



YEARLY STATUS REPORT - 2020-2021

Part A	
Data of the Institution	
1.Name of the Institution	NATIONAL COLLEGE FOR TEACHER EDUCATION
• Name of the Head of the institution	Dr. N SETHUMADHAVAN
• Designation	PRINCIPAL
• Does the institution function from its own campus?	Yes
• Alternate phone No.	04842522583
• Mobile No:	9447295266
• Registered e-mail ID (Principal)	sethuneetiyath@gmail.com
• Alternate Email ID	nationalcollege09@gmail.com
• Address	national college for teacher education, vengola, perumbavoor
• City/Town	Ernakulam
• State/UT	Kerala
• Pin Code	683556
2.Institutional status	
• Teacher Education/ Special Education/Physical Education:	Teacher Education
• Type of Institution	Co-education

• Location	Rural				
• Financial Status	Self-financing				
• Name of the Affiliating University	MAHATHMA GANDHI UNIVERSITY, KOTTAYAM				
• Name of the IQAC Co-ordinator/Director	Dr. RAJESWARI K V				
• Phone No.	8075754871				
• Alternate phone No.(IQAC)	04842522583				
• Mobile (IQAC)	8075754871				
• IQAC e-mail address	rajivijayan09@gmail.com				
• Alternate e-mail address (IQAC)	nationalcollege09@gmail.com				
3.Website address	http://nationalcollege.edu.in/				
• Web-link of the AQAR: (Previous Academic Year)	http://nationalcollege.edu.in/downloads/national-aqar-2019-20.pdf				
4.Whether Academic Calendar prepared during the year?	Yes				
• if yes, whether it is uploaded in the Institutional website Web link:	http://nationalcollege.edu.in/downloads/Diary-2020-21.pdf				
5.Accreditation Details					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	B	2.77	2015	14/09/2015	13/09/2020
6.Date of Establishment of IQAC			21/06/2012		
7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNTT etc.					
Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount	
NIL	0	0	Nil	0	

8. Whether composition of IQAC as per latest NAAC guidelines	Yes	
<ul style="list-style-type: none"> • Upload latest notification of formation of IQAC 	View File	
9. No. of IQAC meetings held during the year	3	
<ul style="list-style-type: none"> • Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? 	No	
<ul style="list-style-type: none"> • (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	
<ul style="list-style-type: none"> • If yes, mention the amount 		
11. Significant contributions made by IQAC during the current year (maximum five bullets)		
<p>? Due to the Covid pandemic situation, the institution adopted online teaching-learning platform during the academic year 2020. And shifted to the offline teaching mode from 2021. Developed an academi</p>	<p>? Due to the online teaching shifted to the academic calendar activities (online) during the year. ? The institution conducted courses through sessions for an online teaching for empowering members and staff development sessions 'Research Design' aptitude among activities by sessions (Online) members & GTA functioning of</p>	

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12. Plan of action of Quality Enhancement be provided).

Plan of Action

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	<p>Seminar on (4-2-21) Tal our communi Day (19 Celebrati february, 20 Fisher</p>				
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	<p>13. Whether the A statutory body?</p>				
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	<table border="1"> <tr> <td></td> <td>Name of</td> </tr> <tr> <td></td> <td></td> </tr> </table>		Name of		
	Name of				
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Year	
15.Multidisciplina	
<p>The college h allows studen curriculum fr helped the st to the subjec Science, Math etc. Todays h interdiscipli different dom college organ pedagogical r knowledgeable optionals. Co impact in th significantly progression. genuinely got opened the do force.</p>	
16.Academic bank	
<p>The Academic records of s , and validat institution recommendatio time to time piled in virt the credits e Right now the definitely r process by cr</p>	
17.Skill developme	
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based former post- teaching faculty theoretical mentor teacher and periodic institution. feedback is p Apart from th skill oriente period. Works specific lear language comp during the ac overall devel necessary for optimum level

18.Appropriate in using online cours

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19.Focus on Outco

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Extended Profile**2.Student**

2.1	111
Number of students on roll during the year	

File Description	Documents
Data Template	View File

2.2	200
Number of seats sanctioned during the year	

File Description	Documents
Data Template	View File

2.3	25
Number of seats earmarked for reserved categories as per GOI/State Government during the year:	

File Description	Documents
Data Template	View File

2.4	55
Number of outgoing / final year students during the year:	

File Description	Documents
Data Template	View File
2.5 Number of graduating students during the year	55
File Description	Documents
Data Template	View File
2.6 Number of students enrolled during the year	111
File Description	Documents
Data Template	View File
4. Institution	
4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	2378173
4.2 Total number of computers on campus for academic purposes	25
5. Teacher	
5.1 Number of full-time teachers during the year:	16
File Description	Documents
Data Template	View File
Data Template	View File
5.2 Number of sanctioned posts for the year:	16
Part B	
CURRICULAR ASPECTS	
1.1 - Curriculum Planning	

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

National College for Teacher Education is a minority institution promoted by Allama Iqbal Memorial National Foundation for Education and Training (AIMNET), Ernakulam, Kerala. The Foundation was established in 2002 with the noble objective of providing quality Education and Training to reach sections of the society deprived of opportunities for lack of resources, guidance and access.

At the very beginning of each academic year, the faculties under the guidance of the principal discuss the schedule for the academic year and disseminate duties for the faculty members. The college coordinator monitors the smooth conduct of the academic schedule including the practical works to be done as per the curriculum. The college maintains calendar and handbook that gives an overall view of scholastic and co-scholastic activities to be done by the students for the academic year. Communication of all important information by the principal to the various stakeholders is done through official meetings, notice and through the official whatsapp groups. The time table is prepared according to the local context and circulated to staff and students, which also include Art and craft, Drama, Yoga, LifeSkills and Spoken English.

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

C. Any 3 of the above

schools Employers Experts Students Alumni	
File Description	Documents
Data as per Data Template	View File
List of persons who participated in the process of in-house curriculum planning	View File
Meeting notice and minutes of the meeting for in-house curriculum planning	View File
A copy of the programme of action for in- house curriculum planned and adopted during the academic year	View File
Any other relevant information	View File
1.1.3 - While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) for all programmes offered by the institution, which are stated and communicated to teachers and students through Website of the Institution Prospectus Student induction programme Orientation programme for teachers	B. Any 3 of the Above
File Description	Documents
Data as per Data Template	View File
URL to the page on website where the PLOs and CLOs are listed	http://www.nationalcollege.edu.in/programmeoutcome.php
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****9**

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	http://www.nationalcollege.edu.in/downloads/brochure295.PDF

1.2.2 - Number of value-added courses offered during the year**2****1.2.2.1 - Number of value-added courses offered during the year****2**

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**111****1.2.3.1 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year**

111

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

One 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

97

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

97

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.

Teacher education, as represented by the plethora of institutions that provide programmes to educate persons for the classroom, is surrounded by a variety of internal and external pressures. In a developing country like India, the explosion of global atmosphere promotes this growth of diversity to such an extent that one can decry the various diasporas that are blooming, even in the most remote areas of the country. A teacher's primary responsibility is to provide classroom education that aids students in learning. Teachers must design successful lessons, grade student work and provide feedback, manage classroom materials, navigate the curriculum effectively, and communicate with other staff to accomplish this. The pressure to show that programme graduates gain more useful teaching knowledge and skills than they would have if they hadn't had such programmatic experiences has led to design and evaluation initiatives aimed at what most would call programme coherence. Spoken English classes are held to assist students in improving their command of the English language. Every year, the results of these activities will be reported in our Annual Reports as student and staff accomplishments. Our society's bulletin and local newspapers will publish a list of academic achievers. We do this to help educators become more empowered and resilient, as well as more sensitive to the circumstances in which they will teach.

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

The modern Indian society is diverse in its cultural roots, with inclusion of expats settling down to explore better opportunities and views diversity in a positive light. Progress in modern education has direct implication on the standard of living reflected by a nation, and this is fittingly justified through the rapid development of India in recent times. Diversity in the classroom doesn't just improve social skills, it can also have an impact on academic results. It improves critical thinking skills and encourages academic confidence. 7 ways to encourage a culture of diversity in your school

1. Examine your teaching materials
2. Get to know your students
3. Be willing to address inequality
4. Connect with parents and community
5. Meet diverse learning needs
6. Hire diversely
7. Support professional development opportunities

.A required understanding of the concept of multiculturalism and value of respecting different cultures promotes the idea of respecting diversity. Reciting national song and anthem that speak of national integrity are routine practice of the college. These are instruments for creating emotionally-toned humane atmosphere. National college for teacher education commences with a daily prayer session including news headlines, thought of the day, physical exercise and National Anthem. The prayer session is planned in a way that embodies sentiments of all castes and religions.

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

Our Vision is to be a Prominent institution of Excellence in Teacher Education to train and provide a continuous pool of knowledgeable, creative, innovative, humane and professional teachers capable of simulating social change and shaping generation. Beyond this we not only mould and hold our student teachers to reach their goals, and also get the maximum out of them, to be their best of version. The institution supports both the faculty and students by providing the various resources like library, technological facilities, and internet facility in order to make the teaching - learning process effective. The faculty members are encouraged to participate in subject meetings, seminars and workshops to become professionally competent. Flexible timetable, schedule for cultural activities, lab work and value education classes are undertaken by the college in an adequate way. The social commitment, creativity, social sensitivity to contemporary issues of the students is enhanced through active participation in clubs. The institution extends full support to its students' union for planning and implementing different activities for students' welfare. The students observe days of national and international importance by organizing variety of programmes. Various CTC programmes, Awareness camps and field activities play vital role in shaping their confidence. Learning experience in practice teaching is another step to their caliber building, and their experience during internship, gives them command over their skills, lets to explore their full potentiality.

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

Three 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 not collected

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

111

2.1.1.1 - Number of students enrolled during the year

111

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

9

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

9

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 assesses the learning levels of the students, after admission and arranges special programmes. The college takes every measure to understand the needs and requirements of the students before the commencement of the program. Students with good co-curricular skills and talents are identified and nurtured. Every year before the commencement of the course 'Talents day' is conducted. Entry behavior tests are conducted at college level to analyze the students' hidden skills and talents. The Institution assesses the knowledge and skills of the newly admitted students. Based on these tests, the Institution arranges personality development programmes, classes for communicative English and computer training programmes. Teachers during class interaction identify student potential and then devise strategies to reduce the gap in knowledge and skills. Teachers are available in college premises as well as on WhatsApp and email to clear doubts and counsel on a one to one basis. Participation in district, state, national level events is encouraged. A well-stocked library provides all students access to books and journals.

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

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

Six/Five of the above

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

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

Three of the above

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

2.2.4 - Student-Mentor ratio for the academic year

1:8

2.2.4.1 - Number of mentors in the Institution

12

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.

The faculty members makes their teaching process reflective and flexible by utilizing various methods like project, problem solving; techniques incorporating ICT and lively strategies like discussion, buzz session, brain storming etc. Demonstration classes and criticism classes are emphatically reflection oriented. During practice teaching, peer review of classes and self-reflection of the student teachers provide ample opportunity for reflection. Evaluation in the form of internal examinations, assignments, seminars, projects and review of the practice teaching by the teacher educator and mentor tutor enable the students to reflect upon their performance. Internship programme for the M.Ed. students

provide plenty of scope for reflective teaching experiences. The Institution promotes the development of life skills, community orientation and social responsibility among the students through SUPW, extension and club activities such as social survey, orphanage visit, tribal area visit, organ donation etc. In the newly revised curriculum there is provision for multi-skill development of teacher trainees through computer assisted instructions, use of multimedia, e-learning, web based learning, interactive learning, individualised instruction, computer fundamentals etc. There is ample provision for experiencing all the practical aspects of academic and administrative procedures in schools.

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

8

File Description	Documents
Data as per Data Template	View File
Link to LMS	NIL
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

111

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

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

Mentoring

National College for Teacher Education is a minority institution was established with the noble objective of providing quality Education and Training to reach sections of the society deprived of opportunities for lack of resources, guidance and access. The

Institution emphasizes the role of teacher as mentors. The mentoring services are provided to students with academic and personal problems. A tutorial system is followed in the Institution and the students are divided into different groups assisted by teachers. Teachers maintain tutorial and case study records of their students. Seven to twelve students are assigned to each teacher under this programme.

The Institution encourages teachers to attend seminars, symposia, workshops, academic conferences organised by other academic bodies including universities by providing on-duty-leave, travelling allowances etc. The Institution provides support for organising workshops, seminars, conferences and other activities for quality enhancement of the Faculty members. Facilities like ICT, Library, Resource centres and the like are adequately arranged in the Institution to enhance the effectiveness of the faculty. Supervised study is arranged for the low achievers to improve their performance. The feedback on supervised study is presented by each Faculty in staff council and is discussed.

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

Students are provided opportunities to do group projects, social surveys, documentation, seminars, etc. which are organised for the development of interpersonal skills and spirit of teamwork among the student teachers.

We provide hands-on training for preparing teaching aids and in the use of technological devices . Practicum on action research is given in order to develop the investigative mind and research skills of our students. The Institution imparts training for all students in basic computer application skills. The Institution conducts classes on value education, computer education, personality development and communicative skills.

The following sessions are conducted for enhancing the employability skills of the teacher trainees:

- Micro teaching sessions of various teaching skills
- Demonstration classes by the M.Ed. students, alumni and faculty members
- Discussion sessions and criticism classes
- Practice teaching

Following are the facilities provided in the Institution with respect to scholastic and co-scholastic activities:

- Communicative English classes
- NET/SET/TET coaching classes
- Training in the application of different models of teaching
- Value education classes
- Club Activities
- Campus cleaning and beautification

- **Guidance and Counselling Programme**
- **SUPW and Extension activities -**
- **Special School Visits**
- **Blood Donation Camp**
- **Tribal Area Visit and Service**
- **Social Survey**
- **Gardening**

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

2.4 - Competency and Skill Development

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

All of the above

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

2.4.2 - Students go through a set of activities as preparatory to school- based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such

Ten/All of the above

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

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

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

Three of the above

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

<p>2.4.4 - Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses Teacher made written tests essentially based on subject content Observation modes for individual and group activities Performance tests Oral assessment Rating Scales</p>	<p>All of the above</p>															
<table border="1"> <thead> <tr> <th data-bbox="86 566 550 633">File Description</th> <th data-bbox="550 566 1471 633">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="86 633 550 701">Data as per Data Template</td> <td data-bbox="550 633 1471 701">View File</td> </tr> <tr> <td data-bbox="86 701 550 801">Samples prepared by students for each indicated assessment tool</td> <td data-bbox="550 701 1471 801">View File</td> </tr> <tr> <td data-bbox="86 801 550 947">Documents showing the different activities for evolving indicated assessment tools</td> <td data-bbox="550 801 1471 947">View File</td> </tr> <tr> <td data-bbox="86 947 550 1014">Any other relevant information</td> <td data-bbox="550 947 1471 1014">View File</td> </tr> </tbody> </table>	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	<table border="1"> <thead> <tr> <th data-bbox="550 566 1471 633">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="550 633 1471 701">View File</td> </tr> <tr> <td data-bbox="550 701 1471 801">View File</td> </tr> <tr> <td data-bbox="550 801 1471 947">View File</td> </tr> <tr> <td data-bbox="550 947 1471 1014">View File</td> </tr> </tbody> </table>	Documents	View File	View File	View File	View File
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Any other relevant information	View File															
Documents																
View File																
View File																
View File																
View File																
<p>2.4.5 - Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of Preparation of lesson plans Developing assessment tools for both online and offline learning Effective use of social media/learning apps/adaptive devices for learning Identifying and selecting/ developing online learning resources Evolving learning sequences (learning activities) for online as well as face to face situations</p>	<p>Four of the above</p>															
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Any other relevant information	View File															
Documents																
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View File																
View File																
<p>2.4.6 - Students develop competence to organize academic, cultural, sports and community related events through Planning</p>	<p>All of the above</p>															

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

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

Three 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

Practice teaching in schools is systematically planned and well arranged. The practice teaching plan is developed in co-operation with the school authorities and mentor teachers. The Principal and faculty personally visit the practice teaching schools and make arrangements for practice teaching. The practice teaching programme

is planned in accordance with the University Calendar and the calendars and timetables of the practice teaching schools. After getting the permission from the Heads of the practice teaching schools, the student teachers are sent to the respective schools for collecting the teaching units and Timetable. The feedback provided by the mentor teachers, heads of the schools and teacher educators is analyzed and changes are incorporated in the planning.

The student teachers prepare detailed lesson plans and submit for correction. Teacher educators make the necessary corrections and the lesson-plans are finalized. Teaching aids which are to be used in the schools are also finalized by the teacher educators. Teacher educators observe classes of the student teacher for a minimum of three times during the entire practice teaching session. Feedback is recorded in the student teacher diary and communicated in person. Peers and school teachers other than the mentor teacher observe classes and give suggestions

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

51

File Description	Documents
Data as per Data Template	View File
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**

Five/Six of the above

Preparation of progress reports

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.

The student teachers prepare detailed lesson plans and submit them to the teacher educators for correction. Teacher educators make the necessary corrections and the lesson-plans are finalised. Teaching aids which are to be used in the schools are also finalised.

- The concerned mentor teachers in the schools verify the lesson plans and the teaching aids prepared by the student teachers. Mentor teachers are often present in the classroom while student teachers take class and provide feedback
- Teacher educators observe classes of the student teacher for a minimum of three times. Feedback is recorded in the student teacher diary and communicated in person.
- The principal also gives necessary feedback to each student teacher after observing classes
- Head of the school observes the classes and gives suggestions
- Peers and school teachers other than the mentor teacher observe classes and give suggestions
- The M.Ed. scholars too make their observations on the classes of the student teachers during their internship programme. They submit observation schedule to the M.Ed. department. Their observations are

discussed with the concerned optional teachers

• Physical education classes are observed by the physical education teachers of the School and College

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

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

All of the above

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

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

Five of the above

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

16

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

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

6

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

16

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

33

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

Teachers often engage in many professional development activities to update themselves with the evolving nature of education. Sessions are arranged to discuss the development in the field of education. Such sessions were followed by various presentations by the faculty members. Institutions always focus on Faculty development programmes. Faculty members arrange seminar presentations, functioning as resource persons for many events. Teachers collaborate with each other through seminars, team teaching and FDPs. Social networking systems are effectively being used by the teachers for the sharing and dissemination of knowledge.

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

A multilevel evaluation process is practiced in the Institution for assessing student learning. Mahatma Gandhi University introduced the Credit and Semester System and direct grading at B.Ed. level (2009) and M.Ed. level (2011). The University subsequently changed direct grading for B.Ed. and introduced absolute grading system from 2013. In the new curriculum, the ratio of internal and external evaluation is 1:4 in B.Ed. and 1:3 in M.Ed. The academic development of the student is evaluated through continuous internal assessment and end semester examinations. The internal assessment is done for the theory and practical. The internal assessment for theory examination is based on attendance, assignments/seminars and test papers. Assignments.

The Internal Assessment for practical is based on students' performance in the practice teaching and related practical works they have to complete as part of the B.Ed. Programme.

To acquaint the M.Ed. scholars with secondary/higher secondary practices and the practices of B.Ed. Programme a compulsory Internship Programme is scheduled in the first semester for 18 working days of which the first half is done in a secondary/higher secondary school and the other half in a B.Ed. College.

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

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

Four 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 institute has a competent Committee for handling complaints. The

institution uses a multi-layered grievance redressal process, with the mentor serving as the initial platform. If the subject of concern falls under the mentor's scope, the student can express their complaint to them, and they will settle it there. Principal, Faculty Convenor, and students make up the grievance redressal cell, which is responsible for resolving any grievances that are brought to its attention but which the mentor is unable to handle. The suggestion box located at the college or the grievance redressal cell may receive the issue directly. Depending on the nature of their concerns, students can go to the complaint channels. Orientation on facility for grievance is being shared with the students during the induction programme in the beginning of the session.

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 academic advisory council and the institute collaborate to create the academic calendar based on the calendar of the affiliated university. The final academic calendar is posted on the institute website, and a copy is also on display in the faculty room for easy access and course preparation. The academic coordinator creates a timetable based on the academic calendar and incorporates both educational and extracurricular events. The person in charge of the course creates unit plans in advance and a report on how the syllabus was completed each month. The institute creates a favourable atmosphere for work in accordance with the academic calendar through period faculty meetings.

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.

Based on the course objectives, the teaching and learning process is planned. By understanding the goals, the concerned faculty creates unit plans. Teachers can keep themselves updated in line with changing course outcomes and programme outcomes thanks to faculty

meetings, seminars, and enrichment programmes. According to the rules of the affiliated university, the institute prepares the curriculum with the goal of producing intellectually capable, socially conscious, ethically upright, and technically oriented teachers who would work as catalysts to influence India's future. The academic advisory council will evaluate the activities from the previous year and choose the academic year's plan of action. The faculty is informed of the recommendations at faculty meetings. To guarantee consistent PLO and CLO implementation, numerous educational strategies are used. The delivery of the curriculum is planned by numerous cells, committees, and clubs within IQAC. A well-planned academic schedule includes extracurricular activities recommended by the affiliated university as well as local, state, and global issues. Faculty takes part in workshops to ensure that the curriculum is implemented correctly. During the lockdown, the college held WhatsApp live sessions in which faculty members took part and produced films. The discussion centres on reflection and assessment of the course outcome's implementation and realisation.

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

The B.Ed programme consists of four semesters. Program outcomes and course results are stated in the Student Handbook. Students are briefed on programme outcomes at the start of the program, and course outcomes are communicated to students prior to each semester.

The college follows the criteria for the internal evaluation system and external examinations prescribed by Mahatma Gandhi University, Kottayam.

The assignments, essay tests, and class tests of each course are related to the syllabus of the course, which is mentioned in the syllabus together with the learning outcomes of the course. Class tests are conducted regularly and the performance of students at different levels is evaluated based on their test results. Program outcome is displayed at various prime locations on the Institute premises and is also available on the website to bring programme results and programme-specific results to the attention of faculty and students. The curriculum, which is based on the results of the programme, is also mentioned in practical classes, internships and community work. The faculty conducts an assessment of internship aspects according to the program results and the students' progressive achievements are uploaded to the university portal. The university conducts external exams, the result of which, together with internal grades, is communicated to the students after each semester in the form of grade points, which correspond to the PLOs and CLOs. Students are guided after each semester based on their results according to program results and course results to ensure further improvement in their performance.

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

49

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

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

The level of performance of students changes with time through practical academic activities. The various assessment tasks show that the students have improved in their communication, personality, and professional skills. The continuous assessment system provides details of student performance in various activities. The student presentations are uploaded on public platforms like Facebook when they demonstrate notable achievement in the areas of academic endeavour. The initially identified learning needs were considered great deals. The assessment afterwards shows that they have remarkably improved in their scholastic, co-scholastic, and personality aspects. To build confidence in children, the guidance cell of the National College for Teacher Education organises different programmes.

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

Nil

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**

NIL

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)

0000

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

Four of the above

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

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

Four 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

00

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

00

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

3

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

111

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

111

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

100

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

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

During this pandemic academic year college has organized various activities via onlinemode to the stuents whih helped them in many aspects. Firstly collge organized a class on biodiversity which was really a fruitful expeience for them. With out knowing the value of biodiversity conservation and protction their future attitude towards teaching will be in .threat. Yoga for eternal bliss was the next programme by this they understand the imporatnce of maintining a healthy life style. in addition tothat various awareness classess ,campus cleaning and cleaning of premises , surveys , Aids day awareness programme, various documetories of natioanl imporatanee and filed visits were organized by mainiting COVID protocol was conducted during the academic year which would help them to mould as a fruitful teacher trainee and a global citizen.

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

00

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

2

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

2

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

00

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 Clinics Linkages with general colleges

Three/Four of the above

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

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

The college has a total built up area of 3040 sqm. The general classrooms are equipped with facilities like computer and LCD Projector. All classrooms are spacious and well-ventilated. Each classroom has enough seating capacity, almirahs/cupboards for keeping teaching aids. M.Ed. classrooms have individual tables and chairs. The College has a fully furnished Science and Mathematics Resource Centre, Psychology Resource Centre, ICT Resource Centre, Arts and Craft Resource Centre, Health and Physical Resource Centre and Library Services. The College has 25 computers including 15 computers in the ICT Resource Centre. Free Internet access is provided to the students and Faculty. It encourages students to use multimedia to construct and convey knowledge through web browsing, downloading, uploading and blogging. The multipurpose hall of the institution is utilized for various curricular and co-curricular activity. For extracurricular activities well planned play ground with running track, basketball court, and separate sports room is available in the institution.

College provides hostel and mess facility for our students, the college provided recreational facilities like daily news paper, weekly magazine and sports facility like carom, TT, Chess and TV facilities also added. Sufficient care is taken to keep the campus beautiful and free from pollution

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

3

File Description	Documents
Data as per Data Template	View File
Geo-tagged photographs	View File
Link to relevant page on the Institutional website	http://nationalcollege.edu.in/computerlab.php
Any other relevant information	View File

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

NIL

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.

The Library caters to the needs of all the staff and students. We

have a well-ventilated, well-lighted and spacious Library with sufficient seating arrangements.

We use Library EX + (Software) produced by KIN-SYS. This software is implemented in the College with Barcode for books, Bio-metric cards for students, stock verification and book transaction such as issue, return, reservation and renewal etc. This automation software is very useful for the user to identify books. The Library users can search the computerized bibliographic details of books, theses, Bound volumes, Reference books, journals etc.

The Library has separate reading rooms. All journals, magazines, newspapers, students' manuscript magazines, college magazines etc. are exhibited in the counter. A Notice Board is placed outside the Library and another one inside the Reading Room to facilitate display of important information.

User Orientation Programme is conducted for students in the beginning.

The Library supports the research scholars and Faculty of the College through need-based Library services

The Library maintains a clipping file of education and research oriented articles/papers/materials published in newspapers, journals and also a copy of downloaded articles from the Internet..

The Library Advisory Committee periodically reviews the requirements to update the Library and Information System.

File Description	Documents
Bill for augmentation of library signed by the Principal	View File
Web-link to library facilities, if available	http://nationalcollege.edu.in/library.php
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

The library has fully automated with all the active book collections are updated in the Library EX + (Software) produced by KIN-SYS. This software is implemented in the College with Barcode for books, Bio-metric cards for students, stock verification and book transaction such as issue, return, reservation and renewal etc. This automation software is very useful for the user to identify books. A Barcode Scanner is used for scanning spine labels and bar codes.

User Orientation Programme is conducted for students in the beginning. Students are made aware of the general arrangement and rules of the Library, different sections, classification system, Library services, circulation system, reference books, journals, NCERT documents of focal areas and educational commission reports. Instruction is also given about the care and concern for the Library materials, importance of reading, reading habits, etc.

Resource Sharing:

Research Scholars from different universities and M.Ed. Students from different colleges use the Library for reference. Former students who are doing their higher studies in other colleges are also allowed access to Library materials for reference with the permission of the Principal. The students and teachers of nearby colleges and schools also make use of the Library facilities on request.

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

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

17

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	http://nationalcollege.edu.in/downloads/brochure747.PDF
Any other relevant information	View File

<p>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</p>	<p>Three of the above</p>
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File Description	Documents
Data as per Data Template	View File
Any other relevant information	View File

<p>4.3 - ICT Infrastructure</p> <p>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</p> <p>Computer and accessory hardware and software maintenance is performed as needed.</p> <p>To teach their subjects in schools, students must develop a power point presentation and a digital lesson plan.</p> <p>The students are encouraged to present their seminars through</p>
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power point presentation in the college as well as outside.

Training on the MS Office software and utilities are provided to the students.

Students are allowed to browse the internet in the computer lab and library.

Students are taught how to use an OHP, LCD, and computer before going for teaching practice. They make power point presentations during their internship. They can be put to the best possible use if the schools give them the chance.

All the staff and students are freely allowed to make use of the computer lab and internet facility. Wi-Fifacility also provided to the students and faculty members of the institution

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

1:6

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:

D. 50 MBPS - 250MBPS

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

One of the above

institution such as Studio / Live studio Content distribution system Lecture Capturing System (LCS) Teleprompter Editing and graphic unit

File Description	Documents
Data as per Data Template	View File
Link to videos of the e-content development facilities	nil
List the equipment purchased for claimed facilities along with the relevant bills	View File
Link to the e-content developed by the faculty of the institution	nil
Any other relevant information	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)

550885

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

The quality of the teaching-learning process is maintained by adopting appropriate policies and procedures for utilizing the infrastructure facilities of the college. The infrastructure facilities and other learning resources of the college are used very well for the teaching-learning process. The college is equipped with adequate facilities for accommodating the needs of students, faculty, and the administrative staff. The college has a well-

maintained computer lab, Wi-fi facility, and Printers, LCD Projectors. Students maintain personal and subject blogs for uploading their e-contents. Library: The library supports the academic needs of students, research scholars, and faculty of the college by providing information resources such as books, journals, periodicals, CDs, Proceedings, reference books, Project Reports, and theses. The library has an organized collection of theses of M.Ed. Students, publications of teachers, subscribed and open-access e-journals, collections of teachers, digitized books, educational articles, various commission reports, question papers of B.Ed. and M.Ed., Seminar Proceedings, etc. Laboratory Facilities: The Students and faculty of the college have optimally utilized the well-maintained laboratories such as Computer Lab, Technology Lab, Psychology Lab, and Science Lab. The physical and health department of the college is very active and encourages students to participate in various activities.

File Description	Documents
Appropriate link(s) on the institutional website	http://www.nationalcollege.edu.in/salientfeatures.php
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

C. Any 2 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
8	Nil

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).

5

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)

Nil

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

Student council is active and plays a proactive role in the institutional functioning. Some general objectives of the council include:

- To enhance communication between students, management and staff •
- To initiate programs relevant for the academic and social community.
- To support the management and staff in the developmental requirements of the college •
- To represent the voice of the students on matters of general concern

Students Council: All the class representatives, Union Members , Program and Cell coordinators are the members. Two meetings are usually conducted in a year. Student members share their ideas / suggestions for overall improvement of Curricular, Cocurricular and extra curricula activities of the college.

Student council plays an integral and important role in the student community. Student council in this institution provide a delegate structure through which students can debate issues of concern and undertake initiatives of benefit to the college and to the wider community .Students have a voice and a contribution to make to their college.and is made pertinent that they be given the opportunity to express their views on issues of concern to them in the college.

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

16

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 college convenes meetings of the Alumni Association and they actively participate in various activities of the college. The institution also collaborates with the alumni and former faculty through emails and social media. . The warm bond shared between the institution and alumni attract them to rejoin our institution in different capacities.. The college invites former faculty members for various functions and to deliver guest lectures. The college has an Alumni Association, "NOSA". Representatives of the alumni are invited as visiting faculty and to share their expertise, ideas and experience to motivate the students. It actively engages in the developmental projects of the college by raising funds and making contributions to the college in the form of sponsoring academic seminars. The members of alumni association also participate in cultural activities of college and other functions. Some of our alumni are occupying important positions in various sectors especially in the education department as government school teachers, Professors and assistants in administrative University departments. College receives cooperation from the alumni towards growth and development of the institution in arranging schools for practice teaching and block teaching. They also help in organizing seminars, workshops and community enhanced programmes.

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

One/Two 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

1

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

Alumni Association - NOSA (National Old Students Association) NOSA is the alumni body of the institution. This body primarily updates the college about the professional growth of its former students. Steps have been taken for strengthening the association to make it more beneficial for the present students as well. The alumni meet is held every year on the second Saturday of January. It is a festive occasion for the college as a commendable number of former students enthusiastically participate in the event. Achievements of the former students are honoured during the meet. This meet is an arena for the former students to keep in touch with the progress and development of the institution. The alumni members are an integral part of the National family and render valuable services to the institution as resource persons for various curricular and co-curricular programmes. The association sincerely cooperates in conducting seminars, awarding of scholarships and contributes to the institution. Every year, a session is arranged where the alumni members share their experiences to acquaint the ongoing batch of students on the role and functions of teachers and the need for upholding the vision, mission, goals and objectives of the institution.

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.

National College for Teacher Education was crystallized in form and substance in the year 2005. Fortunately, within three years, the Institution became fully equipped and ready to start a self-financing post-graduate programme, M.Ed. in 2008.

Vision:

The Institution views teacher education differently. It is our earnest belief that teacher education is one of the keys to nation building. Only good teachers will be able to inculcate the best of value systems in their wards. The vision of our institution "Power of Knowledge and Fortitude of Values" highlights the importance of knowledge and values in student teachers and ultimately in our future generation.

Mission:

From the very beginning our institution emphasises on delivering quality, hopes to be a centre of excellence and become an instrument for social change. So, the Institution stands for "Excellence, Wisdom and Commitment to the Society."

Values:

The Institution provides a wide range of programmes to develop professionally responsible, culturally refined, emotionally balanced, intellectually competent, spiritually mature, physically sound, vocationally creative teaching community for serving the nation in the emerging scenario of education. This is the ultimate goal of our institution.

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

National College for Teacher Education is established and managed by Allama Iqbal Memorial National Foundation for Education and Training(AIMNET). The college administrative team comprises of Chairman, Manager, Principal, Administrative Officer, HoD M.Ed, Staff Secretary and Superiendendent. The management has an effective policy of participative management and decentralisation both in

academic and administrative matters. The college decentralizes all academic and administrative duties in adherence to its vision and mission. Various committees of the College coordinate all the academic and non academic activities. The Principal heads the academic and administrative wings of the college. The principal is assisted by the faculty and staff in all academic and administrative matters. The IQAC coordinates the functioning of the committees for the smooth conduct of the academic activities of the institution. The college conducts meetings of the IQAC, staff, and, students , the alumni and the PTA to gather the collective wisdom of its members. At each level of activity, teachers and students cooperate with each other for the implementation of the plan. The faculty and staff are assigned charge of different committees at the very beginning of the year. The college office administration also functions in a decentralized and participative manner.

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.

The significant best practices in governance and leadership carried out by the Institution are the following:

? Governance and leadership is done in a decentralised manner which involves active participation of all the personnel in the Institution ? Transparency in decision-making and execution

= Feedback obtained from different sources aid in making necessary alternations for effective functioning of the Institution ? Formation of different committees makes the administration decentralised and transparent ? Healthy and harmonious relationship between the staff and Management gives multi-dimensional professional enhancement ? Maintaining collaborations with other institutions for the professional development ? Constant observation, evaluation of the Principal and the Management for quality enhancement

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

The Institution works to carry out the long-term strategy. The Institution's management, Internal Quality Assurance Cell, and numerous committees work on the perspective plan to achieve the institution's desired aim. They are:-

Planning Committee

The committee members meet twice in a year to plan the activities related to finance, infrastructure, research, extension etc.

Advisory Committee for Library is to monitor the functioning of the Library, to note down the requirements and forward them as suggestions to the Management.

Research Committee was formed to promote and equip the Faculty to engage in research work.

Anti-Ragging and Sexual Harassment Cell reviews the rules and operational procedures regarding the safety of students. The cell is entrusted to generate awareness among students against evils like ragging, sexual harassment etc.

Guidance and Counselling Cell organises various orientation programme on career guidance and counseling.

Grievance and Redressal Cell is to reconcile the grievances of students and faculty.

Internal Quality Assurance Cell was established to sensitise on quality enhancement.

Discipline Committee meets thrice annually and as and when the situation demands. The Committee also distributes duties and

responsibilities to staff to maintain discipline.

Placement Cell is to provide placement services to the students.

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File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	http://nationalcollege.edu.in/downloads/brochure290.PDF
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

The College is established and managed by the Allama Iqbal Memorial National Foundation for Education and Training (AIMNET). Various committees of the College coordinate all the academic and non academic activities. The important committees are Internal Quality Assurance Cell (IQAC), Planning Committee, Advisory Committee for Library, Research Committee, Academic Committee, Admission Committee, Committee for Academic Calendar, Guidance and Counselling Cell, Women Empowerment Cell, Grievance and Redressal Cell, Placement Cell and Anti-Ragging Cell.

The Management strictly follows the norms and regulations of UGC, NCTE, Government and affiliated University in the appointment of staff. Qualification and competency are given pivotal place while appointing the staff.

The Management committee and the Academic committee convene before the beginning of every academic year to evaluate the feedback received from various stakeholders of the institution. Based on this, policies are revised or made, decisions are taken and planning is done. The Institution follows a decentralised dissemination of work- where every member of the teaching and non-teaching staff plays a pivotal role in the day to day working of the Institution.

File Description	Documents
Link to organogram on the institutional website	http://nationalcollege.edu.in/downloads/brochure324.PDF
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

All of the above

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

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

National college for teacher education forms various Committees/bodies/cells and their functions are properly defined, considering the overall development of the institute.

Frequency of meetings of Academic and Administrative Bodies: (During the year)

Management committee/management

Quarterly

Staff council

Biweekly

IQAC/or any other similar body/committee

Quarterly

1. Planning Committee

Half yearly

2. Academic Committee

Quarterly

3. Research Committee

Quarterly

4. Anti-Ragging and Sexual Harassment Cell. Yearly 5. Guidance and Counselling Cell Quarterly 6. Women Empowerment Cell Half Yearly 7. Grievance Redressal Cell for Staff monthly 8. Grievance and Redressal Cell for Students monthly 9. SC/ST Monitoring Cell Half yearly 10. Guardian Teacher Association Yearly

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

Welfare Measures for the Staff and the Faculty

? Organising seminars and workshops for Faculty development and opportunity to present papers

? Financial assistance is given to the members of faculty for paper presentation and participation in state and national-level conferences, seminars and workshops

? Financial grants are given for research projects

? Duty leaves for attending seminars, workshops etc.

? Residential quarter for the male staff outside the Campus and hostel facility in the Campus for female staff

? Medical assistance and medical leave

? Loan facility

? Maternity leave

? Provident fund and insurance

? Grievance Redressal Cell for Staff

? Free Internet access and secretarial assistance for research work.

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

1

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

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

5

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

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

0

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.

Mechanism for Staff Performance Assessment

The performance of teachers is systematically evaluated using feedback from students, alumni, peer group, employer and by self assessment. Feedback on teachers, courses, curriculum, institutional facilities, campus experiences, non-teaching staff etc. are collected at the end of every academic year. Each Faculty is entrusted to prepare and submit a self-appraisal report before the commencement of the academic year. The collected data is deployed to improve the teaching learning process, research activities and services of the staff. The feedback thus received is evaluated in the Academic Committee and necessary remedial measures are adopted. Besides this, the Management closely monitors the performance of the staff members in curricular and co-curricular activities. Non-teaching staffs are specially trained in front office management. The Annual Confidential Report and the Performance Appraisal System has significantly helped in the evaluation of the performance of employees, in motivating them, analyzing their strengths and

weaknesses and ensuring better performance.

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

The Institution has established a mechanism for conducting internal and external audits on the financial transactions twice a year to ensure financial compliance. The audit committee thoroughly verifies the income and expenditure details and the compliance report of audit is submitted to the management of the institution through principal. Before the commencement of every financial year, principal submits a proposal on budget allocation. The Planning Committee prepares the Annual Budget which is discussed and ratified by the Management Committee. The administrative officer and office superintendent manage the financial matters and maintain all accounts. To ensure transparency, all payments are made through cheques. Internal audit is conducted by a body authorised by the Manager. All the accounts are annually audited by M.A. Moideen and Associates, a chartered accountant firm at Ernakulam.

Audit of Accounts

The accounts of the Institution are audited regularly. There is an external and internal audit system. Presently the accounts are audited by Mr. M.A. Moideen and Associates, a well-established firm at Ernakulam.

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

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

0

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal	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.

Since the Institution is a self-financing college, the revenue is generated through course fee collections and financial support from the Management. The source of income of the College is legitimate and accounted.

National College for Teacher Education maintains & follows a well-planned process for the mobilization of funds and resource. The process involves various committees of the institute. Institute has designed some specific rules for the fund usage and resource utilization.

Student Tuition fee is the major source of income for the institute.

The management provides need-based financial support.

Utilization of Funds:

A finance committee has been constituted to monitor the optimum utilization of funds for various recurring and nonrecurring expenses.

The purchase committee seeks quotations from vendors for the purchase of equipment, computers, books, etc. The quotations are scrutinized by the finance and purchase committee before a final decision is made based on pricing, quality, terms of service, etc.

The accounts department ensure that the expenditure lies within the allotted budget.

Adequate funds are allocated for effective teaching-learning practices like Orientation Programmes, Workshops, Interdisciplinary activities, training programmes that ensures quality education.

Adequate funds are utilized for development and maintenance of the institution.

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

Activities of IQAC

Competency and performance based education is the goal of our institution. The ideas of accountability and competency are the pivotal aspect of this new approach. The objectives of learning can be observed and measured in the form of specific learning outcome. The IQAC is constituted in the College to sustain the quality of teacher education through cooperative efforts, involvement and effective implementation of the programmes with the help of all the stakeholders.

The major functions of the IQAC of this college are as follows:

Maintain quality benchmark/parameters for the various academic and administrative activities of the Institution.

Disseminate information about various quality parameters of higher education.

For continuous monitoring and comprehensive evaluation for maintaining quality of the teacher education programme.

Arrangement for feedback responses from students, parents and other stakeholders on quality - related instructional processes.

The IQAC meetings are held periodically and discuss the quality enhancement programmes of the College and evaluate the functioning of various committees and activities. The IQAC suggest measures for the improvement of research, publications, teaching-learning process, Faculty improvement programmes and infrastructure. Student support services such as counselling, placement, extension and community services, organisation of seminars and conferences etc. are also evaluated.

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 Institution strives to develop professionally responsible, culturally refined, emotionally balanced, intellectually competent, vocationally creative teacher community. The Institution has full-fledged infrastructure, qualified and dedicated Faculty, well equipped Library, well maintained Resource Centres, ICT/Media/Language Lab and a congenial environment to realize the above stated goals. These goals are achieved by effective planning of teaching learning process and optimum utilisation of the resources. While planning and executing teaching learning process we adhere to the following steps:

- In the beginning of each academic year, the Academic Committee meets and evaluate the activities of previous year

Feedback from the students, alumni, GTA members and heads of practice teaching schools are considered for this evaluation.

The Year Plan is finalised and various sub-committees are formed to execute these plans.

For the effective implementation of the academic plan, changes are incorporated whenever necessary.

We promote the usage of modern technology to impart curriculum. Internet browsing helps to acquire knowledge of global trends in education.

For active learning, focus groups and discussion groups are formed. Peer teaching is used to cater to the heterogeneous group usually found in the class by ways of enrichment or remedial programmes..

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

8

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

Two 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	http://nationalcollege.edu.in/downloads/brochure19.PDF
Link to Annual Quality Assurance Reports (AQAR) of IQAC	http://nationalcollege.edu.in/downloads/national-aqar-2019-20.pdf
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

Awareness programme was organised to help students raise the quality of their online learning performance, as well as improve student experience and learning in online or hybrid environment. The session was hosted by the institution with talks, interactive sessions with the support of the faculty and Alumni. Students whole heartedly utilised the session by sharing their thoughts on the efficacy of online learning in promoting flexibility and convenience. They also added at the same time the issues and challenges encountered for

e.g., the level of digital access..broad band connectivity etc. Students and faculties in the department felt. it as a great resource and need of the hour in demonstrating what a sustainable model of online is and could achieve optimal learning outcomes.

Workshop was conducted online mode to enhance effective and impressive communicative skills of student teachers. The workshop had the pertinent objective to help students in achieving those skills that would enhance their skills as a teacher. The workshop could trigger the discourse and pragmatic competence of the students in English and could groom their foundational skills through a series of strategies. The workshop could cover important aspects of communication skills and the operational uses in the classroom.

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.

National college for teacher education realistically and comprehensively reduces energy consumption, assures acceptable indoor quality air, and improves energy efficiency on campus through methods that are consistent with a safe, secure, and inviting campus community. As outlined in this policy, energy conservation will be accomplished by developing a proactive and progressive approach to providing energy-efficient, responsible, and cost-effective operations on campus. This policy will be reviewed and updated periodically as public awareness, management techniques, and technologies change. For providing proper temperature set-points, the campus should be green and through maintain an average relative humidity. The college for alternative sources intends to develop a systematic energy strategy for energy conservation in the future and has seriously considered working on it. Faculty, staff, and students shall be responsible for energy conservation in their workspace. The campus promotes proper usage of Computers, office equipment, and personal appliances in the Energy Conservation Standards. Our main goal is to implement the tree-planting project on our campus.

Planting trees can also help to prevent the ozone layer from depleting and to ensure proper energy conservation setbacks. Using LED bulbs and tube lights is one of the easiest methods to save money on electricity.

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.

National college for teacher education imparts the vision that a holistic and sustainable waste management system is important as an effective good practice to conserve the environment. Reduce, reuse, recycle and recover waste product is our policy. Biodegradable waste is converted into biogas, biogas plant is installed on the hostel campus for the purpose. The college is tobacco free, and the garden of the campus retains the pristine purity and beauty of the College. The institute's waste management methods are divided into three areas. Solid Waste Management, Liquid Waste Management, and. E-Waste Management. All types of garbage are delivered to external agencies for recycling. The college has built sanitary napkin incinerators to help with environmentally appropriate disposal. The Liquid Waste Management system's water is used to water the plants. The campus's plants and grass are watered with water from the Liquid Waste Management system. Farmers are also provided food waste. E-Waste Management: The Technical Assistant is responsible for repairing and repurposing electronic goods. UPS batteries are replenished, repaired, and exchanged by the vendors. And the technological section of our civilization gets trashed. There is an advisory and supervision committee to monitor waste management.

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

Two of the above

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

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

One 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

National college for teacher education By enforcing the Prime Minister's "Swachh Bharat Mission", the college is always committed to maintaining a clean college environment and sets a good example to students, teachers & other staff. College Cleanliness:

1. Make hygiene classrooms available.
2. Place garbage cans in each corner of the room.
3. Remind kids and teachers to put items away right after they've used them.
4. Hold cleaning day events, such as Swachh Bharat.

5. Keep the school amenities clean on a regular basis.

Sanitation:

1. Maintaining personal hygiene
2. Water that is safe to drink
3. Waste disposal (toilet/human excreta)
4. Waste water disposal
5. Solid waste management

To make the environment Pollution-free, and healthy surroundings, the following measures were taken:

1. Make use of re-usable water bottles.
2. e-waste disposal
3. LED lighting is being used in colleges.
4. On-site garbage cans
5. Waste management across the entire campus
6. There will be no use of plastic on campus
7. In-classroom use of dust-proof chalks
8. Photocopy/printing usage should be kept to a bare minimum.
9. Smoking is prohibited on the entire campus.

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

Three of the above

Green landscaping with trees and plants

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)

A sum of 45,625/- was spend for gardening

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

The national college for teacher education has provisions for the healthy all-around development of prospective teachers. The Syllabus includes SUPW which provides programs such as special school visits, social surveys, preparation of learning aids, observing days of importance, etc. Students participate in programs that motivate them for positive social interaction and active engagement in learning. The College has a Women Empowerment Cell which organizes programs focusing on the issues and needs of the present generation. The College regularly offers classes on value education, Communicative English, etc. The Institution organizes visits to special schools, tribal schools, and orphanages. The College commemorates world

disability day every year through film shows and other events. Student teachers get firsthand experience in dealing with children from diverse backgrounds. The concept of diagnostic testing and remedial teaching is taught to the student teachers. The Guidance and Counselling Cell faces various academic, vocational, personal, and financial difficulties.

The College has facilities for differently-abled students. The ramp is constructed specially for the differently-abled. Braille books are available in the Library for visually challenged students. Guidance and Counselling Cell makes available all necessary assistance for such students for their active participation and successful completion of the program.

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

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

A. All of the above

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

7.2 - Best Practices

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

Best Practice I

Collective Social Responsibility during COVID 19 Pandemic situation

Objectives:

train students for responsible citizenship, promote awareness of social issues, identify the ways to tackle the socially relevant issue, facilitate overall development, and train them to adapt to the changed teaching-learning scenario

The Context

Education in the COVID-19 pandemic period.

The Practice Distribution of masks to the inhabitants of Meprathupady Panchayat and supplying of food kits at the government hospitals.

Evidence of Success

Distributed masks to the locality.

Developed a link with the beneficiary communities

Brought the students to face socio-environmental concerns and national development.

Problems Encountered and Resources Required

Time and financial constraints

Note:

The practice highlighted the social commitment of our students.

BEST PRACTICE - II

ICT FOR PRODUCTIVE TEACHING-LEARNING.

Objectives:

build confidence to use technology, promote ICT skills, provide a "Head-Heart-Hand approach to learning- 3H", encourage students to creative learning, and make awareness of different web-based tools.

The context

ICT-enabled classrooms in the college and schools have a favorable impact.

The practice

The campus is Wi-Fi enabled. Faculty and students use ICT for the entire teaching-learning activities.

Evidence of success-

ICT through multimedia provided the teaching-learning process a successful one.

PROBLEMS ENCOUNTERED

Network issues.

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

INSTITUTIONAL DISTINCTIVENESS

1. UPHOLDING VALUES

Some of the value-based activities are as follows:

- Morning assembly
- Organizing seminars, debates, and table talks on various social issues.
- Observation of days of importance. Celebration of national and cultural festivals.
- Arranging community-oriented programs such as community living camps, blood donation camps, etc.
- Honoring eminent teacher personalities and elderly persons who make
- services in society.

2. WELFARE PROGRAMMES FOR THE SOCIETY

The institution organizes various activities for the welfare of society.

- Counseling.
- Legal consultancy.
- Students serve as volunteers and judges for the various programs organized by the GOs and NGOs.
- Providing food grains for the needy.
- Teaching aid distribution.
- Faculty members and students in the various community programs.

3. TEACHING LEARNING

- Mentoring and remedial teaching.

- Techno-pedagogy.
- .Book banking.
- Team teaching.
- Alumni supported teaching practices. Experiential learning.
- Reflective learning.

4. RESEARCH CONSULTANCY AND EXTENSION SERVICES

- Faculty serves as research consultants and guides
- Research publications.

5. NATURE FRIENDLY

- Plastic-free campus.
- Herbal gardening.
- Organic farming
- Bio-Waste management system.
- SUPW from reusable waste materials.

6. PHYSICAL AND MENTAL HEALTH

- Yoga and Aerobics classes.
- The practice of sports and games.
- Counseling classes.
- Pre-marital counseling sessions.
- Regular prayer and holy books reading.

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