YEARLY STATUS REPORT - 2021-2022

Part A	
Data of the Institution	
1.Name of the Institution	THIAGARAJAR COLLEGE OF PRECEPTORS
• Name of the Head of the institution	Dr.S.Prakash
• Designation	Principal
• Does the institution function from its own campus?	Yes
• Alternate phone No.	04522311682
• Mobile No:	9842458828
• Registered e-mail ID (Principal)	tcpmadurai9@gmail.com
• Alternate Email ID	iqactcp@gmail.com
• Address	Teppakulam
• City/Town	Madurai
• State/UT	Tamilnadu
• Pin Code	625009
2.Institutional status	
• Teacher Education/ Special Education/Physical Education:	Teacher Education
• Type of Institution	Co-education
• Location	Urban

• Financial Status	**UGC 2f and 12(B)**	
• Name of the Affiliating University	**TAMILNADU TEACHERS EDUCATION UNIVERSITY**	
• Name of the IQAC Co-ordinator/Director	**Dr.M.Maruthavanan**	
• Phone No.	**9994592227**	
• Alternate phone No.(IQAC)	**9994592227**	
• Mobile (IQAC)	**9994592227**	
• IQAC e-mail address	**iqactcp@gmail.com**	
• Alternate e-mail address (IQAC)	**tcpmadurai9@gmail.com**	
3.Website address	https://www.tcp.ac.in/	
• Web-link of the AQAR: (Previous Academic Year)	https://www.tcp.ac.in/general/aqar/	
4.Whether Academic Calendar prepared during the year?	**Yes**	
• if yes, whether it is uploaded in the Institutional website Web link:	https://www.tcp.ac.in/files/academic_calendar_2021_22.pdf	

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	**B**	**72.70**	**2006**	**02/02/2006**	**02/02/2011**
Cycle 2	**A**	**3.03**	**2012**	**15/09/2012**	**17/09/2016**

6.Date of Establishment of IQAC	**01/01/1970**

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

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

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

• Upload latest notification of formation of IQAC	View File	
9.No. of IQAC meetings held during the year	**01**	
• Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?	**Yes**	
• (Please upload, minutes of meetings and action taken report)	View File	
10.Whether IQAC received funding from any of the funding agency to support its activities during the year?	**No**	
• If yes, mention the amount		

11.Significant contributions made by IQAC during the current year (maximum five bullets)
1) Registration Link for Students Admission 2) Industry Visit 3)Intra-College Competition 4) Collaboration with TNTEU Capacity building Programme 5) International Webinar 6) Alumni participation in demonstration classes

12.Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year (web link may be provided).

Plan of Action	Achievements/Outcomes
https://www.tcp.ac.in/files/minutes_IQAC_2021-22.pdf	**https://www.tcp.ac.in/files/minutes_IQAC_2021-22.pdf**

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

Name of the statutory body	Date of meeting(s)
College Governing Council	**24/07/2020**

14.Whether institutional data submitted to AISHE

Year	Date of Submission
2020-2021	**09/10/2022**

15.Multidisciplinary / interdisciplinary

Not Applicable.

16.Academic bank of credits (ABC):

Not Applicable.

17.Skill development:

The College focuses on developing core teaching skills among student teachers. The major skills include skill of Micro Teaching.

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

Our Collge follows two medium of instructions namely English and Tamil to the student teachers. Students learn pedagogy of Tamil and Pedagogy to English as a core paper. In the above papers, culture of tamil and english are taught to students.
Few modules are prepared online in the value added courses offered by the college.

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

The programme outcomes and course outcomes are framed and displayed in the website. Evaluation is carried out based on the course and programme outcomes.

20.Distance education/online education:

Not Applicable.

Extended Profile

2.Student

2.1	**191**
Number of students on roll during the year	

File Description	Documents
Data Template	[View File]

2.2 Number of seats sanctioned during the year	200

File Description	Documents
Data Template	View File

2.3 Number of seats earmarked for reserved categories as per GOI/State Government during the year:	191

File Description	Documents
Data Template	View File

2.4 Number of outgoing / final year students during the year:	132

File Description	Documents
Data Template	View File

2.5Number of graduating students during the year	132

File Description	Documents
Data Template	View File

2.6 Number of students enrolled during the year	191

File Description	Documents
Data Template	View File

4.Institution

4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	37.58

4.2 Total number of computers on campus for academic purposes	84

5.Teacher	
5.1 Number of full-time teachers during the year:	**20**

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

| 5.2

 Number of sanctioned posts for the year: | **20** |

Part B

CURRICULAR ASPECTS

1.1 - Curriculum Planning

1.1.1 - Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation. Describe the institutional process of planning and/or reviewing, revising curriculum and adapting it to the local context in not more than 100 - 200 words

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  1.  CURRICULUM PLANINING
        1.  Curriculum planning
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Institution is affiliated to Tamil Nadu Teachers Education University, Chennai. The curriculum of the institution is planned and framed by the University. Based on the new curriculum, the teacher education stresses the use of the modern technology like internet, web- based learning, e-learning, e-content, blended learning, flipped learning, MOOC, collaborative learning and training in handling technological equipment.

Implementation of curriculum by the teachers:

For implementing the curriculum, time table been framed based on the requirement, availability of the staff and activities. Teaching plans include detailed descriptions of the learning experiences planned for the courses. Varied activities are planned and carried out to support the teaching learning process based on the syllabus. The activities are planned through various clubs, committees and cells of the institution. Every teacher develops the course plan for the year which included many activities.

Staff members prepare the lesson plan on weekly basis and also prepare syllabus completion report to ensure proper execution of the syllabus.

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

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

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

1.1.3 - While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course	A. All of the Above

Learning Outcomes (CLOs) for all programmes offered by the institution, which are stated and communicated to teachers and students through Website of the Institution Prospectus Student induction programme Orientation programme for teachers

File Description	Documents
Data as per Data Template	View File
URL to the page on website where the PLOs and CLOs are listed	https://www.tcp.ac.in/files/plo_clo.pdf
Prospectus for the academic year	View File
Report and photographs with caption and date of student induction programmes	View File
Report and photographs with caption and date of teacher orientation programmes	View File
Any other relevant information	View File

1.2 - Academic Flexibility

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

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

11

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

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

06

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

06

File Description	Documents
Data as per Data Template	View File
Brochure and Course content along with CLOs of value-added courses	View File
Any other relevant information	View File

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

187

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

187

File Description	Documents
List of the students enrolled in the value-added course as defined in 1.2.2	View File
Course completion certificates	View File
Any other relevant information	View File

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

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

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

191

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

191

File Description	Documents
Data as per Data Template	View File
Certificates / evidences for completing the self-study course(s)	View File
List of students enrolled and completed in self study course(s)	View File
Any other relevant information	View File

1.3 - Curriculum Enrichment

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

Understanding of the Field of Teacher Education

Our curriculum includes foundational courses which deal with the philosophical and sociological perspectives of education which enable the prospective teachers to acquire the basic knowledge about the teacher education.

Procedural Knowledge

The quality of pedagogical inputs prepares the student teachers of the institution with professional competence for various levels. The pedagogical courses outline the aims and objectives of teaching-learning, methodology of teaching and evaluation of the students which paves the way for acquisition of teaching skills, skill of grasping, analysing, comprehending and criticizing the content, leading to the construction of new knowledge.

Students should be equipped with computer knowledge and skilled to face the challenges of the world, in the practical component of the course EPC3: "Critical understanding of Information and Communication Technology (ICT)."

Skills/Competencies

Student teachers organize association activities, present papers in seminars, involve themselves in physical education, extension activities, develop social skills, leadership skills, presentation skill, communicative skill and ICT skills. Extension activities develop social skills, personal skills, leadership skills and readers club, Communicative English classes develop language skills. Sixvalue added courses, soft skills and transformation from Blackboard to Digital are made mandatory for students.

File Description	Documents
List of activities conducted in support of each of the above	View File
Documentary evidence in support of the claim	View File
Any other relevant information	View File
Photographs indicating the participation of students, if any	View File

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

Assessment systems Norms and standards State-wise variations   International and comparative perspective

A well-thought about curriculum completes the perfect formation of the learner. The budding prospective teacher must have a comprehensive understanding of the historical education systems such as Vedic, Islamic, Buddhist, Christian and British education. The core course on philosophical foundations of education vividly brings out the above concepts in a vibrant manner.

The functional aspects, the mode of assessment and the norms of standards of various boards of school education are comprehensively discussed in the courses on philosophical foundations of Education, vision of education in India, curriculum and school and assessment of learning.

The prospective teachers are exposed to the different types of schools through teaching internship for a period of sixteen weeks. The school enlightens the prospective teachers with the diversities in the school system in India.

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

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

Syllabi Driven Curricular Experiences

The learning engagement of students is assured by the institution through its way of planning curricular experiences given in the syllabus for different programmes. Tasks and assignments for all the courses provide understandings relevant to the concepts being learnt. The following courses in B. Ed. programme on Enhancing Professional Capacities provide rich curricular experiences:

Book reading and reflection

Drama and art in education

Critical understanding of ICT

Understanding the self

Learning Engagement through Seminars/ Webinars/ Workshops/Special Sessions

It is a regular practice of the institution to organize seminars, webinars workshops and special sessions for teaching and student community at large. The students of the institution are the primary beneficiaries of these programmes. The themes of such programmes are planned to prepare students for the teaching profession. Such programme organized this year include:

- **Women Empowerment**
- **Student's Poster Presentation**
- **Leadership Training Programme**
- **Capacity Building**
- **Art of Blackboard Writing**
- **Lingua skill- Cambridge Assessment**
- **Vaguppu Uyara (Kalakal Vagupparai)**
- **Speel Bee- Competition**

Role of Youth in Protecting Environment

File Description	Documents
Documentary evidence in support of the claim	[View File](#)
Any other relevant information	[View File](#)

1.4 - Feedback System

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

File Description	Documents
Sample filled-in feedback forms of the stake holders	View File
Any other relevant information	View File

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

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

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

132

2.1.1.1 - Number of students enrolled during the year

132

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

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

130

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

130

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

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

0

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

0

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

2.2 - Honoring Student Diversity

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

The institution has followed the following ways to understand the learning needs of students and their level of readiness to undergo professional education programme:

Entry level assessment:

The entry level assessment included the following areas:

1. Attitude towards Teaching
2. ICT Usage
3. English Communication
4. Pedagogical content knowledge

The data gathered from the four tests are consolidated to give the overall picture of the abilities of the students.

File Description	Documents
Documentary evidence in support of the claim	[View File](#)
Documents showing the performance of students at the entry level	[View File](#)
Any other relevant information	[View File](#)

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

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

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

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

2.2.4 - Student-Mentor ratio for the academic year

1:10

2.2.4.1 - Number of mentors in the Institution

20

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

2.3 - Teaching- Learning Process

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

Learning modes used

Teachers employed the following experiential and participative learning strategies:

Discussion - Open discussion, group discussions, panel discussion

Debate, visual mapping by students - concept maps, mind maps, Brainstorming, Presentation of case studies, Online quizzes, Flipped learning, Group presentation by students, Use of online application for activities increased the learning engagement of students.

File Description	Documents
Course wise details of modes of teaching learning adopted during the academic year in each programme	View File
Any other relevant information	View File

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

20

File Description	Documents
Data as per Data Template	[View File](#)
Link to LMS	https://sites.google.com/view/librarytcp/e-content, https://sites.google.com/view/librarytcp/digital-repository/institutional-digital-repository
Any other relevant information	[View File](#)

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

132

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

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

File Description	Documents
Data as per Data Template	View File
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	View File
Geo-tagged photographs wherever applicable	View File
Link of resources used	https://sites.google.com/view/librarytcp/digital-repository/institutional-digital-repository
Any other relevant information	View File

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

These were the activities provided for the future teachers, in order to develop their professional attributes, which will enhance their team spirit to inculcate the value of oneness among various diversities. This helps to shape their prospective career to conduct oneself in a harmonious way with their colleagues and authorities, balancing home and work stress keeping oneself abreast with recent developments in education and life.

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

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

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

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

All classroom transaction system nurtures student's creativity and innovativeness in adapting technologies especially through AR Virtual App, Augmented Reality, 3D Camera, Learn Art, Science and Animal with Arloopa. This will pave way for the virtual knowledge and Adaptive skills among students

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

2.4 - Competency and Skill Development

2.4.1 - Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include Organizing Learning (lesson plan) Developing Teaching Competencies Assessment of Learning Technology Use and Integration Organizing Field Visits Conducting Outreach/ Out of Classroom Activities Community Engagement Facilitating Inclusive Education Preparing Individualized Educational Plan(IEP)	Seven/Eight of the above

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

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

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

2.4.3 - Competency of effective communication is developed in students through several activities such as Workshop sessions for effective communication Simulated sessions for practicing communication in different	All of the above

situations Participating in institutional activities as 'anchor', 'discussant' or 'rapporteur' Classroom teaching learning situations along with teacher and peer feedback

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

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

Four of the above

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

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

Four of the above

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

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

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

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

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

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

Identification of Schools

The internship work begins with identification of host schools for internship. The teaching practice coordinators send requests to government and government aided schools regarding accommodation of student teachers for internship.

Collaborative Planning for Internship

The teaching practice coordinators visit host schools and acquaint the school heads and school teachers with the internship programme. Their visit is crucial to ensure a smooth internship journey for student teachers.

Student Orientation

The teaching practice coordinators organize an orientation for student teachers. They are oriented on their work as an intern and requirements to complete the internship successfully.

Orientation to Teachers

The teaching practice coordinators provide the college supervising teachers or pedagogy teachers a clear picture of how they are expected to support the experiential learning by student teachers during internship.

Defining Assessment Modes

Separate formats are developed for the observation of internship performance by supervising teachers, school head, school mentors and peers. Self-observation formats are also distributed to the student teachers.

Visit to Innovative Schools

The student teachers are taken to visit innovative schools prior to their teaching practice. This familiarizes students with the different kinds of school set ups and prepares them to meet the diversity during internship.

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

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

2.4.9.1 - Number of final year students during the academic year

158

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

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

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

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

Internship Monitoring Mechanism

The performance of the student teachers during internship is monitored by different persons on a regular basis. The observations of different persons are collated by the supervising teachers to arrive at a final conclusion about the quality of internship experiences of student teachers.

Observation by Teacher Educators

The teacher educators observe the student teachers in the host schools on a regular basis. The teacher educator holds a conference

with the student teacher to present feedback immediately after the observation. The post observation conference is very crucial to refine the teaching competencies of the student teachers.

Observation by School Teachers

The school teachers and teacher educators work together to provide constructive feedback to the student teachers. A common observation form is used for this purpose.

Observation by School Principal

The school head also plays an important role in the observation procedure. They make an occasional visit to observe the student teacher and record their observations in a separate form.

Observation by Peers

The peers are an additional source of information on student performance. The peers are encouraged to observe the classes of student teachers and provide suggestions for improvement.

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

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

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

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

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

2.5 - Teacher Profile and Quality

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

20

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

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

`13`

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

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

`20`

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

`207`

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

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

The college management support teachers upon their request to attend seminars, workshops and conferences. Teachers are motivated to publish their research papers in National and International journals. The teachers are encouraged to act as resource persons in various colleges of education based on their invitation in Webinars, Seminars, Workshops and conferences. Teachers completer their online courses of their relevant field of interest and keep themselves updated on modern trends of education.

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

2.6 - Evaluation Process

2.6.1 - Continuous Internal Evaluation (CIE) of student learning is in place in the institution Describe details of the Continuous Internal Evaluation in the institution highlighting its major components in not more than 100-200 words

The continuous internal assessment includes internal evaluation of class tests and term tests and tasks, seminar and assignments.

Exam Committee takes the responsibility of conducting the term exams. The teachers who teach the different courses are entrusted with the responsibility of preparing question papers for internal evaluation. The teachers serve as invigilators for the term exams. The answer scripts are corrected by the respective teachers and distribute to the students. Students clarify their doubts, if any about the evaluation process. The results are collectively published. The teachers grade the performance of students in tasks and assignments in order to develop certain professional attributes. Attributes like organizational skills, communication skills, team work, creativity and attention to quality are assessed and the feedback is been given so as to improve the area in which students need improvement and more focus.

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

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

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

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

The examination committee develops guidelines for the conduct of Internal examination and orients the student on the procedure of internal assessment. The exam committee prepares the schedule and delegates responsibilities to teachers for the conduct of internal examination. The exam committee looks into the Redressal of internal examination related grievances. For the benefit of the students, an online grievance Redressal link is posted in the college website. The grievance received if any, will be brought to the attention of examination committee who works to resolve the same.

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

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

The college adheres to the academic calendar prepared by the affiliating university namely Tamil Nadu Teachers Education University, Chennai. The academic calendar is prepared in the beginning of the academic year and the soft copy is uploaded in the college website.

The dates of the internal examination are posted in the academic calendar and informed to students.

2.7 - Student Performance and Learning Outcomes

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

```
Course Outcomes (CO):

Course Outcomes are narrower statements that describe what students
are expected to know and be able to do at the end of each course.
These relate to the skills, knowledge, and behaviour that students
acquire in their study through the course.

Programme Outcomes (PO):

Programme Outcomes describe what the students are expected to know
and be able to do upon the graduation of their programme. These
relate to disciplinary knowledge, critical thinking, problem solving
and analytical reasoning, research related skills and scientific
reasoning, communication skills and digital literacy, team work and
leadership quality, multicultural competence with moral and ethical
awareness, self-directed and life-long learning. Programme Specific
Outcomes :

The programme specific outcomes describe the specific concept of the
programme.

The programme specific out comes forms the basics of the teaching
plan for the different courses. The teaching plan includes
assignments, constructive approaches, collaborative tasks, content
enrichment, group projects and special lectures.
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File Description	Documents
Documentary evidence in support of the claim	[View File](#)
Any other relevant information	[View File](#)

2.7.2 - Pass percentage of Students during the year

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

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

Attainment of Course Outcome ,Programme Specific Outcome and Programme Outcome:

Assessment of Outcomes:

The different internal assessment modes are 1.Short answer tests. 2.Long answer tests. 3.Seminar is conducted to assess innovative and communicative ability of the students. 4.Assignment is given to assess the conceptual clarity of the students. The programme outcomes and course outcomes are integrated into assessment process by conducting two Continuous Internal Assessment (CIA) Tests and theory course. The term-end external examination for all semesters shall be conducted by the University at the end of each semester. The theory examination for each course shall be conducted for 70 marks.

Examination

Theory Course : The term-end external examination for all semesters shall be conducted by the University at the end of each semester. The theory examination for each course shall be conducted for 70 marks. A candidate who secures not less than 50% of total marks prescribed for the course, with a minimum of 50% of the marks prescribed for the internal as well as external examination, shall be declared to have passed in (theory/practicum) examination. Remedial teaching is done in the evening time for the weak students by the teachers to make them pass in the term end examination.

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

2.7.4 - Performance of outgoing students in internal assessment

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

287

File Description	Documents
Number of students achieving on an average 70% or more in internal assessment activities during t	View File
Record of student-wise / programme-wise / semester-wise internal assessment of students during the year	View File
Any other relevant information	View File

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

Entry and terminal level assessment:

The entry and terminal level assessment included the following areas:

1. Attitude towards Teaching
2. ICT Usage
3. English Communication
4. Pedagogical content knowledge

Comparison of attitude towards teaching:

Based on different teaching, learning activities and skill development initiatives the attitude towards teaching increased by 33.6%.

Comparison of ICT Usage:

With the help of computer and Educational technology lab activities the ICT usage of students increased by 38.7%

English Communication:

Communicative English class helps the students to perform better and showed an increase of 51%

Pedagogical content knowledge:

The Pedagogical content knowledge showed an increase by 51%

File Description	Documents
Documentary evidence in respect to claim	[View File](#)
Any other relevant information	[View File](#)

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

https://www.tcp.ac.in/files/stu_satisfaction_survey_2021-22.pdf

RESEARCH AND OUTREACH ACTIVITIES

3.1 - Resource Mobilization for Research

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

0

File Description	Documents
Data as per Data Template	[View File](#)
Sanction letter from the funding agency	[View File](#)
Any other relevant information	[View File](#)

3.1.2 - Number of grants received for research projects from government and / or non-government agencies during the year (INR in Lakhs)

0

File Description	Documents
Sanction letter from the funding agency	View File
Income Expenditure statements highlighting the research grants received certified by the auditor	View File
Any other relevant information	View File

3.1.3 - In-house support is provided by the institution to teachers for research purposes during the year in the form of Seed money for doctoral studies / research projects Granting study leave for research field work Undertaking appraisals of institutional functioning and documentation Facilitating research by providing organizational supports Organizing research circle / internal seminar / interactive session on research	**All of the above**

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

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

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

3.2 - Research Publications

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

`08`

File Description	Documents
Data as per Data Template	View File
First page of the article/journals with seal and signature of the Principal	View File
E-copies of outer jacket/contents page of the journals in which articles are published	View File
Any other relevant information	View File

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

`15`

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

3.3 - Outreach Activities

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

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

06

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

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

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

129

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

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

320

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

320

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

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

Swacchta Action Plan Committee & Sanitation ,Hygiene & Waste management

Our College is now a recognized Swacchta Action Plan Institution. The Institution has successfully formed the Swacchta Action Plan Committee and contributed the working groups post COVID 19 for Sanitation & Hygiene, Waste management, Water management, Energy management.

Eco Club

A webinar on "Bio- Diversity" was organized on 12.11.20. Dr. M. Sivakami, Assistant Professor (Selection Grade), Department of Chemistry, Faculty of Engineering Technology, SRM University, Kattankulathur acted as resource person.

Women Development Cell

A webinar on "Women Entrepreneurship and Rural Development" was held on 06.11.20.Ms. P. Jeyalakshmi, Entrepreneur was the resource person

Readers Club

Our Karumuttu Thiagarajar Chettiar Library has a collection of 21594 printed books, 29000 + e books and 6000+ e journals through online data bases. An online faculty orientation programme on "SAKAI – Learning management Software" was given by Ms. Wilma Hodges, Director of Training and e- learning, Sakai LMS, United States of America on 30.07.20

Alumni Association

Ms. P. Somasundari (2017-2019), PRT Teacher, Army Public School, Nandambakkam, Chennai shared her experience with student teachers in the "Alumnus Talk Series" on 02.11.20.

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

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

06

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

3.4 - Collaboration and Linkages

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

`05`

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

`05`

File Description	Documents
Data as per Data Template	View File
List of teachers/students benefited by linkage – exchange and research	View File
Report of each linkage along with videos/photographs	View File
Any other relevant information	View File

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

`01`

File Description	Documents
Data as per Data Template	View File
Copies of the MoU's with institution / industry/ corporate houses	View File
Any other relevant information	View File

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

Clinics Linkages with general colleges	

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

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

College has 6313.1sq.m total land area and built up area is 4030sq.m which includes three blocks with fire safety systems. There are 20 classrooms are available for teaching purpose (1 smart classroom & 13 classrooms with LCD projectors). As the entire campus is Wi-Fi enabled, the teacher educators also utilize online educational resources such as YouTube video, textual content from various universities, audio clips etc. Multipurpose hall has 200 seating capacity with LCD projector and sound systems. Seminar hall is having 120 seating capacity with LCD projector. 300 people can be seated in meeting hall with air-conditioned and LCD projector.

The college has seven well-equipped pedagogy laboratories including Computer Science, Language, Physical Science, Biological Science, Mathematics, Psychology and Educational Technology.

College computer lab has a facility with 30 computers, LAN, internet connected, LCD projector and air-conditioned.

Library is partially automated with 80 seating capacity. Three computers are kept for students use.

College has a sports ground for fitness training and activities.

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

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

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

21

File Description	Documents
Data as per Data Template	[View File](#)
Geo-tagged photographs	[View File](#)
Link to relevant page on the Institutional website	https://www.tcp.ac.in/general/infrastructure/
Any other relevant information	[View File](#)

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

00

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

4.2 - Library as a Learning Resource

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

TCP library (Karumuttu Thiagarajar Chettiar Memorial Library)

Library is partially automated with "ROVAN" Integrated Library Management System (ILMS) in the year….. It has many features which includes admin module, cataloguing, members, advanced search options, circulation, eGate, report generation, auto back-up, and etc,. ROVAN LMS system allows us to generate many detailed reports for better administration.

Circulation module allows generating issue, return, renewal, overdue items and resources in circulation statistical reports respectively.

EGATE allows the patrons to feed their Roll number for Entry and Exit. This module helps to maintain the details of the members' entries in the library.

SEARCH window helps the members to search for an item available in the library by Accession No., Call No., Author, Title, Subject, Keyword etc. Advanced search facilitate the patron to use Boolean operators such as AND, OR, NOT. The query results will be presented as a neatly formatted bibliography in multiple sorting orders as required.

Backup helps to create a copy of the database and keep it in a separate place safely. Proper auto-backup helps to recover the data in the unfortunate event of the collapse of the computer.

There are FOUR client systems are connected with ROVAN automation software. Three systems are kept for students' use of OPAC (within campus) and online database usage.

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

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

College Library has installed ROVAN Library Management Software for automation. Online Public Access Catalogue (OPAC) can be accessed only within the library. There are three systems kept for the use of OPAC. Users can check the availability of resources by using those systems.

Users can use their given user ID & Password to check their circulation history, overdue items, overdue fines, etc, within the library.

Through library website (https://sites.google.com/view/librarytcp/list-of-resources/), links are given to the list of available resources for the following collections list of books, dictionaries, encyclopedia, school internship repots, thesis & Dissertation, and AV resources. Library website is the Gate way to Online –Database, Samacheer Kalvi (eTextbooks), college e-contents, and digital repository.

Students and teachers can remotely access to the online resources (eBooks & eJournals), which subscribed from N-List & DELNET and links are given through the library website. Login credentials are shared with the users for outside usage.

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

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

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

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

0.55

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the expenditure on purchase of books, journals, e-resources with seal and signature of both the Principal and Chartered Accountant	View File
Any other relevant information	View File

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

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

661

File Description	Documents
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the academic year with seal and signature of both the librarian and principal	View File
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	https://drive.google.com/file/d/1FdP-_3rgR4uuM45nXyiLSkUkBpuzIjLb/view?usp=share_link
Any other relevant information	View File

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

One of the above

File Description	Documents
Data as per Data Template	View File
Any other relevant information	View File

4.3 - ICT Infrastructure

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

College has ICT, Wi-Fi and leased line (20 Mbps) facilities for the students and faculty use. Classrooms, multipurpose hall, seminar hall and laboratories are equipped with ICT enabled infrastructure.

Multipurpose Hall, Seminar Hall and Meeting hall are enabled with

Projector and Sound systems. Meeting hall is air-conditioned.

Computer lab and Language lab are equipped with high speed internet connectivity.

Library has 3 computers with high speed internet connectivity for students and faculty use.

Wi-Fi and leased line shares 20 Mbps high speed internet connectivity. College Wi-Fi is update in the year 2017.

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

4.3.2 - Student – Computer ratio during the academic year

0.25

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

4.3.3 - Available bandwidth of internet connection in the Institution (Leased line) Opt any one:	E. < 50 MBPS
4.3.4 - Facilities for e-content development are available in the institution such as Facilities for e-content development are available in the institution such as Studio / Live studio Content distribution system Lecture Capturing System (LCS) Teleprompter Editing and graphic unit	One of the above

File Description	Documents
Data as per Data Template	View File
Link to videos of the e-content development facilities	https://sites.google.com/view/librarytcp/e-content
List the equipment purchased for claimed facilities along with the relevant bills	View File
Link to the e-content developed by the faculty of the institution	https://sites.google.com/view/librarytcp/e-content
Any other relevant information	View File

4.4 - Maintenance of Campus and Infrastructure

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

20.56

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

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

Students are given proper orientation at the beginning of the each academic year about the policies and procedures for maintaining, utilizing physical and academic resources and facilities provided by the college which includes dress code, class room behaviors, using of available laboratories, library resources and sports equipment's. Students should enter the lab with the permission of concerned faculty. Apparatus, Chemicals, Models can be used during mini-teaching practice after proper entry in the lab register. Students are responsible for any breakages during demonstration or lab

activities, Turn-off gas, water and electricity when it is not required. Make sure that the work area is clean and tidy before leaving the lab. Eatables are not allowed in the laboratories and library other than water bottles. Laboratory will be opened from 9.30am to 5.00pm on all working days. Students should use only the computer assigned to them at the beginning of the academic year. Students should register the name, the computer used and timings in the entry register. Students should not use own software, CDs, Pen-drive, etc. in the laboratory. Students should avoid browsing unnecessary websites that are not related to the curriculum.

Website Link: http://www.tcp.ac.in/files/policies_procedures.pdf

File Description	Documents
Appropriate link(s) on the institutional website	http://www.tcp.ac.in/files/policies_procedures.pdf
Any other relevant information	View File

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

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

File Description	Documents
Data as per Data Template	View File
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	View File
Sample feedback sheets from the students participating in each of the initiative	View File
Photographs with date and caption for each initiative	View File
Any other relevant information	View File

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

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

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

File Description	Documents
Data as per Data Template for the applicable options	View File
Institutional guidelines for students' grievance redressal	View File
Composition of the student grievance redressal committee including sexual harassment and ragging	View File
Samples of grievance submitted offline	View File
Any other relevant information	View File

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

Two of the above

File Description	Documents
Data as per Data template	View File
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	View File
Report of the Placement Cell	View File
Any other relevant information	View File

5.2 - Student Progression

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

Number of students placed as teachers/teacher educators	Total number of graduating students
37	132

File Description	Documents
Data as per Data Template	View File
Reports of Placement Cell for during the year	View File
Appointment letters of 10 percent graduates for each year	View File
Any other relevant information	View File

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

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

09

File Description	Documents
Data as per Data Template	View File
Details of graduating students and their progression to higher education with seal and signature of the principal	View File
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

35

File Description	Documents
Data as per Data Template	View File
Copy of certificates for qualifying in the state/national examination	View File
Any other relevant information	View File

5.3 - Student Participation and Activities

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

Formation of Student Council

The Student Council of the college consists of a body of selected representatives from the students provide important responsibilities. The faculty members do the selection after a period of observation of the leadership potentials and volunteerism of students. The first-year students are inducted into the Student Council every year as office bearers. The second-year students become advisers to the Student Council.

Functions of Student Council

The Student Council serves as a communication channel between students and the teachers.

The Student Council is a primary consultative body for student related decisions like value added courses, timings for library work, timings for tutoring classes, support needed for online teaching and other matters during internship.

The Student Council is proactive in the maintenance of campus facilities.

The representatives of the different club's work in tandem with the teachers who lead the clubs to organize meaningful programmes in the institution.

The Student Council helps in the realization of democracy as a way of life.

The Student Council took a lead role in organizing a number of celebrations.

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

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

26

File Description	Documents
Data as per Data Template	View File
Reports of the events along with the photographs with captions and dates	View File
Copy of circular / brochure indicating such kind of events	View File
Any other relevant information	View File

5.4 - Alumni Engagement

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

The Alumni Association is a registered body that occupies an important place in the institution. The institution in 67 years has produced teacher's highly self motivated, intellectually competent, personally committed, socially responsible, emotionally stable, spiritually inspired and ethically inclined preceptors who will be role models to the student community and the society. The institution created a strong bondage with the Alumni through the Alumni Association. The relationship with alumni has been mutually rewarding over the years. The institution offering placement services and disseminating information's of college daily activities to online what's app group. Trustees and Committee Members of the

Alumni Association conducting yearly once meetings and offer valid suggestions. Alumni Expertise from various institutional delivered motivational speech to enrich the present students level of performance in clearing TNTET, CTET & other Competitive Examinations offered by the state and central government. Programmes with the help of Alumni Association which guarantees a steady supply of resourceful persons for student development. Two programmes were organized using the expertise of alumni. The Alumni Association contributes immensely to the functioning of the institution for organizing enriching programmes for the student community.

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

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

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

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

01

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

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

The Alumni Association is a registered body that occupies an important place in the institution. The institution in 67 years has produced teacher's highly self motivated, intellectually competent, personally committed, socially responsible, emotionally stable, spiritually inspired and ethically inclined preceptors who will be role models to the student community and the society. The institution created a strong bondage with the Alumni through the Alumni Association. The relationship with alumni has been mutually rewarding over the years. The institution offering placement services and disseminating information's of college daily activities to online what's app group. Trustees and Committee Members of the Alumni Association conducting yearly once meetings and offer valid suggestions. Alumni Expertise from various institutional delivered motivational speech to enrich the present students level of performance in clearing TNTET, CTET & other Competitive Examinations offered by the state and central government. Programmes with the help of Alumni Association which guarantees a steady supply of resourceful persons for student development. Two programmes were organized using the expertise of alumni. The Alumni Association contributes immensely to the functioning of the institution for organizing enriching programmes for the student community.

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

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

Vision

Thiagarajar College of Preceptors has the vision of generating preceptors with cognition , values and skills towards nation building.

Mission

"Institution strives towards developing highly self- motivated , intellectually competent personally committed , socially responsible , emotionally stable , spiritually inspired and ethically inclined preceptors who will be roll models to the student community and the society. The terminal behavior will be effected through inculcation of values and skill-based high quality education and transform secondary school students for employment and further studies.The college is committed to uplifting women by giving them quality professional higher education to become empowered leaders.

Nature of Governance

The institution abides a democratic and participative administrative structure by involving teachers, students, and other stakeholders from the lowest to highest level. The managing trust delegates its authority to the Secretary and Principal who, in turn share it with the different levels of functionaries in the college.

To ensure effective governance, the institution has College Management Committee which manages the overall functioning of the college. IQAC monitors the activities of the committees and cells to ensure effective implementation of the planned programmes in accordance with the institutional policies and values.

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

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

Decentralized Management

Our college academic library, extension, human resources and alumni; each structure is shouldered by different officials such as Principal, Controller of Examinations, IQAC Coordinator, Library Incharge, Secretary and alumni coordinator but coordinated by the Principal, who envisages and directs the officials as per the vision and mission of the institution.

Participative Management

There is another arm of management known as participative which is exhibited in the form of membership in different committees; as the members are drawn from various sections, there is a participative thinking, discussion and decision making. For example, the statutory - academic bodies like board of studies, academic council, planning and evaluation, IQAC and library have representations from university, experts, alumni, staff and non-teaching staff.

Similarly statutory- management body such as governing body and college development council have representations of UGC, TNTEU, Government, management, faculty and alumni. Thus the voices of various sections from non-teaching to students to staff to expert's upto government nominees find berths in all the committees functioning in the college. Therefore the college very much practices a decentralized and participative management.

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

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

Various committees were formed in our college to plan, implement and evaluate the academic and non-academic activities in the college. Financial transparency before preparing the budget, the administrative officer collects the list of requirements from the staff needed for curricular and co-curricular programmes. Later the finance committee considers and deliberates on the needs of the institution, the purpose and utility of such expenditure.

Academic transparency

A quality curriculum is viable through the statutory bodies namely board of studies, academic council and the governing body. The regular feedback at the interval of every semester from the students, staff and the experts through statutory bodies present our curriculum transparent and relevant. Further the transparency of the evaluation is strengthened with external valuation for UG and double valuation for PG.

Administrative transparency

All the communications connected with academics and extension services are displayed in the college notice board, websites, e-mails, facebook, You tube, Instagram and whatsapp. The admission process remains transparent with the inclusion of representations of management, teaching, and non-teaching staff members. The deserving poor students irrespective of caste and creed avail the scholarship from the management through the objective recommendations of the tutor ward system.

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

6.2 - Strategy Development and Deployment

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

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Value Added Courses

Each course is of 30 hours duration and a term end assessment is
carried out with internal 30% and external 70%. The minimum criteria
for a pass is 50%. After successful completion of the course,
certificates are awarded with grades.


Every day each student has to deliver a one minute speech in English
in the college assembly. This facilitates their courage to face a
group of students and address in English. Also morning prayers and
serving as master of ceremony for various programs in English is
made compulsory to all students.


The college has a practice of Value added Course which is of
practical in nature and runs through optional course. This course is
the consolidation of all the above strategies which would strengthen
the communication skill of the students.


The IQAC of the institution plans a number of activities for student
development every year. The activities are planned considering the
physical resources that are available in the institution.


The physical resources of the institution are shared with other
governmental and non-governmental educational agencies every year.
The classrooms have been used by them to organize training
programmes.
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File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	https://drive.google.com/file/d/1kbxxFqk_ebp Ou2kvQ5lNVUPJz3pb4EzP/view?usp=share_link
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

Thiru. Karumuttu Thiagarajar chettiaris the founder of the college.Thiagarajar college of preceptors, Madurai is run byManickavasagam charitable foundation. The sanctioned strength at present is 100 in aided section and 100 as additional intake in self financing section.

Inter-related activities are facilitated with the proximity of Thiagarajar Model Higher Secondary School, Thiagarajar Arts College , Sri Meenakshi Sundareswarar Girl's Higher Secondary School and Sourashtra Girl's Higher Secondary School are the other Educational Institutions situated in the neighbourhood. The college was declared open on29th June 1956.

The IQAC of the institution is another decision making body vested with powers to ensure the quality of the institution. The Principal and the Vice Principal cum IQAC Coordinator are the important decision makers of IQAC.

Academic Management The academic affairs of the institution are categorized into curricular, co-curricular/ extracurricular and extension domains. The Curriculum Planning Committee is the prime institutional body that plans and guides curriculum transaction.

The extension services of the institution are managed by certain institutional bodies working under the guidance of IQAC. Administrative Management The roles and responsibilities in dealing with administrative work are taken up by many institutional bodies which have well defined roles.

File Description	Documents
Link to organogram on the institutional website	https://drive.google.com/file/d/1mU8zhdFQSqj_zp0W3KnUiTvdLJF6BI4S/view?usp=share_link
Documentary evidence in support of the claim	View File
Any other relevant information	View File

6.2.3 - Implementation of e-governance are in the following areas of operation Planning and Development Administration Finance and	All of the above

Accounts Student Admission and Support Examination System Biometric / digital attendance for staff Biometric / digital attendance for students	

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

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

IQAC Decisions to Facilitate a Smooth Transition to Online Teaching The sudden transition to online teaching during the pandemic was a major concern of IQAC. Extensive consultations were made during IQAC meetings to provide alternative teaching and learning pathways. The teachers were asked to complete the syllabus using WhatsApp group and Google classroom. They were asked to form mentor-mentee WhatsApp groups. It was then decided to go for paid Zoom account to organize online programmes to keep the students engaged and active.

The IQAC then directed the teachers to prepare question bank, TET study material and e-books for students. The teachers were motivated to prepare e-resources. The IQAC decided to create a G-Suite Account and individual domain IDs for teachers so that all teachers use institutional Learning Management System. The remote learning efforts of the institution were periodically reviewed by IQAC.

Outcome of the decisions

The IQAC decisions helped teachers to become experts in delivering their lessons online. Teachers developed e-content and flip books to support the online learning of the students. The teachers became acquainted with the usage of online applications. Google classroom became the learner management system used by all teachers.

File Description	Documents
Minutes of the meeting with seal and signature of the Principal	View File
Action taken report with seal and signature of the Principal	View File
Any other relevant information	View File

6.3 - Faculty Empowerment Strategies

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

There is an effective implementation of welfare measures for both teaching and non-teaching faculty in the institution to create a healthy and productive working environment.

Professional Development Benefits

- The unaided teaching faculty who have completed doctoral degree are provided salary increment.
- Provision of free round the clock internet facility throughout the campus is in place.
- The faculty room houses individual cabins to provide a stress free personalized working space.

Security Benefits

- A Staff Secretary is chosen from the faculty to address the collective needs of the staff.
- The teachers can communicate with the Management and Principal any matter of concern without any time restriction.

Health Benefits

- There is a pantry area in the staff room with refrigerator and cooktop facility.
- In case of any medical emergency, the faculty are taken to the nearby hospital in the college vehicle.

Financial Benefits

- Faculty are provided with financial support for professional development.
- Deepavali bonus is provided to unaided faculty.

- **○ There is a regular provision of increment to the unaided faculty.**

Employment Provident Fund facility is provided to both teaching and non-teaching faculty.

File Description	Documents
List of welfare measures provided by the institution with seal and signature of the Principal	View File
List of beneficiaries of welfare measures provided by the institution with seal and signature of the Principal	View File
Any other relevant information	View File

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

32

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

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

33

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

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

26

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

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

Performance Appraisal System

The institution has Performance Appraisal System for both teaching and non-teaching staff. Performance appraisal of the faculty is conducted annually and is a mandatory process. There are separate forms to be filled by teaching and non-teaching faculty.

Performance Appraisal System for Teachers

The performance appraisal form for the teaching faculty is circulated during the end of every academic year and the faculty are required to fill in the required details and submit the same to the principal. They also reflect on the entire teaching experience and prepare & submit a reflective portfolio at the end of each academic year. The principal gives personal suggestions and feedback and also points out the areas for improvement, if any. Thus the entire performance appraisal is not a fault finding exercise but aimed at improving the entire teaching learning system of the institution.

Performance Appraisal System for Non- teaching Staff

The proforma for non-teaching staff appraises different aspects of their work. All non-teaching faculty fill-in their personal details and submit the same to the principal during the end of each academic year. The principal then objectively appraises each of their performance in the academic year and gives needed suggestions for improvement

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

6.4 - Financial Management and Resource Mobilization

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

Auditing happens at three levels:

Internal Quarterly Audit

Statutory Audit

Government Audit

Internal and External Quarterly Audit

Internal audit is an ongoing process that happens once in every three months. The internal audit is conducted by the administrative staff of the institution. All vouchers are audited and the expenses incurred under different heads are thoroughly checked.

The institution makes it a practice to engage a Chartered Accountant for an external quarterly audit. The internal and external quarterly audit prepares the institution for the statutory audit.

Statutory Audit

Statutory Audit is conducted every year by a team from the Chartered Accountant Firm J. Thomas Fernando and Co. Any queries, in the process of audit will be attended immediately along with the supporting documents within the prescribed time limits.

Government Audit

The government audit is conducted by staff from the audit section of the Regional Joint Director of Collegiate Education's Office, Tirunelveli. They prepare the audit report and submit the same to the government. This is followed by the audit by the Accounts General Office, Madurai. The college does not have any objections both from the Regional Joint Director of Collegiate Education's Office and the Accounts General Office.

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

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

1.96

File Description	Documents
Data as per Data Template	[View File](#)
Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal	[View File](#)
Copy of letter from the NGO / Individual / Philanthropists stating the Fund / Donation given	[View File](#)
Any other relevant information	[View File](#)

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

The institute has a well-defined mechanism to monitor effective and efficient utilization of available financial resources for infrastructure development, maintenance and for improving academic facilities. Sources of funds

The following are the sources of funds in the institution:

Fees collected from the students

- Aided staff salary grant
- UGC Grants
- Grants received from stakeholders
- Funds received from alumni

Utilization of funds

The following are the overheads of the expenditure incurred annually:

- Maintenance Expenses: Cost incurred to keep the assets and other material resources in good working condition
- Infrastructure Augmentation Expenses: Expenditure for construction work, purchase of equipment, books and other resources
- Salary Expenses: Payment of salary and other benefits to unaided staff
- Fuel Expenses: Cost incurred for fuel for vehicle and RO plant
- Recurring Expenses: Subscription charges for magazines and newspapers, electricity bills
- Financial Support to Teachers: Cost incurred for providing financial support to teachers to attend seminars, workshops and conferences
- Publication Expenses: Expenses incurred for the publication of edited books
- Expenses for Organizing Academic Programmes: Expenditure on organizing seminars, workshops, conferences, special lectures and special addresses
- Miscellaneous Expenses: Postage and printing charges, purchase of stationery

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

6.5 - Internal Quality Assurance System

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

The IQAC has certain procedures to work towards quality assurance that make every member accountable for it. These include:

Defining the roles of members

The IQAC members are given well defined roles and responsibilities to work for quality assurance.

Consideration of student needs

Decisions are made by the IQAC considering the needs of the students.

Working with focus

A theme is decided at the beginning of each academic year. The themes are related to the mission of the institution and help to work with.

Planning for curricular transaction

The teaching plans for all courses help in curricular transaction. Action plans are drawn apart from the regular curricular activities.

Review of teaching- learning process

Teacher- Evaluation Survey is conducted every year. The progress in the implementation of teaching plans is discussed in formal and informal ways.

Professional development of teachers

Quality research projects undertaken by teachers are sponsored by the IQAC.

Collection and analysis of feedback

Feedback from the participants and stake holders are analyzed systematically to identify the areas for improvement.

Documentation of work done

The IQAC takes special efforts to document all the work done in the institution in a systematic way.

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

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

The IQAC periodically reviews and upgrades the quality of teachinglearning process in the following ways:

Teaching Plan

A teaching plan is prepared by teachers for the courses they handle. The progress in the implementation teaching plans are discussed by Curriculum Planning Committee under the guidance of IQAC.

Review of Technology Integration

The IQAC organizes several programmes which are used to upskill and expand the technical abilities of teachers and students

Reflections

Daily reflections, Monthly reflections and Reflective Portfolios help teachers to reflect on their pedagogical approaches. These reflective practices faculty members develop a deeper understanding

of their teaching styles and beliefs.

Teacher Performance Evaluation

The IQAC of the college regularly conducts Teacher Evaluation Survey. This is followed by a private discussion between the teacher and the principal to help teachers understand the areas to be improved. Analyzing the attainment of learning outcomes Internal examinations marks are analyzed to identify the unattained learning outcomes and make efforts to achieve them. Remedial Coaching and Enrichment ActivitiesRemedial coaching in the form of catch-up hours is a part of the teaching learning process. Enrichment content is also planned by teachers.

Academic Audit

The IQAC conducts academic audit every year to improve its functioning.

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

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

35

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

6.5.4 - Institution engages in several quality	Four of the above

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

File Description	Documents
Data as per Data Template	[View File](#)
Link to the minutes of the meeting of IQAC	https://drive.google.com/file/d/1RHF7eaBgM10xn84R2ZPspTLxzpCtcKRg/view?usp=share_link
Link to Annual Quality Assurance Reports (AQAR) of IQAC	https://www.tcp.ac.in/general/aqar/
Consolidated report of Academic Administrative Audit (AAA)	[View File](#)
e-Copies of the accreditations and certifications	[View File](#)
• Supporting document of participation in NIRF	[View File](#)
Feedback analysis report	[View File](#)
Any other relevant information	[View File](#)

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

The following are the incremental improvements achieved within the institution due to quality initiatives.

Integration of Technology in Education

The context that required the initiation of the practice (100 – 120 words) In the Covid-19 pandemic situation all educational institutions are locked down by the Government. The physical classes

are replaced by online classes. Due to this, many online technological tools have emerged to run the online classes smoothly. We started practice to use ZOOM, Free conference call and Google Meet for conducting online classes. Besides this, to have an interaction with students, we practised Kahoot, Quizizz, Nearpod, Gimkit, Mentimeter and Padlet. Our faculty members have used these online tools in their classes regularly to make the teaching learning process effective and interactive.

Enterprise Resource Planning (ERP)

The context that required the initiation of the practice (100 – 120 words) Enterprise Resource Planning (ERP) is a type of software that our Institution use to manage day-to-day academic activities such as students' attendance, internal marks, student's birthday wishes and other student activities. ERP systems streamline and automate the processes, creating a more accurate and efficient operation. Our college has initiated ERP system to access the internal marks and attendance report by website itself.

File Description	Documents
Relevant documentary evidence in support of the claim	[View File](#)
Any other relevant information	[View File](#)

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

7.1.1 Energy Policy

Thiagarajar College of Preceptors is always stands for 'Minimum Electricity and Optimum Alternative Energy Source'.

Policy Implementation:

Ways of Energy Conservation

Teaching, Non-teaching staff members and students are directed to use the electricity as and when required. They are instructed to switch off the lights, fans, and LCD projectors when the classes are

completed. They are encouraged to hold group discussion outside the classrooms either in the verandah or under the shades of trees, according to the needs of the subjects.

Led Lamps Installed in different locations of College Campus

At Thiagarajar College of Preceptors, we installed LEDs for different places of our campus. The main objectives of using LED lamps instead of conventional pulps such as, Energy efficiency, Power Consumption, Cold temperature operation and Instant on and Durability.

Use of Alternate Sources of Energy

To meet the energy needs of the college, during power failure, alternative source of energy is exploited. If power cut, we use diesel generator to provide uninterrupted services. There are two generators, one with capacity of 40KVA & other with a capacity of 125KVA installed and are in usage.

File Description	Documents
Institution's energy policy document	[View File](#)
Any other relevant information	[View File](#)

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

"Waste isn't waste until we waste." "Save earth by reusing, recycling waste". "Clean your space, Clear your mind".

Implementation Procedure of Waste Management ·

Instructions and reminders have given to the prospective trainee teachers to throw the papers and wrappers in the dust bins to reduce the use of papers, to use water sparingly, to close the drinking water taps tightly to reduce wastage of water. Regular instruction is given to the sweepers to separate degradable waste and non-degradable waste and to put them into bigger pits.

Solid Waste Management

Solid wastes are collected from the dust bins, placed in all the classrooms, staff rooms and around the campus and they are separated

finally as degradable and non-degradable and processed.

Liquid Waste Management

Waste water from the toilets is collected through drainage pipelines and drained out to the municipal drainage system thereby avoiding stagnation of water inside the campus.

E-waste management E-waste is created when an electronic product is discarded after the end of its useful life. E-waste is disposed of through vendors.

Plastic free zone is insisted in College Campus.

Segregation of wastes is practised.

The generation of paper waste is also restricted by using technology.

File Description	Documents
Documentary evidence in support of the claim	[View File](#)
Any other relevant information	[View File](#)

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

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

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

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

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

The prospective teachers are instructed to keep the campus neat and tidy by throwing the waste papers into the dust bins, not to spit anywhere in the premises and not to scratch on the walls and benches. Water tanks are cleaned every month. We strictly avoid plastic usage in campus.

Sanitation

Everyone in the campus is advised to pour water into the toilets prior to use and after use. The rest rooms are cleaned regularly using phenyl and acid. The floor is mopped and the cob-webs are removed regularly to maintain cleanliness.

Green Cover

Our college promotes green cover aesthetically and purposefully. A lawn is maintained in between the buildings. There are around 50 trees and plants and specially maintained herbal plants with around 10 medicinal plants.

Pollution Free Healthy Environment

All degradable materials are thrown into a separate pit and periodically covered with mud. All non-degradable materials are dumped into a separate pit and once the pit is filled in, it is shifted to the corporation waste yards. Our college is a 67 years old traditional college. So, we have very old medicinal trees. It always gives pure oxygen for respiration system.

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

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

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

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

2365

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

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

Leveraging the Local Environment

Madurai, formerly named as Madura, is thethird-largest city in the Indian state of Tamil Nadu. It's on the banks of the river Vaigai, and has been a major settlement for two millennia. It is one of the oldest continuously inhabited cities in the world. The trainees are exposed to use the local environmental places through classroom interactions, guest lectures, college assemblies, field visits, awareness programmes like Walkathon and rally.

Leveraging the Local Resources

Every year students are accompanied with the staff members to the community-based activities like Gandhi Museum, Thirumalai Nayakar Palace, Innovative schools and Government Museum.

Leveraging Locational knowledge and Community Practices

The people are filled with religious piety that we have more religious festivals expressing the different religious sentiments, customs, rituals. The students are familiarized with those practices through college assembly session, classroom discussions and debate.

Challenges

The College implements all the activities related to local environment for curricular and co-curricular activities without any obstacles. The college familiarize the students with local resources, environment and community practices. The institution has always faced the challenges of free access to the resources apart from the tight curriculum schedule.

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

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

teachers, administrators and other staff Annual awareness programmes on the Code of Conduct are organized	

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

7.2 - Best Practices

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

Best Practices 1

Social Media Participation Objectives of the practice

1. **To create awareness about social media among the students.**
2. **To update and share the college events and information in social media.**

The Practice

Our college uses the social media such as Facebook, YouTube, Twitter, Instagram, Slideshare and linkedIn for posting the educational information, news, activities, Seminars, Competitions and other programmes. The college events are shared in Facebook and Tweeter. It helps to retrieve the information instantly whenever required for documentation. Our college has its own website. www.tcp.ac.in. The college has its own YouTube channel for

educational purpose.

Best Practice 2

Film Club

Objectives of the practice

- To expose the students to the richness and variety of International and National academic related Cinema.
- To emphasize the cultural diversity and integration of lndia, by Screening different films made in different languages with subtitles.

The Practice

Apart from its own activities,Film clubstrives to spread its art to the campus community through series on various aspects offilm. It also provides a platform to acting enthusiasts to showcase and hone their skills. At the end of the film, there will be a review about the film.

File Description	Documents
Photos related to two best practices of the Institution	[View File](#)
Any other relevant information	[View File](#)

7.3 - Institutional Distinctiveness

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

Dedicated Library Website and Institutional Digital Depository

TCP library has a dedicated web link to provide information access for available resources to its use community. List of resources and circulation policies are updated on the website for creating user awareness. Digital repository was created for IQAC publications and uploaded them in regular intervals as published. Faculty e-contents are collected and distributed through the library website for easy access. Faculties' course materials are collected by the library staff and uploaded them on the college slideshare account. So that students can access them at any point of time. Library annual reports are also uploaded and linked to the library website.

Library Website: https://sites.google.com/view/librarytcp/

- **Faculty e-content - https://sites.google.com/view/librarytcp/e-content**
- **Digital repository - https://sites.google.com/view/librarytcp/digital-repository**
- **List of resources - https://sites.google.com/view/librarytcp/list-of-resources**
- **IRINS institutional portal - https://tcp.irins.org/**
- **TCP Slideshare account - https://www.slideshare.net/TCPLibrary**

User Guide for online database(s) - https://sites.google.com/view/librarytcp/user-guide

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