of different committees. The numbers of committees have been formed for effective governance and to develop leadership qualities among staff numbers.
- External experts, stakeholders and students from part of almost all these committees.
- The management and the principal of the college encourage the faculty members to involve in research activities, organize and participate in seminars, workshops, training and other programmes.
- Good welfare schemes for the faculty and students promotion are initiated.
- Training programmes for the staff are arranged periodically for refreshing the subject knowledge.
- The management deserves to be commended not only for strengthening the effective governance and leadership but also for making stronger the resource of the college.

Institutional Values and Best Practices

- The academic plan and all innovative practices are discussed in the IQAC and thus the quality is maintained the IQAC cell is contributing well for the development of the all the activities of the college.
- The collage not only initiated many good innovative practices but also has been practicing them periodically.
- The Plastic Free campus program aims to reduce single-use plastics in campuses by encouraging students & faculties to make plastic-free commitments to use reusable water bottles and tote bags and pack waste-free lunches.
- The college has implemented some major innovative practices like innovative theatre pedagogy system was followed for enhancing the students creativity, organizing personality development programmes for the faculty and students, making the campus clean and fully green, introduction of many environmental friendly activities.
- We always promote to lesser usage of papers in the office as well as when it comes to distribute any kind of study material to the mass students. Electronic means are used for this such as Gmail or slide share to share the contents. Also the whatsapp groups are created class wise to communicate any kind of important message to the students.
- Good learning environment is created for the student teachers.
- Students are given orientations to gender quality and human ethical values.
- A staff handbook with exclusive features is prepared and made available to monitor and build the staff members with research promotion, potential for growth, student-friendly approach, quality improvement strategies is prepared and made available.
- he college activities are informed to all stake holders from time to time.

Research and Outreach Activities

- The faculty members are encouraged for institution sponsored research work and further studies.
- Every year national level seminars are conducted in our college financed by the management. Our staff and students present papers in various seminars, symposiums and workshops organized by other Universities and colleges.

- Being in the neighborhood of rural area, for people who are experiencing issues in social scenario, poor education, the college organizes programmes to alleviate their problems.
- Extension activities like community development and blood donation camps are organized.
- Many out-reach programmes are also conducted in the nearby places.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	P.A.COLLEGE OF EDUCATION
Address	Palladam Road, Pollachi, Coimbatore - 642002
City	POLLACHI
State	Tamil Nadu
Pin	642002
Website	www.paeducations.org

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal	M. Senthilkumar	04259-221387	9942499814	-	paeducation@rediffmail.com
IQAC / CIQA coordinator	M. Jayaprakash	04259-221388	9942426868	04259-221389	pacenaac2020@gmail.com

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details	

State	University name	Document
Tamil Nadu	Tamil Nadu Teacher Education University	[View Document](#)

Details of UGC recognition

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

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
NCTE	[View Document](#)	06-05-2022	99	Continuation Order

Recognitions

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

Location and Area of Campus

Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Palladam Road, Pollachi, Coimbatore - 642002	Rural	0.8	1732

2.2 ACADEMIC INFORMATION

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

Position Details of Faculty & Staff in the College

	Teaching Faculty											
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				1				0				15
Recruited	1	0	0	1	0	0	0	0	10	5	0	15
Yet to Recruit				0				0				0
Sanctioned by the Management/Society or Other Authorized Bodies				0				0				0
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit				0				0				0

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				3
Recruited	1	2	0	3
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	0	0	0	0	1	0	2
M.Phil.	0	0	0	0	0	0	0	1	0	1
PG	0	0	0	0	0	0	9	4	0	13
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	3	0	0	0	3
	Female	97	0	0	0	97
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	0	0	1	2
	Female	10	7	10	10
	Others	0	0	0	0
ST	Male	0	0	0	1
	Female	1	0	0	1
	Others	0	0	0	0
OBC	Male	2	12	6	5
	Female	70	78	81	71
	Others	0	0	0	0
General	Male	1	0	0	0
	Female	2	3	2	1
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		86	100	100	91

Institutional preparedness for NEP

1. 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.
2. 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.
3. 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.
4. 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 pre-determined objective.
5. 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
6. 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.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	The institution has recently established the Electoral Literacy Club with the vision of sensitizing students about electoral rights and familiarized with the electoral process of registration and voting. Previously such programs were organized by social science club as a part of election awareness. The main function of the club is to promote electoral literacy in all age groups of the Indian citizens through engaging and interesting activities and hands on experience but in an apolitical, neutral and nonpartisan manner.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	The functions of the electoral club are framed in line with resource book of ELC •To educate the targeted populations aboutvoterregistration, electoral process and related matters through hands onexperience; •To facilitate EVM and VVPAT familiarization and education about therobustness of EVM as well as the integrity of the electoral process using EVMs •To help the target audience understand the value of their vote and exercise their suffrage right in aconfident, comfortable and ethical manner; •To harness the potential of ELC members for carrying the electoral literacy in communities. •To facilitate voter registration for its eligible members who are not yet

	registered •To educate students about voter registration. •To sensitize the electoral process, •To facilitate EVM and VVPAT familiarization •To educate about the robustness of EVM •To exercise voting right in a confident, comfortable and ethical manner. The committee for the Electoral Literacy Club comprised of a coordinating teacher and two students from the institution. It typically functions for the awareness creation of voting patterns using EVM. The total composition of ELC as follows Sl No Designation Role 1 Principal Chairperson 2 One Member from the Faculty Co – Ordinator 3 All other members of the faculty Member 4 College Union Representative Member
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc. The institution proposes to organize street play, photography contest, road shows and competitions of dance in relation to election awareness. The institution continuously induces students to participate in various awareness campaigns related to voting. The institution also plans to organize talk with resource person from the department of election to create voting related awareness, students participate in other voter awareness campaigns to educate public. Opportunities are also offered by the institution to the students to volunteer in the election process.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	The Electoral Literacy club of the institution proposed to conduct various programs in the institution including awareness campaigns, creating online contents, media release, volunteering election process, mock voting, national voters day celebration to create and disseminate ideas about electoral process.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	The institution is proposed to conduct programs of electoral literacy during this academic year Prospective plans were discussed to celebrate voters' day by incorporating dance and music competitions. Other programs like election quiz and voters pledge

	to sensitize target audience about the electoral process. The institution further planning to publicize these programs on Social Media Platforms.

Extended Profile

1 Students

1.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
86	100	100	90	83

File Description	Document
Institutional data in prescribed format	[View Document]
Any other relevant information	[View Document]

1.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
100	100	100	100	100

File Description	Document
Letter from the authority (NCTE / University / R	[View Document]
Institutional data in prescribed format	[View Document]

1.3

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

2021-22	2020-21	2019-20	2018-19	2017-18
69	69	69	69	69

File Description	Document
Institutional data in prescribed format	[View Document]
Central / State Govt. reservation policy for adm	[View Document]

1.4

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

2021-22	2020-21	2019-20	2018-19	2017-18
96	100	90	83	49

File Description	Document
List of final year students with seal and signat	[View Document](#)
Institutional data in prescribed format	[View Document](#)

1.5

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

2021-22	2020-21	2019-20	2018-19	2017-18
95	100	90	78	45

File Description	Document
Institutional data in prescribed format	[View Document](#)
Consolidated result sheet of graduating students	[View Document](#)

1.6

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

2021-22	2020-21	2019-20	2018-19	2017-18
86	100	100	90	83

File Description	Document
Institutional data in prescribed format	[View Document](#)
Enrollment details submitted to the state / univ	[View Document](#)

2 Teachers

2.1

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

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

File Description	Document
Institutional data in prescribed format	[View Document](#)
Copy of the appointment orders issued to the tea	[View Document](#)

2.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
100	100	100	100	100

File Description	Document
University letter with respect to sanction of p	[View Document](#)
Any other relevant information	[View Document](#)

3 Institution

3.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
14.63	12.38	16.04	15.42	16.78

File Description	Document
Audited Income Expenditure statement year wise d	[View Document](#)

3.2

Number of Computers in the institution for academic purposes..

Response: 25

File Description	Document
Invoice bills of purchase of computers	[View Document](#)
Copy of recent stock registers	[View Document](#)

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Planning

1.1.1 Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation.

Response:

P. A. College of Education is affiliated to Tamil Nadu Teachers Education University and adheres to the curriculum prescribed by the University in an efficient way. In the beginning of the academic year, Principal along with the faculty members finalizes the Academic Calendar in alignment with the University calendar. Subjects are allocated to faculty based on their subject expertise and interests well in advance. Time Table for every academic year is prepared in consultation with the principal. The University provides the syllabus with evaluation schemes and objectives for every course.

Action plan and assignment for each course are prepared by the respective subject in charge before start of the new academic year. Besides traditional lectures and seminars, the usage of ICT in classrooms, like power point presentations, smart boards and audio-visual support are available to make the delivery of the curriculum which enables the interest of students.

To enrich the curriculum, the involvement of co-curricular activities, development of Inter-personal skills, Life Skill and field trips are encouraged.

Our college library subscribes numerous journals and E-journals, so that both students and faculty members can keep abreast of changing trends in their respective subjects. A record of the students using the library facilities is maintained by the Librarian. Guest lectures are regularly arranged to bridge the gap in the prescribed curriculum. The college infrastructure and facilities are continuously being upgraded to suit the needs of changing curriculum and pedagogy. Regular interaction with Student Council members of every class with the principal ensures the portion completion effectively in time. The responses gathered via the student feedback survey helps us to identify areas of improvement in curriculum delivery and evaluation methods. The progress of the students is maintained through regular tests, presentations and exams. The result analysis is done after every examination and proper measures are incorporated to improve the performance by arranging remedial classes for the weaker students.

Students are also encouraged to the attend Workshops/ Seminars/ Symposiums in the college to keep them updated. The college organized Mentoring Programme which enables students of all the years to provide feedback to teachers on the curricular issues, college infrastructure, administrative matters and other non-academic matters. The college also focuses on TET/PGTRB coaching are also organized for the benefit of the students. The entire approach of the institute is student centric.

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

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

Response: A. Any 5 or more of the above

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

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

Response: A. All of the above

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

1.2 Academic Flexibility

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

Response: 89.29

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

2021-22	2020-21	2019-20	2018-19	2017-18
10	09	10	10	11

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

2021-22	2020-21	2019-20	2018-19	2017-18
11	11	11	11	12

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

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

Response: 4.8

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

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

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

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

Response: 99.13

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	145	130	105	75

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

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

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

Response: A. All of the above

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

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

Response: 37.91

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	113	61	0	0

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

1.3 Curriculum Enrichment

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

Response:

- Opportunities for the students to develop the understanding and competencies required for practicing teaching skill. This program prepares prospective teachers to understand the psychological and sociological aspects.
- **Internship Training** is an opportunity to the students for applying their knowledge gained and skills acquired to adopt the real classroom environment.
- The **pedagogy courses** adopt the procedural knowledge of the students that creates teachers for different school education skills through writing lesson plan and preparation of Teaching Learning Material (TLM).
- The EPC (Enhancing Professional Capacities) courses offered within the curriculum, such as Reading and Reflecting on Texts, ICT, Drama & Art and Understanding the Self, which enrich the pedagogical understanding of the learners and enhance their professional capacity.
- The institutions provide Centre for Counseling and Guidance helps the student teachers to identify the personal, social, emotional and educational needs of students.
- Students are encouraged to think 'out of the box' via Life skills, community orientation, and social responsibility.
- National & International days are celebrated and field trips are organized to learn various life skills.
- Special lectures are also organized frequently for adopting social responsibility among student teachers

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

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

Response:

Institution focuses on familiarization of school system in Indian as well as in an international with respect to,

1. **Development of school system:**

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.

3. Functional differences among various Boards of School Education:

1. State Boards:

State Boards of School Education in India, recognized by the Department of Higher Education, Ministry of Human Resource Management, Government of India. Each state has its own education board for determining the standard of education and examinations for the schools in that state.

Function:

- Tend to approach a regional-based program and syllabus.
- State Boards conduct primary and mid-level examinations.
- Many board exams generally keep only secondary examinations

2. The Central Board of Secondary Education (CBSE):

The Central Board of Secondary Education (CBSE) is a national level board of education in India for public and private schools, controlled and managed by Union Government of India. All schools affiliated to CBSE follow the NCERT curriculum.

Functions:

- It aims at developing the quality of secondary education and fulfills the minimum requirements of the learners at the secondary stage.
- Curriculum, text books, and methods of teaching and evaluation procedure of secondary education in order to bring qualitative improvement of education at secondary stage.

Assessment process:

STATE BOARD Grading Pattern for Tamil Nadu Board

Percentage Range	Grade
90% - 100%	A+
80% - 89%	A
70% - 79%	B+
60% - 69%	B

CBSE BOARD

Examinations:

Marks Range	Grade	Grade Point
91-100	A1	10.0

81-90	A2	9.0
71-80	B1	8.0
61-70	B2	7.0

ICSE:

Examinations: The Council for the Indian School Certificate Examinations conducts three examinations, namely, the Indian Certificate of Secondary Education (ICSE –Class X); The Indian School Certificate (ISC - ClassXII) and the Certificate in Vocational Education (CVE - Year 12). The C.V.E. course is intended to prepare candidates for specific vocations.

External Examination

Attainment in a subject is indicated by a grade, of which Grade 1 is the highest and Grade 9 is the lowest; only Grades 1 to 7 is recorded on certificates. The interpretation of the grades is as follows.

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

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

Response:

The 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 their

subject 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.
- Our college encourages several Learning Enrichment programs to the students which make an opportunity to explore and develop interests among the students.
- Excellent physical and academic infrastructure developed by the Institution ensures good learning experience and environment.
- Well maintained computer lab, rest rooms, toilets, playfields and spacious and ventilated classrooms provide a very conducive environment for learning.
- Co-curricular activities like sports day, celebrating traditional, national, international and religious events help them to realize values and our culture.
- The Institution organizes Field Visits/ industrial visit which aims is to provide an exposure to students about practical working environment.
- Learning needs of the student are further fulfilled by activities such as free TET /TRB coaching.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any other relevant information	[View Document](#)
Paste link for additional information	[View Document](#)

1.4 Feedback System

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

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

Response: A. All of the above

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

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

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

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

Response: 91.8

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

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

Response: 129.86

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

2021-22	2020-21	2019-20	2018-19	2017-18
083	097	098	089	081

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

2.1.3 Percentage of students enrolled from EWS and Divyangjan categories during last five years

Response: 0.22

2.1.3.1 **Number of students enrolled from EWS and Divyangjan categories during last five years**

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

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

2.2 Honoring Student Diversity

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

Response:

FOR ALL STUDENTS:

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 education programmee, an Orientation Programmee is being organized for three days for the fresher's.

A structured plan is sort out for three days. Every day the faculty members train the students as per schedule. Orientation programs begin before classes start.Because new students need some direction and guidance in enrolling for classes, faculty members should have a chance to supply academic advising at orientation. An academic component to orientation will give the new students the advantage they will need in making the transition of knowledge.

Assessment of the students:

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 class performance.

Special programs for the students:

- Different activities like teaching skills, club activities, sports and cultural events, value added courses by various are conducted.
- Learning needs of the advance student are further fulfilled by activities such as free TET coaching, NPTEL Online Certification Course.
- Advance learners also attend Workshops/ Seminars/ Symposiums to keep them updated on various advancements.
- The co-curricular clubs of various departments conducts special workshops to improve the hands-on skills of the students.

Special programs for slow learners

- For the students from vernacular medium, special care is taken by conducting preliminary English learning classes so that those students are able to cope up with the rest of the classmates. The same is also provided to the students who are weak in English communication based on the feedback from the faculty members.
- Slow learners take the advantage of tutorial classes conducted by the faculty for one to one interaction.

Faculty members conduct extra classes for slow learners after class hours with the teachers help the weak students to cope up with the portions they are lagging behind.

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

2.2.2 Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through 1. Mentoring / Academic Counselling 2. Peer Feedback / Tutoring 3. Remedial Learning

Engagement 4. Learning Enhancement / Enrichment inputs 5. Collaborative tasks 6. Assistive Devices and Adaptive Structures (for the differently abled) 7. Multilingual interactions and inputs

Response: A. Any 5 or more of the above

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

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

Response: Left to the judgment of the individual teacher/s

File Description	Document
Reports with seal and signature of the Principal	[View Document](#)
Relevant documents highlighting the activities to address the differential student needs	[View Document](#)
Photographs with caption and date	[View Document](#)
Any other relevant information	[View Document](#)

2.2.4 Student-Mentor ratio for the last completed academic year

Response: 10.75

2.2.4.1 **Number of mentors in the Institution**

Response: 8

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

2.3 Teaching- Learning Process

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

Response:

Response: 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:-

EXPERIMENTAL LEARNING Science Laboratory:

This method invokes practical skills range from problem solving to data analysis, they are wide reaching and can frequently be applied outside the classroom. The teaching of these skills is a very important part of science education, but is often overlooked when focused on teaching the content.

Lecture Method

The lecture method is a teaching method where the teacher acts as the primary information giver. The teacher follows the conventional methods by standing in front of the students and may use a visual aid, such as a PowerPoint presentation, chalkboard or handout. The concept/ lesson is explained thoroughly using the conventional chalkboard method in class and for further explanation, other methods are used.

Interactive Method

Interactive teaching is all about instructing the students in a way they are actively involved and participate with their learning process. It helps in brain storming of their critical thinking and perception. They interact with each other and share their understanding of the concepts taught in class. In this way the teacher can assess whether the concepts are clear or not.

English Language Laboratory

Language laboratory is an audio-visual installation used in modern teaching methods. The language lab is a technological break for imparting skills in English. The language lab offers an exclusive result oriented and efficient to enrich the English language learning process.

PARTICIPATIVE LEARNING

Group Discussions

It's pretty important for students as it improves the learning &absorbing skill of the students. Even it helps to train them for their placement panel. With the help of it they get awareness about their weak points, which help them to work on their drawbacks.

Power Point presentation

As PowerPoint presentation has been a boon till now. It not only offers a platform to make inspiring demonstrations but also helps to become highly competitive and strong in an Era. E.g. A learning app helps students to learn in a simplistic and easy form through visual representations of data and information.

Guest Lectures, Seminar & Workshops

As part of academic development, the students are encouraged and motivated to attend seminars and present papers organized by other reputed institutions. In addition to that supporting centers of the Institution extend their activities in providing / arranging guest lectures, seminars and workshops.

Role play

The students get a chance to do role play and they take on the role of a teacher and give lecture on a topic of their choice. This method makes the student confident in sharing their understanding of the conceptual ability among their peers.

Competitions play a role in motivating students to perform and excel and offer a lot more reward than just the winning prize. Students get a chance to gain substantial experience, showcase their skills, analyze and evaluate the outcomes and uncover personal aptitude. They also encourage students to adopt innovative techniques and develop their ideas and skills.

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

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

Response: 55

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

2021-22	2020-21	2019-20	2018-19	2017-18
11	11	8	7	7

File Description	Document
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)
Link of LMS	[View Document](#)

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

Response: 100

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

Response: 86

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

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

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

Response: A. Any 4 or more of the above

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

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

Response:

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 solutions and ideas that may be beyond the scope of any one individual.

To bridge the gap between the entry levels of students in order to identify the different learning needs to undergo with professional education programmee, an Orientation Programmee is being organized for three days for the fresher's. Structured plan is sort out for three days. Every day the faculty members train the students as per schedule. Orientation programs begin before classes start. By giving a robust overview of educational expectations, students are going to be better prepared to satisfy the challenges of collegiate academics. Therefore, so as to offer the foremost accurate view of an establishment, there must be both a tutorial and social component to the orientation program.During the programmee, a systematic evaluation process is used to assess the learning levels of the students. This evaluation process consist of open book test, group Discussion and presentation, Students interaction, Activity, surprise test and class performance. Different activities like teaching skills, club activities, sports and cultural events, value added courses by various are conducted. The co-curricular clubs of various departments,conducts special workshops to improve the hands-on skills of the students. Advance learners also attend Workshops/ Seminars/ Symposiums to keep them updated on various advancements.We are dealing with student diversity in terms of Mentoring / Academic Counselling,Peer Feedback / Tutoring, Remedial Learning Engagement, Learning Enhancement / Enrichment inputs, Collaborative tasks,Multilingual interactions and inputs.

The conduct of self with colleagues and authorities which develops the professional attributes in students and creating a work – life balance is even more important during the times of stress of the students. It is a known fact that a high incidence of illness occur in college during periods when students are under

additional pressure such as when they are in the process of teaching learning and also side by side students come to know the recent developments in education and life towardsdevelopingtheir professionalattributes.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

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

Response: A. Any 5 or more of the above

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

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

Response:

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.

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 behaviour 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.

The EPC (Enhancing Professional Capacities) courses offered within the B.Ed. curriculum, such as, ICT, Drama, Art & Theatre further enrich the pedagogical understanding of the learners and enhance their professional capacity. Students in this course, besides undergoing an intensive School Experience Program (SEP) are also encouraged to take up Action Research in their desired area of interest related to Education, as well as short-term projects, workshops, seminars & paper/article writing in different subjects. This helps them to act as a researcher & practitioner at the same time and allows an interface between theory & praxis.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any other relevant information	[View Document](#)
Link for additional information	[View Document](#)

2.4 Competency and Skill Development

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

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

Response: B. Any 6 or 7 of the above

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

2.4.2 Students go through a set of activities as preparatory to school-based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as 1. Formulating learning objectives 2. Content mapping 3. Lesson planning/ Individualized Education Plans (IEP) 4. Identifying varied student abilities 5. Dealing with student diversity in classrooms 6. Visualising differential learning activities according to student needs 7. Addressing inclusiveness 8. Assessing student learning 9. Mobilizing relevant and varied learning resources 10. Evolving ICT based learning situations 11. Exposure to Braille /Indian languages /Community engagement

Response: B. Any 6 or 7 of the above

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

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

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

Response: A. All of the above

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

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

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

Response: B. Any 3 or 4 of the above

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

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

Response: B. Any 4 of the above

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

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

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

Response: A. All of the above

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

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

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

Response: A. Any 4 or more of the above

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

Other Upload Files	
1	[View Document](#)

2.4.8 Internship programme is systematically planned with necessary preparedness..

Response:

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.Mostly we are sending our student teachers for internship training nearly around 30 Secondary, Higher SecondaryGovernment/ Government Aided schoolsin Coimbatore and Tirupur, Educational districts with the proper permission from the CEOs.Usually for each School at least five student teachers are sent. But the number of student teachers to be sent will be suggested by the CEO based on the number of teachers in those Schools. But in no case more than 7 student teachers are sent.Hence the CEO himself takes the initial decision. Sometimes based on the need, Head of the Schools also asks for certain subject candidates and their demand is met with to the maximum possible extent.The Students are getting better practical exposure and guidance from the experienced school teachers who are acting as the Guide Teacher in field at the time of Internship Training and it. The student teachers are given 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. The plan for practice teaching is jointly undertaken by the student teacher and the School staff along with pupil teachers.

The Teacher Educators visit the practice teaching Schools and get to know the timings of the practice teaching, portion of the subject, nature of the content like prose, poetry, drama, experiments etc., structure of the content like information, explanation, reflection etc., chronological order of the content to be taken, method to be adopted and if possible the level of the students.The practice teaching School teachers guide the student teachers in this regard with care and concern. The head of those Schools are having cordial contact with our College in respect of Internship Training and give regular feedback about our student teachers performance.

The role of teacher is to motivate your learners to develop their ability and aspiration to learn things. The assessment of students is defined by measuring the progress of student learning and gathering of data to better understand the strengths and weaknesses of student learning". It also encourages the understanding of teaching as a formative process that evolves over time with feedback and input from students.Exposure of the student teacher to various school setups is learning experience by charting a path with passionate curiosity, accepting failures, correcting course & learning something more about ourselves in the process.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any other relevant information	[View Document](#)
Link for additional information	[View Document](#)

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

Response: 2.46

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

Response: 39

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

2.4.10 Nature of internee engagement during internship consists of

1. **Classroom teaching**
2. **Mentoring**
3. **Time-table preparation**
4. **Student counseling**
5. **PTA meetings**
6. **Assessment of student learning – home assignments & tests**
7. **Organizing academic and cultural events**

8. **Maintaining documents**
9. **Administrative responsibilities- experience/exposure**
10. **Preparation of progress reports**

Response: A. Any 8 or more of the above

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

2.4.11 Institution adopts effective monitoring mechanisms during internship programme.

Response:

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

ACTIVITIES PURSUED BY TEACHERS EDUCATORS TO (MONITOR) KEEP TRACK OF STUDENT TEACHER IN THEIR INTERNSHIP:

The Teacher Educators will have a smooth Interaction with students during their training period, And visit the practice teaching Schools and get to know the timings of the practice teaching, portion of the subject, nature of the content like prose, poetry, drama, experiments etc., structure of the content like information, explanation, reflection etc., chronological order of the content to be taken, method to be adopted and if possible the level of the students.

ACTIVITIES PURSUED BY SCHOOL PRINCIPALTO KEEP TRACK OF STUDENT TEACHER IN THEIR INTERNSHIP:

The School Principal keep track of the student teachers to expose a variety of teaching learning situation so that he/she develops into a good classroom settings, to prepare him/her for performing his/her other professional duties in the schools, to the parents and the community. To internalize in him/her, as far as possible a favourable attitude to a democratic way of life and to introduce him/her to the ways and means of building up the same in pupils.To assimilate in him/her as far as possible, a favourableattitude to a democratic way of life and to introduce him/her/her to the ways and mean of building of the same in pupils.

ACTIVITIES PURSUED BY SCHOOL TEACHERS AND PEERSTO KEEP TRACK OF STUDENT TEACHER IN THEIR INTERNSHIP:

Students are getting better practical exposure and guidance from the experienced school teachers who are acting as the Guide Teacher in field at the time of Internship Training and it. The school teachers interact with the student teachers, communicates how the latter has been doing or where he has not fared well, or how things can be improved. Such interactions can be the basis of teaching effectiveness. The Student teachers observes the class teaching and role of the school teachers is to help the student teachers to improve their own teaching . Feedback refers to those acts of the supervisor which tell the student teacher whether they are progressing in the right direction or not. In a practice teaching situation, school teachers needs to communicate his/her feelings, impressions and views on various matters. When such feelings and perceptions are communicated to the student teachers, regarding his behavior, style of teaching etc. it is called as feedback. The supervisor shares his perceptions about the students' achievements, strengths as well as the areas in which there is scope of improvement

File Description	Document
Documentary evidence in support of the response	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

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

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

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

Response: A. All of the above

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

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

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

Response: A. All of the above

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

2.5 Teacher Profile and Quality

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

Response: 16

File Description	Document
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	[View Document](#)
Data as per Data Template	[View Document](#)

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

Response: 25

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

Response: 4

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

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

Response: 5.75

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

Response: 92

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

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

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

Response:

An organization's success equally depends upon the teachers as well as students are considered to be the two fundamental blocks of an educational system Education as well as traing teachers is as important as the teaching and learning of the student. 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.

- It supports and promotes the sharing of knowledge among the various brains. The training courses make teachers more effective as well as efficient. The training courses teach them to be more confident and flourishing.
- The training courses promote the group discussions as well as bonding which is then transferred into the students by the teachers; promoting a cohesive environment for the educational institutes.
- Need to update ourselves; our skills, content in our subject, confidence, and to have a threshold to the innovations in the field of education.
- To provide a high quality of education and handle questions posed by with confidence.
- Upgrade the teaching ideas by introducing innovation in teaching and learning.
- These changes and updates will bring more efficient skills and self-development ideas, using time and resources effectively and hence, it help us understand better ways to teach.
- To teach them to be more confident and flourishing.
- To make ourselves as teachers more effective as well as efficien

Make teacher professional development effective and engaging:

1.   Make it specific

Every teacher faces unique classroom challenges and comes to work each morning with a different set of skills. There are a number of ways to make teacher professional development more specific. To begin, use tools like Google Forms to collect information on what teachers want to learn more about, and feedback on the effectiveness of past sessions.

1. **Get teachers invested**

Teachers need to be interested and engaged. Just like their students, teachers learn in different ways and respond differently to auditory, kinesthetic, written or visual learning methods.

1. **Personalize teacher learning with a Professional Development Plan**

A Professional Development Plan sets out individual learning goals for educators on a short-term or long term basis, and gives clear steps for achieving them.

File Description	Document
Documentary evidence to support the claims	[View Document](#)
Any other relevant information	[View Document](#)
Link for additional information	[View Document](#)

2.6 Evaluation Process

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

Response:

The B.Ed. Programme is of four semesters spread over two years duration. Continuous Internal Evaluation of students for each course will be done by internal evaluation system and end-semester examinations. End semester examinations of theory courses will be conducted by the University and those of all practical courses will be conducted continuously at the institutional level.The internal evaluation of theory courses shall be based on predetermined transparent system involving periodic written tests, practicum/tasks and assignments. The practical courses are collectively coming under the broad category called Engagement with the Field. The practical courses are classified into three groups-viz. College based, Community based and School based practical. These field attachment practical courses enable student teachers to engage with children and their contexts, schools and their contexts.

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 one-week 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 student-teachers. 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 entire college-based continuous internal assessment testimonials will be examined by the external examination board constituted by the university.

Community-based continuous internal assessment system

The institution has community-based continuous internal evaluation on community based practical through Community Living Camp, Socially Useful Productive Work (SUPW), Working with Community and Field Trips. The 'no cost; low cost' teaching materials preparation skills are assessed through SUPW and the social responsibility of the trainees are assessed through outreach activities in the name of working with community and field trips.

School-based continuous internal assessment system Hands on training on teaching is mandatory in the programme which are done by Initiatory School Experiences and School Internship. Competencies with regard to teaching of the trainees are assessment

through Teaching Performance Evaluation Proforma by the respective optional subject teachers during

the school internship programme with the frequency of five phases.

The entire internal evaluation system is constituted and administered with all relevant documentary evidences by the institution with the PLOs and CLOs of the programme incorporating with the vision and mission of the institution.

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

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

    1.**Display of internal assessment marks before the term end examination**
    2.**Timely feedback on individual/group performance**
    3.**Provision of improvement opportunities**
    4.**Access to tutorial/remedial support**
    5.**Provision of answering bilingually**

Response: A. Any 4 or more of the above

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

2.6.3 Mechanism for grievance redressal related to examination is operationally effective

Response:

Response

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 the institutions. The students have the freedom to use the suggestion box to put in the note of dissatisfaction with 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 revaluation by remitting the fees to the college. The students should apply within a fifteen days after declaration of the result.The college appoints subject expert other than the previous assessor. College has to declare final revaluation result within fifteen days.

Grievances related course are forwarded to the University Grievances Committee. Students can obtain photocopy of the answer sheets from university on request. Students who were not satisfied with their marks at the University examinations can apply for Revaluation/ Reassessment. For students whose marks are not entered or incorrectly entered due to oversight in the University mark list, the college sends a photocopy of the mark list as prepared by the teacher with an application to rectify the error at the University level.The norms regarding grievances are displayed on University website. The Institution follows the University policy. The entire mechanism to deal with examination related grievances is time bound as per University rule and regulations

Mechanism to deal with examination related grievances is transparent, time bound and efficient.

There is complete transparency in the internal assessment. The criterion adopted is as directed by the university.

- At the beginning of the course , faculty members inform the students about the variouscomponents in the assessment process during the academic year.
- The internal assessment test schedules are prepared as per the university and communicated to the students through the institution well in advance.
- To ensure proper conduct Evaluation is done by the course handling faculty members within three days from the date of examination.
- The corrected answer scripts at random are verified by the principal to ensure the standard evaluation process.
- The corrected answer papers of the students are distributed to them for the verification bythe students and any grievance is redressed immediately.
- The marks obtained by the students in internal assessment tests are displayed on the department notice board.

- The marks obtained by the students in internal assessment tests are mintained periodically along with their attendance.
- Day to day performance of the students is assessed for every experiment which includes regularity, performance, viva and the promptness in submitting the record.
- For lab courses, the marks/grade scored by the student for each experiment is indicated in the observation/record.
- The independent learning, teaching competency to the real-time applications is tested by viva voce of the external.

File Description	Document
Relevant documents reflecting the transparency and efficiency related to examination grievances with seal and signature of the Principal	[View Document](#)
Link for additional information	[View Document](#)

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

Response:

THE INSTITUTION ADHERES TO THE ACADEMIC CALENDAR FOR THE CONDUCT OF CIE:

- 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	Document
Any other relevant information	[View Document](#)
Academic calendar of the Institution with seal and signature of the Principal	[View Document](#)
Link for additional information	[View Document](#)

2.7 Student Performance and Learning Outcomes

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

Response:

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 student-teachers to familiarize the Course Learning Outcomes.

An academic calendar is prepared based on the PLOs and CLOs which ensures the expected learning outcomes among the student-teachers in progressive manner. After successful completion of each learning tasks, the institution ensures whether the CLOs are achieved by assessing student-teachers records. In order to strengthen teaching and learning in tune with PLOs and CLOs the institution as well as curriculum offers many innovative strategies and programmes. For assuming the role of a regular teacher with appropriate planning in the teaching learning process, micro-teaching, peer discussion lessons, observation lessons, faculty demonstration lessons, peer criticism lessons are effectively implemented.

To acquire competencies and skills required for effective classroom teaching, class management and evaluation of student learning, organization of co-curricular activities, and working with the community, a 16-week school internship practice is ensured in the curriculum. Further, to analyze the process, factors and theoretical bases of learning, compare and contrast the different perspectives on learning, various learning tasks and assignments are offered. To appraise professional ethics in various situations and collaborate with others in a professional manner, various outreach activities, community living camp, visits to other schools, field visits, etc. are provided by the institution. Moreover, to cater the vision and mission statement of the institution and diverse needs of the student-teachers, unique programmes like meditation, morning assembly, monthly celebrations, club activities, expert talks, etc. are effectively

organized and ensured students active participation in the events.

At end of every semester, the staff council review the matrix and achievement of each PLOs and CLOs in terms of student-teachers' achievements and performances report and necessary remedial measures are taken accordingly.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any other relevant information	[View Document](#)
Link for additional information	[View Document](#)

2.7.2 Average pass percentage of students during the last five years

Response: 96.65

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

2021-22	2020-21	2019-20	2018-19	2017-18
95	100	86	78	45

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

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

Response:

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.).

The Examination committee of the institution guarantees the quality of the internal examination and the marks allotted to the students. For this purpose, Administration allots certain tasks and powers to the Examination Committee. An Assessment Committee is convened to consider marks achieved in an exam and to assign unalterable marks for students who have taken those exam. The examination time table for all the examinations is prepared. All the staff will have to follow the handbook and plan their lectures accordingly to complete the necessary portion for different exams on time. In case of any changes in this schedule, staff is informed. According to TNTEU, 30% marks are allotted for internal assessment. In alignment with the norms of the University, the internal assessment marks shall be based on attendance, tests, seminars, assignment. A candidate should have a minimum 75% attendance per year, in each paper to be permitted to take the Term end examinations.

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

2.7.4 Performance of outgoing students in internal assessment

Response: 98.96

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

Response: 95

File Description	Document
Data as per Data template	[View Document](#)
Link for additional information	[View Document](#)

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

Response:

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.

The institution further helps in molding students' perception about teaching profession through various lectures and talks. Sensitise students about the roles and responsibilities of through special programs, Emphasise the importance of academic achievement through tasks assignments and examinations. Encourage performance and participation inco-curricular activities through specially designed programs and celebrations

File Description	Document
Link for additional information	[View Document](#)

2.8 Student Satisfaction Survey

2.8.1 Online student satisfaction survey regarding teaching learning process

Response:

Criterion 3 - Research and Outreach Activities

3.1 Resource Mobilization for Research

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

Response: 0

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

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

File Description	Document
Data as per Data Template	[View Document](#)
Link for additional information	[View Document](#)

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

Response: 0

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

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

File Description	Document
Income expenditure statements highlighting the research grants received, duly certified by the auditor	[View Document](#)
Link for additional information	[View Document](#)

3.1.3 In-house support is provided by the institution to teachers for research purposes during the last five years in the form of: 1.Seed money for doctoral studies / research projects 2. Granting study leave for research field work 3. Undertaking appraisals of institutional functioning and

documentation 4. Facilitating research by providing organizational supports 5. Organizing research circle / internal seminar / interactive session on research

Response: B. Any 3 of the above

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

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

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

Response: B. Any 3 of the above

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

3.2 Research Publications

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

Response: 0.44

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

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

File Description	Document
First page of the article/journals with seal and signature of the Principal	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

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

Response: 0.94

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

2021-22	2020-21	2019-20	2018-19	2017-18
7	4	0	3	1

File Description	Document
First page of the published book/chapter with seal and signature of the Principal	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

3.3 Outreach Activities

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

Response: 2.8

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

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

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

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

Response: 76.91

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

2021-22	2020-21	2019-20	2018-19	2017-18
94	0	95	86	78

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

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

Response: 92.81

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

2021-22	2020-21	2019-20	2018-19	2017-18
95	80	90	85	76

File Description	Document
Data as per Data Template	[View Document](#)
Any other relevant link	[View Document](#)

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

Response:

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 gender discrimination.

File Description	Document
Report of each outreach activity signed by the Principal	[View Document](#)
Relevant documentary evidence for the claim	[View Document](#)

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

Response: 0

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

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

File Description	Document
Data as per Data Template	[View Document](#)
Link for additional information	[View Document](#)

3.4 Collaboration and Linkages

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

Response: 83.6

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

2021-22	2020-21	2019-20	2018-19	2017-18
96	100	90	83	49

File Description	Document
List of teachers/students benefited by linkage exchange and research	[View Document](#)
Data as per Data Template	[View Document](#)
Link for additional information	[View Document](#)

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

Response: 3

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

Response: 3

File Description	Document
Data as per Data Template	[View Document](#)
Copies of the MoUs with institution / industry/ corporate houses	[View Document](#)
Link for additional information	[View Document](#)

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

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

Response: B. Any 5 or 6 of the above

File Description	Document
Data as per Data Template	[View Document](#)
Link for additional information	[View Document](#)

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

The College has built up excellent infrastructure and learning resources as per NCTE norms. It is equipped with well ventilated class rooms, labs, multipurpose auditorium, Air Conditioner Seminar hall, Common room for girls and boys, library, store room, sports room, art and craft room, Musical room and an administrative office. The institution has established six well equipped labs for enhancing practical skills.

- The Campus has a clean and green environment of 2.84 acres

- Spacious class rooms with OHP / LCD facilities, well equipped laboratories with good ambience

- e-library subscribed to numerous national and international journals, connecting both students and faculty with global resources of knowledge and providing a professional and conducive learning atmosphere for the empowerment of the learners

- Separate hostel facility for boys and girls with residential tutors provides an ideal environment for congenial learning experience

- Well-equipped gymnasium, seminar hall, conference hall, Auditorium are available in the institute for staff and students

- Student counselling is given by our faculty members.

- Placement and training cell functioning with full time placement officer

- College buses ferry the students and faculty from Coimbatore, Tirupur, Palani, Dharapuram and various Places.

Campus

- Ventilated classrooms.

- 24 hours RO purified drinking water.

- Separate common rooms for boys and girls.

- Cafeteria for refreshment.

- Internet facilities accessible for all students and faculty members.

- An Air Conditioner seminar hall with 200 seating capacity to conduct various programs

Laboratories

- The institution has established six well equipped labs as per NCTE norms such as Psychology lab, Science lab (Physical Science lab, Bio-Science lab), Computer lab, English language lab and Educational Technology Lab.

- Separate Language Laboratory to enhance the Communicative English of our students.

Hostel

- Separate hostel for girls and boys.

- The hostels provide a calm atmosphere necessary for deep study.

- Purified RO water is available throughout the day.

- The hostel rooms are well furnished with Tube light, Night lamp, Fan, Cot, Shelf are provided.

- Spacious in-campus hostel with healthy and hygienic food.

- Internet facilities, Wi-Fi and TV hall at each Hostel.

Transport

- Transport facilities are available for students and faculty members

- Twenty Buses are plying to various places.

Sports

- We take interest in providing ample opportunities and facilities for sports and games activities. The college aims at the holistic development of each student and the sports club activities have an important role in this. The Sports Activities for both boys and girls are conducted regularly inside the college campus. Our Students Excelled in sports events conducted by the university. We have an excellent sports infrastructure to engage all students who desire to excel in sports arena.

- The college has following facilities:

- Volleyball Court

- Ball Badminton Court

- Handball Court

- Basket Ball Court

- Cricket Nets (Concrete and Turf Wicket)

- Table Tennis

- Carrom

- Chess

- Gym (separate for boys and girls)

- Football

File Description	Document
List of physical facilities available for teaching learning	[View Document](#)
Geo tagged photographs	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

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

Response: 100

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

Response: 6

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

Response: 6

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

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

Response: 42.8

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

2021-22	2020-21	2019-20	2018-19	2017-18
7.41	4.36	6.95	6.41	7.08

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

4.2 Library as a Learning Resource

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

Response:

The 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 'Autolib-version 5.1' Integrated Library Management Software.**

Rules and regulations

- Members should leave their personal belongings including text books in the space provided at the library-entrance.

- Entry and exit from the library shall be recorded in the register kept at the entrance.

- Strict silence must be observed in the library. The library staff have the right to request any user to leave the library if found causing disturbance.

Members are responsible for the loss or damage of books or any library material issued to them.

List of journals subscribed

- University news

- Edutracks

- Meston Journal of Research in Education

- Journal of Indian academy of applied psychology

- Research and Reflection on Education

- Journal of Educational Research and Extension

- Indian Educational Abstracts

- Indian Educational Reviews

- Journal of Indian Education

- Primary teachers

- School Science

Membership

- Students

- Teaching staff

- Administration and supporting staff

Timings

The library is kept open on all working days from 8.30 AM to 5.30 PM

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

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

Response:

The 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 mobile devices.

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

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

1. e-journals
2. e-Shodh Sindhu
3. Shodhganga

4.e-books
5.Databases

Response: A. Any 4 or more of the above

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

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

Response: 0.22

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

2021-22	2020-21	2019-20	2018-19	2017-18
0.27	0.23	0.23	0.23	0.14

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

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

Response: 35.18

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

Response: 719

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

Response: 686

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

Response: 717

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

Response: 707

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

Response: 759

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

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

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

Response: B. Any 3 of the above

File Description	Document
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

4.3 ICT Infrastructure

4.3.1 Institution updates its ICT facilities including Wi-Fi

Response:

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	Document
Document related to date of implementation, and updation, receipt for updating the Wi-Fi	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

4.3.2 Student – Computer ratio for last completed academic year

Response: 3.44

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

4.3.3 Internet bandwidth available in the institution

Response: 300

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

Response: 300

File Description	Document
Receipt for connection indicating bandwidth	[View Document](#)
Bill for any one month during the last completed academic year indicating internet connection plan, speed and bandwidth	[View Document](#)
Any other relevant Information	[View Document](#)
Link for additional information	[View Document](#)

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

1. **Studio / Live studio**
2. **Content distribution system**
3. **Lecture Capturing System (LCS)**
4. **Teleprompter**
5. **Editing and graphic unit**

Response: B. Any 4 of the above

File Description	Document
List the equipment purchased for claimed facilities along with the relevant bills	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)

Link to videos of the e-content development facilities	[View Document](#)
Link to the e-content developed by the faculty of the institution	[View Document](#)
Link for additional information	[View Document](#)

4.4 Maintenance of Campus and Infrastructure

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

Response: 79.08

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

2021-22	2020-21	2019-20	2018-19	2017-18
11.80	9.86	12.72	11.91	13.22

File Description	Document
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

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

Response:

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 to Administrator/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.

- For all the non lab based departments, annually an amount is sanctioned to purchase and maintenance of teaching aids while for lab based departments, the amount varies based on their requirement.

- College has purchase policy and tender notifications are done for the bulk purchase. Sometimes required goods are also purchased from local vendors according to requirement.

Maintenance of Physical Facilities

The maintenance of the physical facilities is looked after by the Incharge. The regular cleaning of the classrooms and laboratory, for any other maintenance related to electricity, plumbing, lab machineries, auditorium, playground, building, hostel, gymnasium and canteen, are maintained.

Campus Cleaning

- The cleaning and gardening staff Members are in charge of keeping the campus   (including classrooms, laboratories and playground clean) clean.

- NSS also takes an active part in keeping the campus clean and green.

- Green Campus Committee looks over the overall beautification of the college.

IT infrastructure / Computer Facilities

- Maintenance and upgradation of the IT infrastructure are done by the Computer Repairing and Maintenance Committee.

- College has high performance server for numerical simulation / digital computation.

- Teachers are given training to ensure optimal utilization of ICT facilities.

Sports Facilities

- The Sports Committee monitors the ground and equipment of sports and games are regularly maintained.

- The Gymnasium is maintained and monitored by the staff and Gymnasium Committee where the students regularly visit from 7.00 am to 10.00 am in the morning on all working days.

Laboratory Facilities

- The laboratory equipment is maintained by the concern department staff or through hired technician.

- Chemicals, glassware and other instruments are maintained in the stock register for concern department.

Library Facilities

- The library committee maintain the existing books and take decision about buying new books as per allocation of funds and demand of the books provided by the faculty through Principal. Major decisions regarding the purchase of books, service ours are taken in the Library Committee meeting.

- Sufficient staff is engaged in the library for proper functioning and maintenance.

File Description	Document
Appropriate link(s) on the institutional website	[View Document]
Link for additional inflrmation	[View Document]

Criterion 5 - Student Support and Progression

5.1 Student Support

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

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

Response: B. Any 4 or 5 of the above

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

5.1.2 Available student support facilities in the institution are:

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

Response: A. Any 8 or more of the above

File Description	Document
Upload any additional information	[View Document](#)
Geo-tagged photographs	[View Document](#)
Paste link for additional information	[View Document](#)

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

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

Response: B. Any 5 of the above

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

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

Response: B. Any 3 or 4 of the above

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

5.2 Student Progression

5.2.1 Percentage of placement of students as teachers/teacher educators

Response: 41.67

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

2021-22	2020-21	2019-20	2018-19	2017-18
49	23	29	42	27

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

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

Response: 20

5.2.2.1 Number of outgoing students progressing from Bachelor to PG.

Response: 19

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

5.2.2.3 **Number of outgoing students progressing from PG / M.Phil to Ph.D.**	
File Description	**Document**
Upload any additional information	[View Document](#)
Documentary evidence in support of the claim	[View Document](#)
Details of graduating students and their progression to higher education with seal and signature of the principal	[View Document](#)
Data as per Data Template	[View Document](#)
Paste link for additional information	[View Document](#)

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

Response: 1.47

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

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

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

5.3 Student Participation and Activities

5.3.1 Student council is active and plays a proactive role in the institutional functioning

Response:

The 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 bring

such 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 the board, parents and teachers". A Student Council will set its own objectives, which will vary from institution to institution. Some general objectives could include:

- To enhance communication between students, staff members, parents and management
- To promote an environment conducive to educational and personal development
- To promote friendship and respect among pupils
- To support the management and staff in the development of the institution

To represent the views of the students on matters of general concern to them.

The role of the institution Principal is of central importance in the establishment and operation of a Student Council. In assisting the Board of Management in the development of institution policy, and in working with teachers and parents to implement it at day-to-day level, the Principal is centrally placed in all aspects of the institution's operations. In the initial stages, the Principal, together with the other teachers, can assist in the development of a Student Council in several ways, for example, by discussing with students the role of a Student Council and the role of individual representatives on the Council, by advising on an appropriate constitution or statement of objectives. As the Council develops, and begins to expand its role, the Principal will assist in guiding the Council's development, so as to allow for a constructive and purposeful Council.

Students are the most critical stakeholders in our institution and the college management strongly believes in building an ecosystem where the student community is given representation to share their views in the development of the institution. There are various student committees in the institution. An elected Student Union is the main student body which represents the student community. The Union which has representatives from all the programs interacts with the students regularly and puts forth the concerns of the student community to the Student and Principal. Student Union is also responsible for conducting cultural events, intra and inter college, under the guidance of the students union advisor.

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

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

Response: 16.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
13	09	22	18	19

File Description	Document
Upload any additional information	[View Document](#)
Reports of the events along with the photographs with captions and dates	[View Document](#)
Data as per Data Template	[View Document](#)
Paste link for additional information	[View Document](#)

5.4 Alumni Engagement

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

Response:

PACE ALUMNI ASSOCIATION

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.

Objectives

- To promote and foster mutually beneficial interaction between the Alumni and the current students.
- To encourage academic excellence through the institutional felicitations for outstanding academic performance of the outgoing students.
- To arrange and conduct meetings of the Alumni.
- To let the alumni acknowledge their gratitude to their Alma Mater.
- To encourage, foster and promote close relations among the alumni themselves.
- To enhance and maintain links among members of the alumni and between alumni and college.

File Description	Document
Upload any additional information	[View Document](#)
Details of office bearers and members of alumni association	[View Document](#)
Paste link for additional information	[View Document](#)

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

Response: B. Any 4 or 5 of the above

File Description	Document
Report of alumni participation in institutional functioning for last completed academic year	[View Document](#)
Documentary evidence for the selected claim	[View Document](#)
Any other relevant information	[View Document](#)
Any additional link	[View Document](#)

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

Response: 5

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

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

File Description	Document
Data as per Data Template	[View Document](#)
Paste link for additional information	[View Document](#)

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

Response:

The Alumni Association Contribution through various means:-

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 acting ambassadors of PACE. It has contributed significantly for the development of the college during the last five years. The three significant contributions of alumni in the functional aspects of institution are as follows:

1. Alumni Interaction: Alumni of PACE give inputs to aspiring Student Teachers.

They are invited as resource persons, guest lectures at various events. During the student induction program itself opportunities are provided for the students to interact with alumni with the aim of directing and detailing the structure of the program. They provide inputs and share their experience regarding teaching skills, recent trends in educational technologies, school education and school working culture. Alumni visit campus at regular intervals to support the existing batch of students in planning and organizing events. Learning material support also offered by some of the alumni to the students who are facing difficulty in accessing such resources.

2. Placement & Career Guidance Assistance: Alumni assist and guide students to the interviews and get the job opportunities. They also share their experience with the student teachers and motivate them for their career development in various domains. They extent their support for mock interviews and campus placement. Whenever alumni visit the campus they motivate students to appear for teacher recruitment board exams.

File Description	Document
Upload any additional information	[View Document](#)
Documentary evidence in support of the claim	[View Document](#)
Paste link for additional information	[View Document](#)

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The governance of the institution is reflective of an effective leadership and participatory mechanism in tune with the vision and mission

Response:

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.

The Members of the Board of the Governors of the Institute have been constituted as per the guidelines of NCTE. It comprises of members from Management, Academic Institutions, Statutory bodies and representatives from faculty. Apart from this, an Academic Council is also constituted with Principal as Chairman, Faculty as members. All the academic and administrative issues like budget, recruitment, purchases, admissions, promotions, conferences, variation in intake etc., are discussed and approved in the meeting and there after implemented and communicated through circular/meeting to all the Faculty and students of the Institute. To promote efficient governance and progress of the Institute, Board of Governance (BOG) meetings are conducted in every year; Academic Council Meetings are held on a once in every year and IQAC meetings are held four times of every year.

To ensure the quality and imbibe the culture of excellence, IQAC has developed the Perspective Plan aligning with vision and mission of the Institute. Faculty opinions and participation is given due weightage by their participation in various committees like Anti-ragging, IQAC, Examination, Placement, Women Development Cell and Grievance Redressal Committee and so on are constituted to ensure the value addition which lead to the holistic development of the students which in turn provides a direction towards the achievement of the Mission and Vision of the institute.

In addition, Student Council meeting are held once in a month to brief the students on important decisions, to consider their suggestions and also to address the grievances, if any. Similarly, faculty interaction meetings are held once in a month to discuss academic issues and to take everyone into confidence in all the important academic decisions.

The institute is committed to provide the excellence in Teacher Education, covering its aim and objectives through teaching and extension activities based on the needs of the society. Institute's endeavours to impart value and spiritual based Education in Teacher Education programme inculcating the sense of humanity, sprit of values for national integration, universal brotherhood and democratic

outlook to develop multidimensional personality.

VISION

Our vision is to provide equality Teacher Education for the young generation and also mould the student teachers with good conduct and character to commit with the society.

MISSION

Our College is pursuit of excellence for promoting human values for social harmony, providing quality Teacher Education for the rural students.

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

6.1.2 Institution practices decentralization and participative management

Response:

- The 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.

- The Institution decentralizes the powers to Faculty with full autonomy to accomplish the task in

respect of implementing all the plans.

- The powers are decentralized in hierarchical way to all the subject Faculties, coordinators and committees. The staff members perform their duties in different committees, club and cells.

- The academic programmes are carried out by the Principal in consultation with the Governing Council Members, as decided and directed by the University and State Government Education Department.

- Everyone follows the orders, understands their responsibilities and paves way in the smooth functioning of the College.

- The main administrator of the College is the Principal. To undertake the different curricular, co-curricular and extra-curricular works, various committees and clubs are constituted.

- The Principal along with the committee coordinators formulates the policy matter and delegates it through the coordinators to the Faculty.

- The committee in-charge along with the student's representatives formulate the different activities to be conducted in the College.

- Coordinators discuss with the Principal about the different activities. The committees are given power and materials along with decision making power to implement the activities.

- Thus the administration is decentralized with delegation to the different individual Faculty and teams.

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

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

Response:

The following are the efforts taken by the institute to maintain transparency in its financial, academic, administrative and other functions.

- 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.

- For effective monitoring of the policy and regulation of institution and government, various committee like anti-ragging committee, Auditing committee, admission committee, women's development committee, extension activity committee, examination committee, etc., are functioning in the institution.

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

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic plan is effectively deployed

Response:

As per the requirement of students, short term courses and periodic revision were made in a structured manner. As the result we produced 100 % for past two years in the University Examination. The classrooms were up-gradated with ICT facilities. The advertisements, live demonstration of the new technology by the companies, either in the College or in other places gives the knowledge of the new technology. 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.

The new technology is adopted based on the following factors:

- Consultation and recommendation of the various academic and administrative bodies.

- Need for the development of the student Teachers as per the global standards.

- Feedbacks from the staff members on acceptance of the new technology.

- Consultation and recommendation of the various stakeholders.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any additional information	[View Document](#)
Link to the page leading to Strategic Plan and deployment documents	[View Document](#)
Link for additional information	[View Document](#)

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

Response:

Administration setup

- 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.

Rules, Procedure for Recruitment and Promotional Policies

1.Recruitment: The Institute follows the recruitment procedure as per service rule.

2.Service Rules

The Institute follows the service rules according to the norms of the university and Government of Tamil Nadu. Service Rule is disseminated among staffs.

1.Promotion Policy is followed as per norms of the NCTE /TNTEU.

iv) Grievance Redressal Mechanism: Grievance Redressal committee, Anti-harassment committee, SC/ST Committee are responsible to sort out the issues/complaints if any raised by Students and Staff Members.

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

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

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

Response: A. Any 6 or more of the above

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

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

Response:

The institution forms separate committees for smooth implementation of its planned curricular, co-curricular 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.

Following are the different committees constituted by the institution for management of different Institutional activities.

1. Staff Selection Committee

Staff selection committee monitors and employs staff members with adequate procedures. It takes utmost care in selecting suitable resource persons for providing quality Education to the student teachers.

2. Steering Committee

Steering committee allots works and monitors. It conducts periodical meetings to check the progress under the guidance of the head of the institution.

3.Internal Quality Assurance Cell

Internal Quality Assurance Cell is formed to monitor the academic activities. It also evaluates the teaching learning process.

4. Guidance and Counselling Committee.

This committee is engaged in providing apt guidance and advises to the student teachers regarding their profession.

5. Grievance Redressal Committee.

This addresses the grievances and rectifies the problems.

6. Alumni Association Committee.

This committee plans and arranges Alumni meetings. It works for the wellbeing of the Institution.

7. Sports Committee

Sports Committee arranges competitions such as intra and extra college meet.

8. Students Council

Student's council is formed for the effective execution of the student's activities.

9. Library Advisory Committee

This Committee discusses and sorts out the requirements and makes necessary arrangements in purchasing new books.

10. Examination Committee

Examination Committee plans and executes internal examinations as per the TNTEU guidelines.

11. Admission Committee

Admission Committee looks after the admission procedures. All the required arrangements are met by this committee.

12. Discipline Committee

This is formed in view of maintaining the decorum of the college.

13. Cultural and fine arts committee.

This committee involves in arranging various cultural activities and encourages students participation.

14. Placement cell

This committee is engaged with placement activities.

15. Women Development Cell

Women Development cell is formed with the intention of providing conducive environment for the women to learn and excel.

16. Youth red cross cell

Youth Red Cross society develops social awareness among the students teachers and it encourages life

savings activity such as blood donation.

17. Extension committee

It organizes various social and environmental awareness Programme.

18. Parents Teachers association

Parents Teachers association discusses various student development activities. It helps in maintaining a good relationship with the society. Minimum of one meeting per year to be planned and conducted.

19. Teaching practice committee

This committee head allots a group of students equally to all faculty members by effective planning to complete the core training and Special training program.

20. Anti-ragging cell

This committee monitors the activity of the students indulged in ragging if any.

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

6.3 Faculty Empowerment Strategies

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

Response:

WELFARE MEASURES FOR TEACHING STAFF

- 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

WELFARE MEASURES FOR NONTEACHING STAFF

- Group Insurance

- Salary Advance

- Festival Gift

- 50 % Fee concession for staff children

- Encouragement for higher studies and research work for academic development of the faculty members.

- Hostel facility.

- Free Transport Facilities

- Maternity Leave.

- Marriage Leave for 15 days with salary.

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

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

Response: 30

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

2021-22	2020-21	2019-20	2018-19	2017-18
2	0	5	10	7

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

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

Response: 6

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

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

File Description	Document
List of participants of each programme	[View Document](#)
Data as per Data Template	[View Document](#)
Brochures / Reports along with Photographs with date and caption	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

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

Response: 56.25

6.3.4.1 **Total number of teachers undergoing online/face to face Faculty Development Programmes (FDPs) viz., Orientation Programme and Refresher Course of the ASC / HRDC, Short Term Course and any other similar programmes during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
5	8	10	11	11

File Description	Document
Data as per Data Template	[View Document](#)
Copy of Course completion certificates	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

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

Response:

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-teaching staffs are encouraged to pursue higher studies.

File Description	Document
Proforma used for Performance Appraisal for teaching and non-teaching staff signed by the Principal	[View Document](#)
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal or/and external financial audit regularly

Response:

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	Document
Report of Auditors of last five years signed by the Principal	[View Document](#)
List of audit objections and their compliance with seal and signature of the Principal	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

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

Response: 0

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

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

File Description	Document
Data as per Data Template	[View Document](#)

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

Response:

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

6.5 Internal Quality Assurance System

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

Response:

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.

• Preparing schedule and collecting feedbacks from various Stakeholders for the evaluation and the

quality improvement.

• Organizing inter and intra Institutional workshops, seminars on quality related themes and promotion of quality circles.

• 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	Document
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

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

Response:

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.

• Remedial Classes are arranged for the slow learners based on the evaluation of the Tutor about the Student teachers academic performance.

• Special Coaching Classes are conducted for the Student Teachers to face the PG Teachers Recruitment Board Exams and Teachers Eligibility Test.

• Feedback System is effectively implemented with the feedbacks from the Alumni Association, Parent Teachers Association, Heads of Schools, Student teachers and other stakeholders.

• Conducting Campus Interview for the Student teachers in association with the reputed Educational Institutions for better placement opportunities.

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

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

Response: 1

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

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

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

6.5.4 Institution engages in several quality initiatives such as 1. Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements 2. Timely submission of AQARs (only after 1st cycle) 3. Academic Administrative

Audit (AAA) and initiation of follow up action 4. Collaborative quality initiatives with other institution(s) 5. Participation in NIRF

Response: B. Any 3 of the above

File Description	Document
Feedback analysis report	[View Document](#)
e-Copies of the accreditations and certifications	[View Document](#)
Data as per Data Template	[View Document](#)
Consolidated report of Academic Administrative Audit (AAA)	[View Document](#)
Any additional information	[View Document](#)

Link to the minutes of the meeting of IQAC	[View Document](#)
Link to Annual Quality Assurance Reports (AQAR) of IQAC	[View Document](#)

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

Response:

The main activities undertaken are as follows:

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. The results have been very encouraging with almost all departments of the College participating. Based on this practice, departments are making necessary changes to enhance quality of academics and administration in the College.

2. 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

Social Outreach

3. Digital initiatives have been introduced by the College.

Wi-Fi enabled campus

Digital Administrative Processes

Online Admission

Online Student Grievance Redressal System E- Procurement

Online Examination Hall Tickets

Online Submission of Internal Assessment Marks

e-Journals

Research Profiles of Faculty Members

Digital Teaching Initiatives

Technology Enabled Classrooms, Online Learning Platforms

Use of virtual classroom software, web-casting and video-conferencing

Online teaching and learning resources through MOOCs

Subscription to e-journals and resources

Digital Initiatives of the Library System

Internet Access Facility

4. Institution ensure the quality of its administration and financial management process:

• The Institution ensures the quality of its administration by forming various committees to do the needful in specific aspects. The function and the responsibilities of all the committees have been clearly defined.

• In the Administrative section, each non-teaching member has specific responsibilities and functions. The Student teachers are informed in general and if necessary, individually, about forms, fee and documents to be submitted well in advance by the administrative section. Modification and variations if any in the administrative system are clearly discussed in the Faculty meetings.

• Our Institution is part of the P.A. Educational Institutions, Pollachi. We have a well constituted structure to monitor both financial and administrative features.

• Our College has its own Governing Council that meets once in a year, frames governance and sets systematic methodology for function in matters of finance and administration.

• Weekly the accounts are monitored by the finance officer and quarterly accounts by Internal auditing unit. Annual auditing is conducted by external agency nominated by the Management.

File Description	Document
Relevant documentary evidence in support of the claim	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Institution has a stated energy policy streamlining ways of energy conservation,use of alternate sources of energy for meeting its power requirements

Response:

ENERGY POLICY FOR P.A. COLLEGE OF EDUCATION

- 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.

File Description	Document
Institution energy policy document	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

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

Response:

GREEN POLICY A GREEN CLEAN CAMPUS

       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:

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	Document
Documentary evidence in support of the claim	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

7.1.3 Institution waste management practices include

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

Response: C. Any 2 of the above

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

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

Response: B. Any 3 of the above

File Description	Document
Income Expenditure statement highlighting the specific components	[View Document](#)
Geotagged photographs	[View Document](#)
Any additional link	[View Document](#)

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

Response:

Response:

- **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.**
- **A Health Insurance scheme is implemented for students, teaching and non-teaching faculty members.**

- **Health awareness programmes such as Blood donation, Drug abuse are regularly organized.**
- **A canteen with all required facilities is available on campus.**
- **Removal of broken, waste and unusable material is done regularly.**
- **'Print little' promotion with paperless office and the continuation of E-governance is practiced by the management.**

- **Maintaining carbon neutrality through 'Plantation Move' by students teacher inside and outside the college campus.**
- **Minimum use of plastic bags on the campus.**
- **The outer space of the college building is neatly maintained with paver blocks. The cleanliness of the overall campus is ensured through regular follow-up.**
- **College provides a course on Health Education and Environmental studies to make the students understand the importance of safety, sanitation, hygiene, pollution-free environment.**

- **Ecological and environmental awareness is created in students through various activities of the college. Activities such as group gardening, planting saplings, distributing seeds through our Institute of Agricultural and Rural Development (IARD) and seedlings to the nearby villages, cleaning the campus etc are undertaken by the students.**
- **Awareness programmes are conducted to ensure a pollution-free environment.**

Students are taught to maintain a plastic, litter and substance abuse free campus and to develop an eco friendly, evergreen and pollution-free lifestyle inside and outside the institution.

File Description	Document
Documents and/or photographs in support of the claim	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

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

Response: A. All of the above

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

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

Response: 4.74

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

2021-22	2020-21	2019-20	2018-19	2017-18
0.75	0.70	0.68	0.74	0.70

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

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

Response:

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 in

Several 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.
- flood relief special program organised in college.
- Road safety awareness programme.

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

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

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

Response: A. All of the above

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

7.2 Best Practices

7.2.1 Describe at least two institutional best practices (as per NAAC format given on its website)

Response:

1. Daily prayer

GOAL   To promote moral values

        To maintain discipline among the student

Content

Today there is need of imparting value add education to the students with their educational development. Our best practice Daily prayer plays a vital role in order to make the students aware of their duties and responsibilities towards our college, society and nation, and to know our culture

THE PRACTICE

Daily prayer is not the prayer of any religion. It is our state our inspiring national anthem.

This Daily prayer is a gathering of all individuals of our college. It makes students feel fresh, energetic to start their day with positive thoughts.

EVIDENCE OFSUCCESS

- Due to this activity the moral values are inculcated among thestudents.
- It becomes possible to give important instructions to all thestudents simultaneously.

PROBLEMS ENCOUNTERED

Some students come from rural area cannot participate in this activity due to bus problem.

CARRIER GUIDENCEPROGRAMME

- Creating awareness of competitive exams among the students
- Providing up-to-date information of call form of differentsectors

THECONTENT

In order to ensure that students are well placed, college have to support them in the development of communication skills and other skills. Students may also need training for taking competitive examinations. The placement Cell is the formal strategy created to meet the need.

THEPRACTICE

The placement cell throughout the year organise many activities such as career guidance programme job fairs for outgoing students. The cell co- ordinator daily provides information about the call form of different posts from

government and private sectorFrom this cell resource persons are also invited to guide the student for competitive exams. Cell co-ordinator and members provide previous question papers and study material to the students and guide them to face the exams.

EVIDENCE OFSUCCESS

- Many students are attending the competitiveexam.
- Many students got selected for differentjobs

PROBLEMS ENCOUNTERED

- Rural students are not well versed in English
- Communication skills of the rural students are not sogood

File Description	Document
Photos related to two best practices of the Institution	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

7.3 Institutional Distinctiveness

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

Response:

Response :

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.

- The faculty members before the commencement of End semester (Non Semester) prepare the lesson plan, and make it available to the students. So many efforts are being made for the past few years to change the Teaching – Learning environment into activity based learning. Following are the methods adopted to transform the academic environment:

  ? Changing the teaching methodology by encouraging the faculty to use powerpoint presentation where ever required.

  ? Extensive use of online – content and other Video lectures to support the Class – room teaching.

? Students are encouraged to present poster and oral paper presentations. Counselling system.

? Every Faculty member is allotted 15-20 students to whom one acts as a counsellor. The counsellor identifies the academic and personal problems of his/her ward.

? The wards are encouraged to participate both in curricular and extra- curricular activities.

? In addition to the classroom interactions, following are the other methods of learning experiences provided to the students:

- Oral presentation

- ? Paper presentations/ Group discussions

  ? Providing access to e-journals and e-books by use of ICT in delivering and learning process Emphasis is paid to obtain feedback from parents, students, faculty members and alumni through informal contact to obtain information about qualitative changes which are required.

  Feedback System –

? Students give feedback about the faculty at the end of each session or End of Examination.

? Feedback is taken from the parents of the wards.

 ? Feedback is also taken from alumni. The students play a major role in the events like Annual day, Sports day etc., which are being organized by the college and inculcate the qualities of co-operation, co-ordination and teamwork. Personality development programs and seminars are being conducted from the first year to· improve communication skills & soft skills of the students. Social Responsibility Activities like Go Green Activity through plantation,· Blood Donation· nutritious food, plantation and visiting nearby villages and helping them according to their requirements. Achievement:

- Improved students' understanding of domain knowledge.
- Improved results and pass percentage.
- Reduced backlogs and detention.
- Improved placements and opting for higher studies.

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

5. CONCLUSION

Additional Information :

P.A.College of Education, Pollachi, since 2009, addresses the needs of the society by preparing the

young generation to be valuable citizens. The college, started with B.Ed degree programme with an intake of 100 students.

IQAC, the significant administrative body with its active involvement has contributed in increasing and maintaining quality in all matters of the college. As per the suggestion given by the National Assessment and Accreditation Council's Peer Team in the year 2016, IQAC mechanism has been institutionalized and

contributed to the growth of the college in all aspects. As the academic and administrative activities are

digitalized, the campus is referred as well defined Teacher Education college that attracts future teachers of the society.

As per the Peer Team's suggestions, in the last five years, the college has focused more on developing

Activities such as Students communication skills, internships and augmenting extension activities. Innovations in ICT and model based teaching and learning methodology had been introduced and the best practices had been adopted to enrich placement and higher studies.

The college, with the right blend of young and experienced faculty members has been gripping teaching

methodologies, and inspiring learning strategies, marching forward to make an impact in the modern academic scenario.

Faculty members are encouraged to do their Doctoral studies for their research collaboration and career enhancement.

Concluding Remarks :

Concluding Remarks :

P.A. College of Education renders invaluable service to the society for the past fourteen years by imparting quality teacher education. Academic excellence, enrichment of skills and developing a wholesome personality

are the highlights of the college. Outcome Based Education, ICT based teaching and learning, and exemplary examination system are instrumental in raising the standard of its curriculum to meet the higher standards. The college is unique among the teacher education in foreseeing the skills. The curriculum and the practices of the college focus on developing cognitive flexibility, critical thinking, decision making and emotional intelligence.

The college prepares the students through value education, enriched training and research to become

intellectually inspired and morally upright individuals who boldly face the teaching community. The college empowers students as agents of social change who work towards establishing an inclusive society.

The college used the privilege of its great infrastructure in the region offering exemplary curriculum, teaching aids and competent graduates. Keeping in line with the vision and mission of the college, the high-minded management, the able administrators and the competent and motivated faculty members aspire to transform the college into a multidisciplinary college.