

TAGORE GOVT. COLLEGE OF EDUCATION

Sri Vijaya Puram, Andaman & Nicobar Islands

*A Constituent College of
Netaji Subhash Chandra Bose Institute of Higher Learning (NSCBIHL)
– Deemed to be University*



ADMISSION PROSPECTUS
(2026–27)

**ACADEMIC RULES AND REGULATIONS
FOR
TWO YEARBACHELOR OF EDUCATION (B.Ed.) DEGREE
(SEMESTER SYSTEM)**

*Tagore Govt. College of Education
A Constituent College of
Netaji Subhash Chandra Bose Institute of Higher Learning (NSCBIHL) -Deemed to
be University
Sri Vijaya Puram,
Andaman & Nicobar Islands
(2026-27)*

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MESSAGE FROM PRINCIPAL, TGCE



Dr. Manjulata Rao
Principal (i/c),
TGCE

It gives me immense pleasure to welcome you to Tagore Government College of Education (TGCE), Sri Vijaya Puram, a premier institution committed to excellence in teacher education. Since its inception, the College has played a vital role in preparing dedicated, competent, and socially responsible teachers who contribute significantly to the educational development of the Andaman and Nicobar Islands and the nation.

At TGCE, we believe that teachers are the architects of society. Our mission is to nurture future educators who possess not only sound academic knowledge but also professional skills, ethical values, leadership qualities, and a commitment to lifelong learning. In alignment with the vision of the National Education Policy (NEP) 2020, the College promotes holistic development through innovative teaching-learning practices, school internships, community engagement, research, and technology-enabled education.

The College provides a vibrant academic environment supported by experienced faculty, modern infrastructure, well-equipped laboratories, digital resources, and a rich library. Students are encouraged to participate actively in academic, cultural, sports, and extension activities for their overall growth and development.

I invite all aspiring teachers to make the best use of the opportunities available at TGCE and strive for excellence in their personal and professional journeys. I wish you a rewarding and enriching learning experience.

Vision for Teacher Education in the Andaman & Nicobar Islands

The Andaman and Nicobar Islands, with their unique geographical location, rich cultural diversity, and ecological significance, require a dynamic and context-responsive teacher education system capable of addressing local needs while meeting national and global educational standards. The vision for teacher education in the Islands is to develop competent, compassionate, innovative, and socially responsible educators who can contribute to the holistic development of learners and society.

Aligned with the principles of the National Education Policy (NEP) 2020, teacher education in the Islands seeks to promote excellence in teaching, critical thinking, inclusive practices, environmental consciousness, digital competence, and lifelong learning. It aims to prepare teachers who are not only effective classroom practitioners but also community leaders, change agents, and advocates of sustainable development.

Recognizing the multicultural and multilingual character of the Islands, teacher education programmes strive to foster respect for diversity, social harmony, and national integration. Special emphasis is placed on nurturing sensitivity towards the educational needs of students belonging to diverse linguistic, cultural, and socio-economic backgrounds, including those living in remote and geographically isolated areas.

Teacher education institutions are envisioned as centres of academic excellence, innovation, research, and community engagement. Through experiential learning, school internships, action research, extension activities, and the integration of educational technology, future teachers are equipped to address contemporary educational challenges and create meaningful learning experiences for all learners.

The ultimate vision is to create a cadre of professionally empowered teachers who can inspire future generations, uphold the highest ethical standards, and contribute meaningfully to the educational, social, cultural, and economic development of the Andaman and Nicobar Islands and the nation.

ABOUT THE INSTITUTION

About Andaman & Nicobar Islands

The Andaman and Nicobar Islands, a Union Territory of India, are situated in the Bay of Bengal and comprise a group of over 570 islands, islets, and rocky outcrops, of which only a few are inhabited. Renowned for their natural beauty, rich biodiversity, and strategic importance, the Islands are spread over approximately 8,249 square kilometers and are located about 1,200 kilometers from mainland India. Sri Vijaya Puram (formerly Port Blair) serves as the capital and administrative headquarters of the Union Territory.

The Islands are home to a multicultural society representing people from different regions, languages, religions, and cultural backgrounds of India. This diversity has created a unique social fabric characterised by harmony, mutual respect, and national integration. The region also possesses a rich indigenous heritage, being home to several tribal communities whose traditions and lifestyles contribute to the cultural significance of the Islands.

The Andaman and Nicobar Islands are known for their pristine beaches, dense tropical forests, coral reefs, mangroves, and diverse flora and fauna. The Islands play a vital role in environmental conservation and sustainable development due to their fragile ecosystem and unique geographical characteristics.

Education has been a key driver of social and economic development in the Islands. The need for qualified and professionally trained teachers has grown steadily with the expansion of educational institutions across urban, rural, and remote island communities. Teacher education institutions, therefore, play a crucial role in preparing educators capable of addressing the diverse learning needs of students while promoting inclusive, equitable, and quality education.

The unique geographical, cultural, and environmental context of the Andaman and Nicobar Islands provides a distinctive setting for educational innovation, community engagement, and holistic development.

History of Tagore Government College of Education (TGCE)

Tagore Government College of Education (TGCE), Sri Vijaya Puram, stands as the premier institution for teacher education in the Andaman and Nicobar Islands. Established with the vision of preparing professionally competent and socially responsible teachers, the College has played a pivotal role in strengthening the educational system of the Islands and contributing to the development of quality human resources in the field of education.

The history of teacher education in the Andaman and Nicobar Islands is closely linked with the educational growth of the region. Following India's independence and the subsequent expansion of educational facilities across the Islands, there arose a pressing need for trained teachers capable of addressing the educational requirements of a geographically dispersed and culturally diverse population. Recognizing this need, the Administration of the Andaman and Nicobar Islands took several initiatives to promote teacher education and professional training for school teachers.

Tagore Government College of Education was established in 1981 as a dedicated institution for teacher education under the Andaman and Nicobar Administration. The College was founded with the objective of providing pre-service teacher education to aspiring teachers and enhancing the quality of school education across the Islands. Named after the great poet, philosopher, educationist, and Nobel Laureate Rabindranath Tagore, the institution draws inspiration from his vision of holistic education, humanism, creativity, and national development.

The College initially offered the Bachelor of Education (B.Ed.) programme to prepare graduate teachers for secondary schools. Over the years, TGCE emerged as the primary centre for professional teacher preparation in the Union Territory, producing generations of trained teachers who have served in government and private educational institutions across the Islands and other parts of the country. The institution has consistently adapted to changing educational needs, policy reforms, and advancements in pedagogy to ensure that its programmes remain relevant and responsive.

With the establishment of the Andaman and Nicobar Islands Institute of Medical Sciences and the expansion of higher education in the Islands, the educational landscape witnessed significant transformation. The formation of the Netaji Subhash Chandra Bose Institute of Higher Learning (NSCBIHL) as the premier higher education institution of the Union Territory further strengthened academic opportunities and institutional collaboration. TGCE became affiliated with NSCBIHL, thereby enhancing its academic framework and aligning its programmes with contemporary standards of higher education and teacher preparation.

Over the decades, the College has expanded its academic offerings and infrastructure to meet the growing demands of teacher education. In addition to the traditional B.Ed. programme, TGCE has embraced recent reforms introduced under the National Education Policy (NEP) 2020 and the National Council for Teacher Education (NCTE). The College now offers the Four-Year Integrated Teacher Education Programme (ITEP), including B.A. B.Ed. and B.Sc. B.Ed. programmes, designed to provide multidisciplinary and holistic teacher preparation in accordance with national educational priorities.

TGCE has consistently focused on integrating theory with practice. School internship programmes, teaching practice, community engagement activities, educational tours, action research projects, and community living camps form an integral part of the curriculum. These experiences enable student teachers to develop professional competence, leadership qualities, social sensitivity, and a deep understanding of classroom realities. The College also promotes inclusive education, environmental awareness, educational technology, and innovative pedagogical practices to prepare teachers for the challenges of contemporary education.

The institution has developed a strong academic culture supported by qualified faculty members, well-equipped laboratories, digital learning resources, a comprehensive library, and modern teaching-learning facilities. The Psychology Laboratory, ICT Laboratory, Language Laboratory, Science and Mathematics Laboratories, and resource centres provide opportunities for experiential learning and professional skill development. The College library serves as a valuable academic

resource with an extensive collection of books, journals, reference materials, and digital resources.

Beyond academics, TGCE actively promotes co-curricular, cultural, literary, sports, and extension activities to ensure the holistic development of students. The College regularly organizes seminars, workshops, conferences, outreach programmes, awareness campaigns, and community service activities. Participation in these activities helps student teachers develop communication skills, teamwork, leadership, civic responsibility, and professional ethics.

Over the years, the College has earned a reputation for academic excellence and community engagement. Its alumni have distinguished themselves as teachers, school leaders, educational administrators, researchers, and policymakers, making significant contributions to education both within and beyond the Islands. The institution takes pride in its legacy of producing educators who embody professionalism, integrity, dedication, and a commitment to lifelong learning.

Today, Tagore Government College of Education continues to uphold its founding ideals while embracing innovation and change. Guided by the principles of quality, inclusivity, sustainability, and excellence, the College remains committed to preparing future-ready educators capable of addressing the educational aspirations of a rapidly changing society. As it moves forward, TGCE seeks to strengthen its role as a centre of excellence in teacher education, research, community engagement, and professional development, contributing meaningfully to the educational advancement of the Andaman and Nicobar Islands and the nation as a whole.

Vision

To be a centre of excellence in teacher education committed to preparing competent, innovative, ethical, and socially responsible educators who contribute to quality education, sustainable development, and nation-building. The College envisions nurturing future teachers who possess professional expertise, leadership qualities, critical thinking abilities, and a commitment to lifelong learning. Through academic excellence, research, community engagement, and technology-enabled learning, TGCE seeks to empower educators capable of addressing the diverse

educational needs of the Andaman and Nicobar Islands and the wider society while upholding the values of inclusivity, equity, and human dignity.

Mission

- To provide high-quality teacher education that integrates academic knowledge, professional competence, and ethical values.
- To prepare reflective practitioners who can effectively respond to the changing needs of learners and society.
- To promote innovative teaching-learning practices, educational research, and the meaningful integration of technology in education.
- To foster inclusive, equitable, and learner-centred educational approaches that respect diversity and individual differences.
- To strengthen community engagement, environmental awareness, and social responsibility among student teachers.
- To create opportunities for experiential learning through school internships, field-based activities, and extension programmes.
- To develop leadership, communication, collaboration, and lifelong learning skills among future educators.
- To contribute to the educational advancement and sustainable development of the Andaman and Nicobar Islands and the nation.

Core Values

Tagore Government College of Education is guided by a set of core values that shape its academic culture and institutional practices. The College believes in **Excellence** by striving for the highest standards in teaching, learning, research, and professional development. It upholds **Integrity** through honesty, transparency, accountability, and ethical conduct in all activities. The value of **Inclusivity** promotes respect for diversity, equity, and equal opportunities for all learners. The institution encourages **Innovation** and creativity in educational practices to meet emerging challenges. Through **Social Responsibility**, the College nurtures commitment towards community service, environmental sustainability, and nation-building. TGCE also values **Collaboration**, fostering teamwork, mutual respect, and partnership among students, faculty, schools, and the community. Above all, it promotes **Lifelong**

Learning, inspiring educators to continuously update their knowledge and skills in a rapidly changing world.

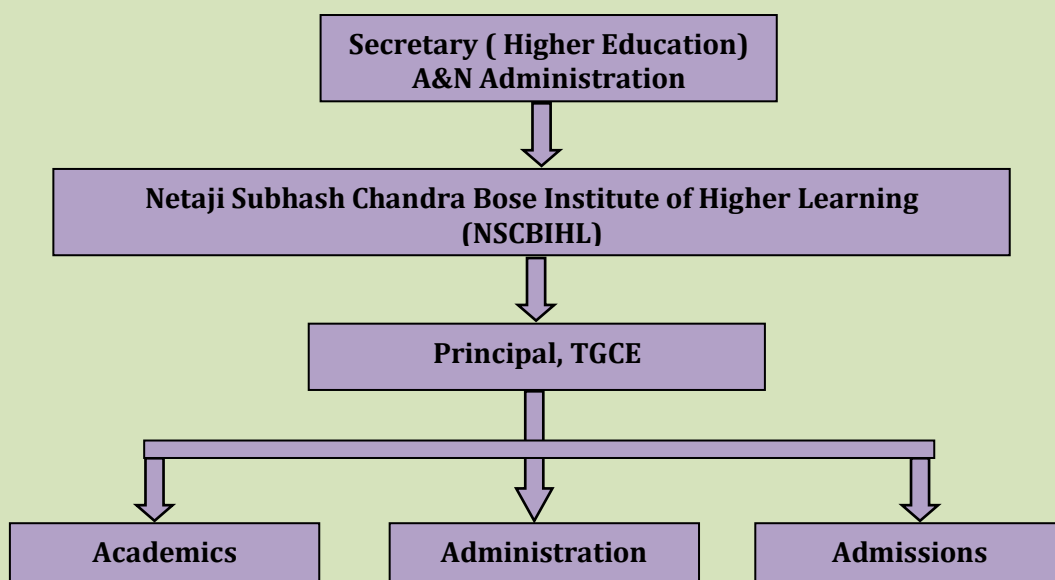
Institutional Objectives

The College aims to prepare professionally competent teachers equipped with the knowledge, skills, attitudes, and values required for effective teaching and educational leadership. It seeks to provide a strong foundation in educational theory and practice while fostering critical thinking, creativity, and problem-solving abilities. The institution strives to promote research, innovation, and reflective practice in teacher education. It aims to develop socially sensitive and environmentally conscious educators who can contribute positively to society and sustainable development. Through school internships, community engagement programmes, and co-curricular activities, the College seeks to enhance professional competence, leadership qualities, and civic responsibility among student teachers. The institution also endeavors to strengthen partnerships with schools, communities, and educational organizations to improve the quality of education and contribute to the overall development of the Andaman and Nicobar Islands.

INSTITUTIONAL PROFILE

Governance Structure- Organogram

Tagore Government College of Education (TGCE), Sri Vijaya Puram, functions under the administrative control of the Andaman and Nicobar Administration and is academically affiliated with the Netaji Subhash Chandra Bose Institute of Higher Learning (NSCBIHL). The governance framework of the College ensures effective academic leadership, institutional accountability, and participatory decision-making.



Faculty Profile

Name	Designation	Qualification	Specialization
Dr. Manjulata Rao	Principal i/c	Ph.D. Education, M.Sc., M.Ed. UGC NET	• Pedagogy of Home Science • Perspective of Education
Dr. Ankit Kr. Singh	Assistant Professor	Ph.D. Education, M.A., M.Ed., UGC NET	• Pedagogy of English • Perspective of Education
Ms. Ishrat Yousuf	Assistant Professor	M.Sc., M.Ed., UGC NET	• Pedagogy of Mathematics • Perspective of Education
Mr. Vijaya Raj	Assistant Professor	M.A., M.Ed., UGC NET	• Pedagogy of Social Science, • Perspective of Education
Ms. Neeta Chandra	Assistant Professor	M.A., M.Ed., UGC NET	• Pedagogy of English, Perspective of Education
Dr. Sunil Saini	Assistant Professor	Ph.D. Education, M.Sc., M.Ed., UGC NET	• Pedagogy of Mathematics • Perspective of Education

ACADEMIC PROGRAMMES

Programmes Offered

Courses Name	Bachelor of Education Degree Programme (B. Ed.)
Duration	Two years
Semesters	Four Semesters
No. of Units	02 Units
Total Intake	100 +10
Eligibility	Graduation/ Post Graduation and Equivalent
Medium of Instruction	English
Semesters	Four semesters including internship
Hours Per Week	36 Hours
Working Days Per Semester	At least 100 days
Mandatory Attendance	Theory – 80 % Internship – 90%
Maximum period to complete the course	Four years from the date of admission to the programme.
Passing Criteria	• External: Minimum 32/70 marks (45%) • CCE: Minimum 14/30 marks(45%) • Overall: Minimum 50/100 marks (50%)

CURRICULUM HIGHLIGHTS

Features of Teacher Education Programme

➤ **NEP 2020 Alignment**

The curriculum is aligned with the vision and recommendations of the National Education Policy (NEP) 2020. It emphasizes holistic development, competency-based learning, flexibility, multidisciplinary education, experiential learning, and the integration of technology. The programme prepares future educators to address emerging educational needs while promoting critical thinking, creativity, ethical values, and lifelong learning among students.

➤ **Experiential Learning**

TGCE places strong emphasis on experiential learning through field engagement, school observation, teaching practice, internships, community-based activities, projects, and practical assignments. Student teachers are provided opportunities to connect theoretical concepts with real-life educational situations, thereby enhancing professional skills, reflective thinking, problem-solving abilities, and classroom effectiveness.

➤ **ICT Integration**

The curriculum promotes the effective use of Information and Communication Technology (ICT) in teaching-learning processes. Student teachers are trained in the use of digital tools, educational software, online resources, multimedia presentations, and technology-enabled pedagogies. The dedicated ICT course and technology-supported learning experiences prepare future teachers to function effectively in digital and blended learning environments.

➤ **School Internship**

School Internship forms an integral component of the teacher education programme. Student teachers undergo structured school-based experiences involving classroom observation, lesson planning, classroom teaching, student assessment, and participation in school activities. These internships provide

practical exposure to the realities of teaching and facilitate the development of professional competencies, confidence, and reflective practice.

➤ **Community Engagement**

The programme encourages active engagement with communities through community living camps, extension activities, awareness programmes, and field-based projects. These experiences help student teachers understand social realities, develop leadership skills, foster social responsibility, and strengthen their commitment to inclusive and community-oriented education.

➤ **Research Orientation**

Research forms an important component of teacher preparation at TGCE. Student teachers are encouraged to undertake projects, action research, field studies, and reflective inquiries related to educational issues and classroom practices. Such activities promote critical analysis, evidence-based decision-making, innovation, and a spirit of inquiry essential for professional growth and educational improvement.

➤ **Inclusive Education**

The curriculum promotes the principles of equity, diversity, and inclusion in education. Student teachers are sensitised to the needs of learners from diverse socio-cultural, linguistic, economic, and ability backgrounds. Through courses, field experiences, and practical engagement, they develop the knowledge, attitudes, and skills required to create inclusive, learner-centred, and supportive classroom environments for all students.

INFRASTRUCTURE FACILITIES

Campus Overview

Tagore Government College of Education (TGCE), Sri Vijaya Puram, is situated in a serene and learner-friendly environment that supports academic excellence and holistic development. Established in 1981, the College functions from a well-equipped campus with modern infrastructure designed to meet the requirements of contemporary teacher education. The campus houses spacious classrooms,

specialised laboratories, a rich library, smart classrooms, conference facilities, sports amenities, hostels, and digital learning resources. With its clean, green, and technology-enabled environment, TGCE provides an ideal setting for teaching, learning, research, and professional development.

Library

The TGCE Library is a valuable academic resource centre supporting the teaching, learning, and research needs of students and faculty. The library houses more than 16,000 books, including reference books, textbooks, journals, magazines, and educational resources. It consists of a Reading Room, Reference Section, Journal Section, and a dedicated e-corner equipped with computer systems for accessing digital resources. The library remains open on all working days and provides access to e-resources through modern library automation systems, creating an enriching academic environment for learners.

Laboratories

➤ Micro Teaching Laboratory

The Micro Teaching Laboratory is a specialised facility designed to develop and strengthen the teaching competencies of student teachers. It provides opportunities for trainees to practice essential teaching skills such as questioning, reinforcement, explanation, stimulus variation, and classroom management in a simulated teaching environment. Equipped with modern teaching aids, audio-visual support, and recording facilities, the laboratory enables student teachers to receive constructive feedback and refine their pedagogical skills before undertaking actual classroom teaching during school internships. This systematic approach helps build confidence, professional competence, and reflective teaching practices.

➤ Psychology Laboratory

The Psychology Laboratory is equipped with modern psychological apparatus, tests, and experimental materials required for conducting practical activities in educational psychology. The laboratory provides opportunities for student teachers to understand learner behaviour, intelligence, personality, aptitude, and other psychological aspects essential for effective teaching.

➤ **Language Laboratory**

The Language Laboratory provides computer-assisted multimedia instruction for developing language proficiency and communication skills. The learner-friendly environment enables trainees to practice listening, speaking, reading, and writing skills through interactive and communicative learning experiences, thereby enhancing their language teaching competencies.

➤ **ICT Laboratory**

TGCE has well-equipped Computer and ICT Laboratories with approximately 60+computers and supporting facilities for digital learning and training. The laboratories enable trainees to develop skills in educational technology, digital content creation, online learning platforms, and technology-enabled teaching practices essential for modern classrooms.

➤ **Science Laboratory**

The General Science Laboratory contains scientific equipment, models, charts, and teaching aids required for science education at the secondary level. It provides practical exposure and hands-on learning experiences that strengthen scientific understanding and improve science teaching competencies among student teachers.

➤ **Mathematics Laboratory**

The Mathematics Laboratory is equipped with modern teaching-learning materials, models, and mathematical devices designed to make mathematics learning interactive and meaningful. The laboratory supports innovative pedagogical practices and helps trainees develop skills for effective mathematics teaching.

Smart Classrooms

The College has smart classrooms and a Microteaching Laboratory-cum-Smart Classroom equipped with modern digital teaching facilities. These classrooms enable the integration of multimedia resources, interactive teaching methods, and technology-supported learning experiences. They provide trainees with

opportunities to develop digital pedagogical skills and familiarize themselves with contemporary classroom practices.

Hostel Facilities

TGCE provides hostel facilities for both male and female teacher trainees, particularly those coming from inter-island regions. The **Rani Lakshmi Hostel for Women Teacher Trainees** and the Boys' Hostel offer safe and comfortable residential facilities. Both hostels are equipped with essential amenities, mess facilities managed by trainees themselves, and CCTV surveillance to ensure a secure and supportive living environment conducive to academic pursuits.

Sports Facilities

The College encourages physical fitness and holistic development through a range of indoor and outdoor sports facilities. Students have access to volleyball, badminton, table tennis, gymnasium facilities, chess, carrom, and other recreational activities. The Department of Physical Education regularly promotes sports participation and healthy lifestyles among trainees.

Conference Hall

The Conference Hall serves as an important venue for meetings, seminars, workshops, faculty interactions, and academic discussions. Equipped with modern audio-visual facilities, it can accommodate approximately 60 staff and supports both physical and virtual modes of interaction.

Seminar Gallery

The Seminar Gallery of TGCE serves as an important academic space for organizing seminars, workshops, orientation programmes, guest lectures, panel discussions, and student presentations. Equipped with modern audio-visual facilities, the gallery can accommodate 200 persons, providing a conducive environment for intellectual exchange, professional development, and academic interaction. It regularly hosts programmes involving educators, researchers, subject experts, and student teachers, thereby promoting a culture of continuous learning, innovation, and scholarly engagement within the institution.

Auditorium / Multi-Purpose Hall

The Auditorium / Multi-Purpose Hall is a major venue for conducting institutional events, conferences, cultural programmes, academic functions, competitions, celebrations, and large gatherings. Designed to accommodate a substantial number of 300+ participants, the facility supports a wide range of curricular and co-curricular activities. The hall is equipped with essential sound and presentation facilities, making it a vibrant centre for academic, cultural, and community engagement activities that contribute to the holistic development of students.

Wi-Fi Enabled Campus

TGCE is a fully Wi-Fi-enabled campus designed to promote digital learning and academic connectivity. Students and faculty have access to internet facilities that support online learning, research, e-resources, digital collaboration, and technology-enhanced teaching-learning processes. The campus infrastructure reflects the institution's commitment to integrating technology into education.

STUDENT DEVELOPMENT

School Internship Programme

The Teaching Internship Programme for the B.Ed. trainees is a regular feature of the academic activities of TGCE. Conducted in phases, the internship provides opportunities for trainees to participate in various school activities under the supervision of Heads of Institutions and practicing teachers. The programme enables student teachers to gain firsthand experience of school functioning and classroom teaching.

Community Living Camp

The Community Living Camp is an annual academic activity of the College. During the camp, trainees are provided exposure to First Aid, Yoga, Traffic Rules and Safety, Scouts and Guides, Environmental Education, and Fire Fighting. The camp also includes visits to rural areas where trainees conduct surveys and create awareness on various social issues, thereby fostering social responsibility and community participation.

Study Tours

Study Tours constitute an important component of the teacher education programme at TGCE. Trainees are taken to places of historical and environmental significance to gain firsthand knowledge of the Islands' heritage and ecology. They also visit rural schools to observe teaching-learning processes and educational practices. These experiences enrich their understanding beyond the classroom and support professional development.

Placement Cell

A Placement Cell functions in the College to facilitate interaction between student teachers and prospective employers. The Cell assists trainees in exploring employment opportunities and helps establish links with educational institutions. Campus interviews are also arranged whenever requested by recruiting institutions.

Career Guidance Cell

The College provides guidance and support to trainees in making informed academic and professional choices. Through interactions, counselling, and information sharing, students are encouraged to explore career opportunities in teaching and related educational fields. The Cell aims to assist trainees in planning their future professional growth and development.

Counselling Services

TGCE is committed to the academic and personal well-being of its students. Faculty members provide guidance and support to trainees on academic, professional, and personal matters whenever required. The counselling support system helps students adapt to the demands of teacher education and promotes their overall development.

Alumni Association

The Alumni Association serves as a platform for maintaining a strong and meaningful relationship between the College and its former students. It encourages interaction among alumni, faculty, and current trainees, fostering professional networking and institutional development. The Association contributes to

strengthening the legacy and traditions of TGCE through continued engagement and support.

RESEARCH & EXTENSION ACTIVITIES

Research Activities

Research forms an integral component of the teacher education programme at TGCE. The College encourages faculty members and student teachers to engage in educational research, action research, project work, and academic inquiry related to contemporary educational issues. Research activities provide opportunities for developing critical thinking, problem-solving abilities, and evidence-based educational practices, thereby contributing to professional growth and institutional development.

Publications

Faculty members of the College actively contribute to academic and professional literature through the publication of research papers, articles, book chapters, conference proceedings, and educational resources. These scholarly contributions promote the dissemination of knowledge, encourage academic dialogue, and support the advancement of teacher education and educational research.

Seminars and Conferences

The College regularly organizes and participates in seminars, workshops, conferences, orientation programmes, expert lectures, and academic discussions on themes related to education and contemporary societal issues. These programmes provide a platform for knowledge sharing, professional development, research dissemination, and interaction with academicians, researchers, policymakers, and educational practitioners.

Extension Activities

Extension activities constitute an important component of the College's commitment to community engagement and social responsibility. Through awareness campaigns, educational outreach programmes, environmental initiatives,

literacy activities, health awareness programmes, and community-based projects, student teachers actively participate in addressing societal needs and promoting community development.

Unnat Bharat Abhiyan

Tagore Government College of Education actively participates in the **Unnat Bharat Abhiyan (UBA)**, a flagship initiative aimed at strengthening the relationship between higher educational institutions and rural communities. Through village adoption, surveys, awareness programmes, and community-based interventions, the College promotes sustainable development, educational improvement, and social empowerment while providing experiential learning opportunities to student teachers.

NSS/ MY Bharat/ NCC/ Red Ribbon Club

The College encourages students to participate in activities that promote leadership, discipline, social responsibility, and community service. Through programmes conducted under the **National Service Scheme (NSS) / MY Bharat** and the **Red Ribbon Club**, trainees engage in community service, health awareness campaigns, environmental activities, blood donation drives, and programmes promoting national integration and social well-being. These activities contribute to the holistic development of future educators. Further, deliberations are going on for starting NCC (Girls) Navy Wing

QUALITY ASSURANCE

IQAC

The Internal Quality Assurance Cell (IQAC) functions as a mechanism for promoting quality enhancement and continuous improvement in the academic and administrative activities of the College. The Cell supports the institution in maintaining standards of teaching, learning, research, extension activities, and institutional development in accordance with national quality benchmarks.

Accreditation and Recognition

Tagore Government College of Education is recognised by the National Council for Teacher Education, the statutory body responsible for regulating and maintaining standards in teacher education in India. **The College is also recognised by the University Grants Commission under Sections 2(f) and 12(B) of the UGC Act, 1956.**

With effect from the academic session 2026–27, the College is affiliated to the Netaji Subhash Chandra Bose Institute of Higher Learning, Sri Vijaya Puram as notified by the Govt. of India vide Gazette Notification dated 23 March, 2024.

Best Practices

The College promotes a culture of experiential learning through activities such as Teaching Internship, Community Living Camp, Study Tours, seminars, debates, symposiums, and community engagement programmes. These practices provide student teachers with opportunities to integrate theory with practice and develop professional competencies essential for effective teaching.

Institutional Achievements

Since its establishment in 1981, TGCE has emerged as the premier teacher education institution in the Andaman and Nicobar Islands. The College has contributed significantly to the preparation of trained teachers serving in educational institutions across the Islands. It has expanded its academic programmes over the years and continues to play an important role in strengthening teacher education in the Union Territory.

Awards and Rankings

The College continuously strives for excellence in teacher education through quality academic programmes, professional training, community engagement, and institutional development. Details of awards, recognitions, and rankings received by the institution may be updated periodically based on official records and achievements of the College.

STUDENT INFORMATION

Admission Procedure

Admission to the programmes offered by Tagore Government College of Education is conducted in accordance with the norms and guidelines prescribed by the competent authorities, including the Andaman and Nicobar Administration, the affiliating institution, and the regulatory bodies governing teacher education. Eligible candidates are required to submit applications online within the prescribed schedule and complete the admission formalities as notified from time to time.

Admissions are made strictly on merit of the qualifying eligibility criteria / qualifying entrance examination and applicable reservation policy/ regulations in force.

Reservation Policy and Seats Allotment

The College follows the reservation policy of the Government of India and the Andaman and Nicobar Administration, as applicable from time to time. Reservation of seats for various categories is implemented in accordance with the prevailing rules and notifications issued by the competent authorities.

B.Ed. DEGREE PROGRAMME (110 SEATS)

Reserved Categories: 16

- EWS: 10
- Divyang: 5
- Kashmiri Migrant: 1
- Total Reserved: 16

Discipline-wise Seats: 94

Sl. No.	Subject	Seats
a)	English	9
b)	Hindi	7
c)	History	7
d)	Geography	7
e)	Political Science	7

f)	Economics	7
g)	Botany/Plant Science	7
h)	Zoology	7
i)	Mathematics	8
j)	Chemistry	8
k)	Physics	8
l)	Computer Science	4
m)	Commerce	5
n)	Home Science	3

Category-wise Distribution of 94 Discipline Seats

Sl. No.	Category	Criteria	Seats
a)	Cat -I	ST Candidates	19
b)	Cat II	Candidates whose parents and in Central Govt. Employment and under all India Transfer Liability	09
c)	Cat IIIA	Pre - 42	16
d)	Cat IIIB	Post Settlers	16
e)	Cat IIIC	Combined (Cat IIIA+ Cat IIIB)	15
f)	Cat IV		19

Duration

The B.Ed. programme shall be of duration of **two academic years**, spread over **four semesters including internship** (field-based experiences and practice teaching). Any student-teacher, who is unable to complete any semester or appear in any semester-end examination, shall be permitted to complete the programme **within a maximum period of four years** from the date of admission to the programme.

Working Days:

In a semester, there shall be **at least 100 working days each semester** exclusive of the period of examination and admission. The institution shall work for a minimum of **thirty six hours in a week (five or Six days)**. The minimum attendance of student-teachers shall have to be **eighty percent in all courses and ninety percent for field-based experience or school internship or teaching practice** separately.

Eligibility:

- a) Candidates with **minimum fifty percent marks** in Senior Secondary or plus two examination or its equivalent (under 5+3+3+4 pattern) from a recognised board are eligible for admission.
- b) The relaxation in percentage of marks in the Senior Secondary or plus two examination or its equivalent examination (under 5+3+3+4 pattern) and in the reservation for Scheduled Caste or Scheduled Tribe or Other Backward Class or Divyang or Economically Weaker Section and any other categories **shall be as per the rules of the Central Government or State Government or Union Territory Administration, wherever applicable.**

Fee Structure

Students admitted to various programmes are required to pay the prescribed fees as approved by the competent authority. Details regarding tuition fees, examination fees, hostel fees, caution deposits, and other charges are notified separately at the time of admission and may be revised periodically as per Government and NSCBIHL regulations.

Scholarships

Eligible students may avail themselves of scholarships, stipends, and financial assistance offered by the Government of India, Andaman and Nicobar Administration, and other agencies, subject to fulfillment of the prescribed eligibility criteria.

Single window for multiple scholarships including minority scholarships, disability scholarships, and merit-based awards are available at www.scholarships.gov.in.

Students are encouraged to apply for scholarships and financial assistance available through various Government of India schemes, the Andaman & Nicobar Administration, and NSCBIHL. Following scholarships are available:

Scholarship Scheme	Objective	Eligible Level of Study
PM YASASVI Post-Matric Scholarship	Financial assistance to students belonging to Other Backward	Students studying at the post-matriculation

Scheme for OBC Students	Classes (OBC), Economically Backward Classes (EBC), and Denotified, Nomadic & Semi-Nomadic Tribes (DNTs).	or post-secondary stage.
Grant of Additional Scholarship to OBC Students for Pursuing Higher Studies	Financial assistance (scholarship) to OBC students belonging to the Non-Creamy Layer of the Andaman & Nicobar Islands.	Students pursuing higher education after Secondary (Class X) or Senior Secondary (Class XII).
Dr. Ambedkar Post-Matric Scholarship for Economically Backward Class (EBC) Students	Financial assistance to students belonging to the Economically Backward Class (EBC)/Economically Weaker Section (EWS).	Students studying at the post-matriculation or post-secondary stage.
Centrally Sponsored Post-Matric Scholarship Scheme for ST Students	Financial assistance to Scheduled Tribe (ST) students.	Students studying at the post-matriculation or post-secondary stage.
Grant of Additional Scholarship to ST Students for Pursuing Higher Studies	Financial assistance (scholarship) to Scheduled Tribe (ST) students.	Students pursuing higher education after Senior Secondary (Class XII).

Hostel Admission

Hostel facilities are available for eligible students subject to availability of seats and compliance with hostel rules. Admission to the hostel is granted on the basis of approved criteria and is governed by regulations framed by the College administration. Residents are required to maintain discipline and adhere to hostel norms at all times.

Anti-Ragging Policy

The College maintains a zero-tolerance policy towards ragging in any form. Ragging is strictly prohibited within the campus, hostels, and all areas associated with the institution. Any act of ragging shall attract disciplinary action as per the

provisions of the relevant laws, regulations, and directives issued by the competent authorities.

Grievance Redressal

The College has established a Grievance Redressal Mechanism to address concerns and complaints of students in a fair, transparent, and time-bound manner. Students may submit grievances relating to academic, administrative, or other institutional matters through the prescribed procedure for appropriate resolution.

Internal Complaints Committee

An Internal Complaints Committee (ICC) functions in the College in accordance with the provisions of the relevant laws and guidelines for ensuring a safe, secure, and inclusive learning environment. The Committee addresses complaints relating to gender-based discrimination and sexual harassment and promotes awareness regarding gender sensitivity and equality.

Discipline and Code of Conduct

Students are expected to maintain high standards of discipline, integrity, and ethical conduct throughout their period of study. They shall comply with the rules and regulations of the College, respect institutional property, uphold the dignity of the institution, and conduct themselves in a manner befitting future educators.

Attendance Rules

Regular attendance and active participation in academic activities are essential components of teacher education. Students are required to maintain the minimum attendance prescribed by the affiliating institution and regulatory authorities for eligibility to appear in examinations and participate in academic activities. Attendance requirements shall be governed by the rules in force from time to time.

IMPORTANT INFORMATION

ACADEMIC CALENDAR FOR THE SESSION 2026-2027

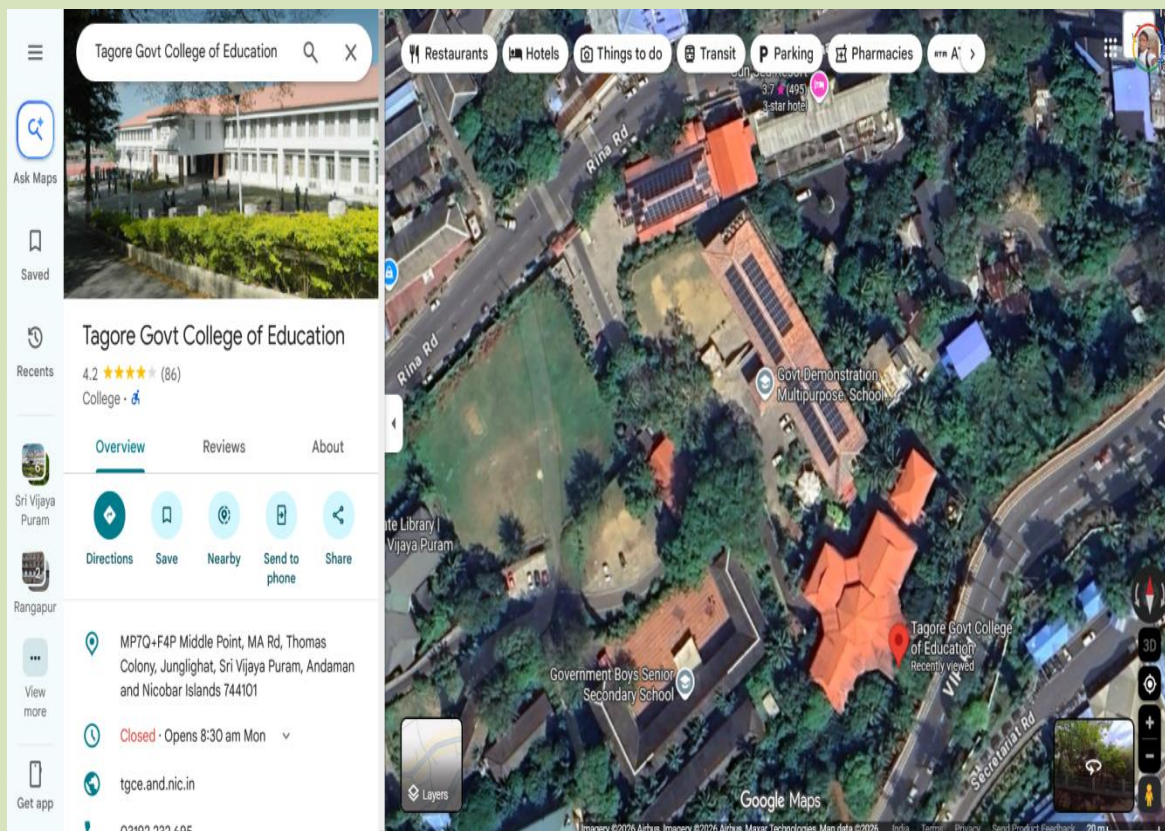
Commencement of Academic Session	21 Jul 2026
Commencement of B.Ed. Sem III classes	21 Jul 2026
Commencement of Admission Process B.Ed. Course (Subject to declaration of Result)	Last week of August 2026

Important Dates

The schedule for admissions, commencement of classes shall be notified by the College from time to time through official notifications on website, Common Admission Portal, Local News Paper and AIR News. Students are advised to regularly check official communications to remain informed about important academic and administrative deadlines.

Campus Map

The TGCE campus is designed to provide a learner-friendly environment with academic, administrative, residential, and recreational facilities located within easy reach of students and faculty members.



Office Address

Tagore Government College of Education (TGCE)
Middle Point, Sri Vijaya Puram – 744101
Andaman & Nicobar Islands, India

Admission Cell

Phone: +91-94342 76091

Official Website

Website: <https://tgce.and.nic.in>

Common Admission Portal: <https://collegeadmission.andamannicobar.gov.in>

Official Social Media Handles

X (Twitter): https://x.com/TGCE_PORTBLAIR

UGC REGULATIONS ON CURBING THE MENACE OF RAGGING
IN HIGHER EDUCATIONAL INSTITUTIONS, 2009

Ragging is strictly prohibited in the College. If any incident of ragging comes to the notice of the authority, the concerned student shall be given liberty to explain and if his/her explanation is not found satisfactory, the authority would expel him/ her from the institution.

RAGGING MENACE

Ragging is a disturbing reality in the higher education system of our country. Despite the fact that over the years, ragging has claimed hundreds of innocent lives and has ruined the careers of thousands of bright students, the practice is still perceived by many as a way of 'familiarisation' and an 'initiation into the real world' for young college-going students.

The Ragging is defined as any disorderly conduct, whether by words spoken or written or by an act, has the effect of teasing, treating, or handling with rudeness a fresher or a junior student. Indulging in a rowdy or undisciplined activity that causes or is likely to cause annoyance, hardship, or psychological harm or to raise fear or apprehension thereof in a fresher or junior student. Asking the students to do any act or perform something that such students will not do in the ordinary course and which has the effect of causing or generating a sense of shame or embarrassment so as to adversely affect the physique or psyche of a fresher or junior student. This can lead to adverse effects such as depression, anxiety, and sometimes even suicide.

"Ragging" means the following:

Any conduct whether by words spoken or written or by an act which has the effect of teasing, treating or handling with rudeness any other student, indulging in rowdy or undisciplined activities which causes or is likely to cause annoyance, hardship or psychological harm or to raise fear or apprehension thereof in a fresher or a junior student or asking the students to do any act or perform something which such student will not in the ordinary course and which has the effect of causing or

generating a sense of shame or embarrassment so as to adversely affect the physique or psyche of a fresher or a junior student.

Punishable ingredients of Ragging:-

- Abetment to ragging;
- Criminal conspiracy to ragging;
- Unlawful assembly and rioting while ragging;
- Public nuisance created during ragging;
- Violation of decency and morals through ragging;
- Injury to the body, causing hurt or grievous hurt;
- Wrongful restraint;
- Wrongful confinement;
- Use of criminal force;
- Assault as well as sexual offences or unnatural offences;
- Extortion;
- Criminal trespass;
- Offences against property;
- Criminal intimidation;
- Attempts to commit any or all of the above-mentioned offences against the victim (s);
- Physical or psychological humiliation;
- All other offences following from the definition of "Ragging".

Punishment Provisions

At the institution level:-

Depending upon the nature and gravity of the offence as established by the Anti-Ragging Committee of the institution, the possible punishments for those found guilty of ragging at the institution level shall be any one or any combination of the following:

- Suspension from attending classes and academic privileges.
- Withholding/Withdrawing scholarship/fellowship and other benefits.
- Debarred from appearing in any test/examination or other evaluation process.
- Withholding results.

- Debarring from representing the institution in any regional, national, or international meet, tournament, Youth festival, etc.
- Suspension/ Expulsion from the hostel.
- Cancellation of Admission.
- Rustication from the Institution for a period ranging from 1 to 4 semesters.
- Expulsion from the Institution and consequent debarring from admission to any other institution for a specified period.
- Fine ranging between Rupees 25,000/- and Rupees 1 Lac.
- Collective punishment: when the persons committing or abetting the crime of ragging are not identified, the institution shall resort to collective punishment.

Any institution that fails to take adequate steps to prevent ragging or fails to act in accordance with the Regulations or fails to punish perpetrators or incidents of ragging suitably is liable to the penalties and punishments as per the provisions of the Regulations.

UNDERTAKING BY THE CANDIDATE/STUDENT
(will be filled online during Student Induction Program)

1. I, S/o. D/o. of
Mr./Mrs./Ms..... have carefully read and fully understood
the law prohibiting ragging and the directions of the Supreme Court and the
Central/UT Government in this regard.
2. I have received a copy of the UGC Regulations on curbing the Menace of Ragging
in Higher Educational Institutions, 2009, and have carefully gone through it.
3. I, hereby, undertake that
 - I will not indulge in any behaviour or act that may come under the
definition of ragging.
 - I will not participate in or abet or propagate ragging in any form.
 - I will not hurt anyone physically or psychologically or cause any other
harm.
4. I, hereby, agree that if found guilty of any aspect of ragging, I may be punished
as per the provisions of the UGC Regulations mentioned above and/or as per
the law in force.
5. I, hereby affirm that I have not been expelled or debarred from admission by
any institution.

Signed this Day of month ofyear

Signature

Name:

Address:

UNDERTAKING BY PARENT /GUARDIAN
(will be filled online during Student Induction Program)

1. I,F/o. M/o. G/o. have carefully read and fully understood the law prohibiting ragging and the directions of the Supreme Court and the Central/State Government in this regard as well as the UGC Regulations on curbing the Menace of Ragging in Higher Educational Institutions, 2009.
2. I assure you that my son/daughter/ ward will not indulge in any act of ragging.
3. I, hereby, agree that if he/she is found guilty of any aspect of ragging, he/she may be punished as per the provisions of the UGC Regulations mentioned above and /or as per the law in force.

Signed this Day ofmonth ofyear

Signature

Name:

Address:

GENERAL RULES FOR THE TRAINEES

1. *Exchange of greetings with all teaching and nonteaching staff in the College and hostel by saying "Namaskar", "Jai Hind" or "Good Morning" is encouraged.*
2. *Trainees are not allowed to wear costly and fancy type of ornaments. The College shall not be responsible for theft or missing of such ornaments.*
3. *Students should maintain good progress and conduct which are prerequisites for appearing for the University Examination.*
4. *The students should avail of leave only with previous sanction of the College authorities.*
5. ***Use of mobile phones is strictly prohibited in the College Campus. If any trainee is found using mobile phones or possessing mobile phone in silent or switched off mode, appropriate disciplinary action shall be initiated against them.***
6. *The campus is Tobacco Free Educational Institution (ToFEI) certified. **Smoking or chewing of pan or tobacco is strictly banned in the College Campus.***
7. *A trainee is supposed to be present in the College during working hours failing which he/she shall be seriously dealt with. He/she will not leave the College campus during working hours without permission of the College authorities.*
8. *Trainees absent from classes and proceeding outside Sri Vijaya Puram will have to obtain written permission from the Principal, failing which his/her admission will be cancelled.*
9. *For professional growth, every trainee is expected to read as many books as they can especially on their subjects. This will be a credit towards the award of internal assessment of the concerned subject and academic work in general.*
10. *A trainee has to compulsorily attend the camp, seminars, college functions and other institutional activities from time to time.*
11. *All trainees should attend the College in the uniform prescribed by the College and should be in possession of the valid identity card issued by the College.*
12. *If the trainee is absent either in the morning assembly or in lecture session or in a function or comes without uniform, he/she will be marked absent for the whole day and will not be allowed to attend the remaining routine of the day.*
13. *Applications for sick leave for one day should be recommended by the warden of the hostel or by the parent as the case may be. Applications for sick leave for more*

than 1 day should be supported by a Medical certificate from the Registered Medical Practitioner.

- 14. Absence without permission will be considered a breach of discipline and will be dealt seriously.*
- 15. The following would be considered the breach of discipline and will be seriously dealt with:*
 - (i) Smoking, Pan chewing, tobacco consuming inside the College premises.*
 - (ii) Absence from the class in any period without permission of the teacher concerned.*
 - (iii) Loitering on the veranda or gossiping in the common room during period of work.*
 - (iv) Absence from the community function such as celebration of Independence Day, Republic Day, Cultural function, Debates, Seminars, Symposiums etc.*
 - (v) Tampering with electrical or sanitary installation and other fittings.*
 - (vi) Disfiguring the College or the hostel walls, throwing spittle on the veranda etc.*
 - (vii) Singing, shouting, quarrelling or using impolite and vulgar expressions towards each other inside the College.*
 - (viii) Discourteous behaviours towards the lady students of the College.*
 - (ix) Throwing waste paper/garbage in the class and campus.*

CERTIFICATES TO BE FURNISHED

CERTIFICATE - I

CERTIFICATE FOR CANDIDATES RESERVED UNDER CATEGORY II & V

(Central Govt. Employees Ward and General Category)

Certified that Shri/Ms..... S/o/D/o.....

*R/o..... has studied last 2 years
i.e. from.....to.....and passed the qualifying examination
from..... in A&N Islands.*

Dated:

***Principal
fix seal also)***

CERTIFICATE – II

CERTIFICATE FOR CANDIDATES RESERVED UNDER CATEGORY II ONLY
Certificate to be Produced by the Candidates of Central Government
Employees/Deputationists (Category-II) from the Head of the Dept. /Office

Certified that Shri/Smt. _____, father/mother of Shri/Ms.
_____, is/was a Central Government
Employee/Deputationist and is/was working as _____
(Designation/Post) with transfer liability to serve outside the Union Territory
of Andaman & Nicobar Islands at the time his/her son/daughter appeared in the
qualifying examination from _____
_____ (Name of the School/College)
in the Andaman & Nicobar Islands.

Sign. of the Head of the Department/Office

Name: _____

Date: _____

Designation: _____

Place: _____

Name of the Office: _____

(Official Seal)

INFRASTRUCTURE





SMART CLASSROOMS & COMPUTER LAB









PHOTO GALLERY







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ANTI RAGGING
App

SAY NO TO RAGGING

YES TO JOYFUL CAMPUS

What is Ragging?
Any Act Resulting in:

- Mental/physical/sexual Abuse
- Verbal Abuse
- Indecent Behaviour
- Criminal Intimidation/wrongful Restraint
- Undermining Human Dignity
- Financial Exploitation/extortion
- Use Of Force

A STUDENT INDULGING IN RAGGING CAN BE:

- Cancellation of admission.
- Suspension from attending classes.
- Withholding/withdrawing Scholarship/Fellowship and other benefits.
- Defaulting from appearing in any test/examination or other evaluation process.
- Withholding results.
- Defaulting from representing the institution in any regional, national or international meet, tournament or sports festival etc.
- Collective punishment : when the persons committing or abetting the crime of ragging are not identified the institution shall resort to collective punishment as a deterrent to ensure community pressure on potential ragger.

Immediately call
UGC Anti-Ragging Helpline
1800-190-5522 (24x7 toll free)
or send an e-mail to helpline@antragging.in

Ministry of Education
Government of India

विश्वविद्यालय अनुदान आयोग
University Grants Commission
quality higher education for all

Foolishly I ragged
& got suspended

Will I get
prosecuted?

What about my
Job prospects?

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MY FUTURE IS A BIG ?

Remember RAGGING is for LOSERS

Visit UGC Website i.e. www.ugc.ac.in & www.antragging.in to see UGC Anti Ragging regulations.
Are You Being Ragged ?
Immediately call UGC Anti Ragging Helpline- 1800-180-5522 (24x7 Toll Free)
Or Send an E-mail to helpline@antragging.in

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DON'T RAG, JUST INTERACT

Visit UGC website i.e.
www.ugc.ac.in &
www.antragging.in to
see UGC Anti Ragging
Regulations

**RAGGING
IN ANY FORM IS
PUNISHABLE**

Download
ANTI RAGGING
App

Are you being ragged ?
Immediately call UGC Anti Ragging Helpline
1800-190-5522 (24x7 Toll Free)
Or send an e-mail to helpline@antragging.in

Ministry of Education
Government of India

विश्वविद्यालय अनुदान आयोग
University Grants Commission
quality higher education for all

SAY NO TO RAGGING

BEFORE YOU EVEN
THINK OF RAGGING

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ANTI RAGGING
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THINK OF

- Humiliation
- Suspension
- Ruined Career
- Blacklisting
- Expulsion
- Possible Prosecution

Don't just stand and watch. Stop Ragging! Show Character

Remember RAGGING is for LOSERS

Visit UGC Website i.e. www.ugc.ac.in & www.antragging.in to see UGC Anti Ragging regulations.
Are You Being Ragged ?
Immediately call UGC Anti Ragging Helpline- 1800-180-5522 (24x7 Toll Free)
Or Send an E-mail to helpline@antragging.in

Ministry of Education
Government of India

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University Grants Commission
quality higher education for all

Prospectus Prepared by:
Admission Committee, TGCE, Sri Vijaya Puram
Jul 2026