



YEARLY STATUS REPORT - 2021-2022

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	IQBAL SQUARE, MEPRATHUPADY, VENGOLA
• City/Town	PERUMBAVOOR
• 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												
• Name of the IQAC Co-ordinator/Director	SREEJA V												
• Phone No.	7034510382												
• Alternate phone No.(IQAC)	04842522583												
• Mobile (IQAC)	9400980382												
• IQAC e-mail address	aimnetcollege@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/AQAR%202020-21.pdf												
4.Whether Academic Calendar prepared during the year?	Yes												
• if yes, whether it is uploaded in the Institutional website Web link:	http://www.nationalcollege.edu.in/downloads/Diary-2021-22.pdf												
5.Accreditation Details													
<table border="1"> <thead> <tr> <th>Cycle</th> <th>Grade</th> <th>CGPA</th> <th>Year of Accreditation</th> <th>Validity from</th> <th>Validity to</th> </tr> </thead> <tbody> <tr> <td>Cycle 1</td> <td>B</td> <td>2.77</td> <td>2015</td> <td>14/09/2015</td> <td>13/09/2020</td> </tr> </tbody> </table>		Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to	Cycle 1	B	2.77	2015	14/09/2015	13/09/2020
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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.													
<table border="1"> <thead> <tr> <th>Institution/ Department/Faculty</th> <th>Scheme</th> <th>Funding agency</th> <th>Year of award with duration</th> <th>Amount</th> </tr> </thead> <tbody> <tr> <td>NIL</td> <td>00</td> <td>00</td> <td>14/09/2015</td> <td>00</td> </tr> </tbody> </table>		Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount	NIL	00	00	14/09/2015	00		
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NIL	00	00	14/09/2015	00									
8.Whether composition of IQAC as per latest	Yes												

NAAC guidelines	
<ul style="list-style-type: none"> • Upload latest notification of formation of IQAC 	View File
9.No. of IQAC meetings held during the year	04
<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? 	Yes
<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>The academic year 2021-22 functioned partly online and partly offline mode. During the year 1. teacher training 2. research 3. social extension activities 4. day celebrations 5. club celebrations etc. were carried out.</p>	
12.Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year (web link may be provided).	

Plan of Action	Achievements/Outcomes
e of learning for students,preparing year plan,academic calendar	B.Ed 2019-21 batch attended commission in blended mode.
Readers DConducting Blended moday	Increased awareness on reading as a hobby and as a routine.
Observance of Yoga day	Spiritual upliftment, increased concentration and integrated health through Yoga activities
Psychology club-Mentoring on Teacher Education	Importance of mentors in the collaborative learning environment
Mathematics Club Inauguration	The fundamental learning arithmetic and recreational values of club.
GTA meeting	Cooperation of guardians and teachers in the learning environment.
Talk on Hiroshima Day: Avoiding a Third World War	Awareness on nuclear hazards and banning of wars
Independence Day Celebration	Created a sense of national integration
Onam Celebration	Celebrated the state festival through online mode with much enthusiasm
Teachers Day	The importance of teachers in the past, present and future is indispensable.
Gandhi Jayanthi	Respected our father of nation and highlighted the importance of Wardha education scheme
Teaching practice of third Semester B.Ed	Student teachers took part in teaching practice through blended mode
Orientation programme for new B.Ed Batch	Discussed multidimensional aspects of the B.Ed &M.Ed programme.

Talk on World AIDS day	Increased awareness on AIDS and its consequences were dealt with
National Energy Conservation Day	Promoting green energy instead of brown energy in all sectors of life.
Thesis work allotment	M.Ed students submitted research proposals and teachers were allotted for guidance.
Christmas Day	The festival of simplicities and pious was celebrated with full enthusiasm
UN Environment programme	After COVID recovery and climatic change were highlighted
Republic Day	Created national integration among students.
A talk on counselling while teaching	Talked on the importance of counselling services for schools as per NPE 2020 guidelines.
Psychology club activity	Highlighted the importance of psycho-social development.
Community service programme for first sem B.Ed	Increased awareness on working with community
International Womens Day	The role of women in all sectors of working world and how to nurture a girl child for better future was dealt with
Community living camp	Man is a social animal and his role in a community with better adjustment and proper exposure was seen.
Sports Day	Students participated in different sports events and the day highlighted the development of physical aspects.

13. Whether the AQAR was placed before statutory body?

No

- Name of the statutory body

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

14. Whether institutional data submitted to AISHE

Year	Date of Submission
2022	19/01/2023

15. Multidisciplinary / interdisciplinary

National College for Teacher Education is a co-educational teacher training institution that offers B.Ed and M.Ed programmes under M.G. University. The institution adopts a multidisciplinary approach in the following ways.

- The B.Ed programme caters to six programmes English, Mathematics, Physical Science, Natural Science, Social Science and Commerce.
- Core papers are taken in a combined mode. The practicum works selected by the students adopt community and school-oriented.
- Induction talks are rendered by experts from different fields.
- Students are classified into four houses representing all major options.
- Students attend camp, and study tours.
- The SUPW programmes different festivals of the college like Onam celebration, Annual Day, Christmas Celebration etc are celebrated housewise.

The college offers an interdisciplinary approach in the following ways.

- Students prepare scripts for art and drama.
- short film scripts and videos are prepared.
- Team teaching is provided in two or three disciplines.

16. Academic bank of credits (ABC):

Academic Bank of Credits (ABC) is for promoting learner-friendly approaches and interdisciplinary approaches. In the institution M.Ed course is provided with a number of electives. Students can choose the best course according to their aptitude. The PG and UG course is based on Credit based semester system. In each semester students get fixed credits from the University. Full credits are received by outstanding students in arts and sports activities. ABC encourages

lifelong learning due to community-related activities and extension activities. The credits are uploaded through University software during examination time. Complete transparency is kept while proving credits for internal assessment.

17.Skill development:

The institution offers Communicative English classes. Ms.Thasneem Ahmed handles Communicative English classes. Apart from this students get hands-on training in the development of PowerPoint, Prezi slides, blog creation, youtube films, poster making etc.

- Microteaching is a part of the curriculum that enhances trainees' proficiency in teaching.
- Internship for PG students like elementary and secondary provides confidence and support.
- Skill in writing a research proposal, research report writing, etc are dealt with eminent faculties of the institution.
- Students create all types of brochures for different programs of the college, and video films are taken.
- The community living camps offer so many social skills and cooking and catering skills.
- Students organise tour programmes to the southern regions of India where planning and implementation are completely done by them.

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

Even though English is the medium of instruction and examination, the faculties of the college take special care and support for students from different geographical regions of Kerala. The instruction is rendered through the Indian language Malayalam whenever necessary. The institution supports students who are using Malayalam as the medium of instruction and examination.

- Students engage in various cultural programs that foster multilingualism like Tamil, Hindi, Telugu, etc.
- Together with National school students celebrate National Days in a Multilingual way.
- The institution does not provoke any cultural issues but celebrates all important national days.
- Daily assembly includes readings from The holy books: Bible, Qoran, and Githa.
- Independence Day, Republic Day, etc are celebrated in the

college as per the instructions laid by the Education Ministry.

- Natural Science students visit places in the Idukki district especially in tribal localities to explore the agricultural pattern.

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

National College for Teacher Education follows OBE.

- Students are provided clear curricular and course objectives before starting the course and at the beginning of different semesters.
- Sufficient care is taken for attaining course objectives.
- The UG and the PG programmes on life skills, basic skills, professional and vocational skills, intellectual skills, interpersonal and personal skills.
- Faculties select diverse methods for rendering instruction.
- Students are favored for self-paced learning.
- College provides options for Communicative English.

20.Distance education/online education:

The year 2021-22 was the COVID pandemic year. So the instructions were rendered through blended mode.

- The instructions were rendered fully online during certain periods of the academic year.
- All the instructions were given online mode from 1st June 2021 to 1st November 2021.
- The teaching practice and school internship were conducted partly through online mode.
- The model examinations were online.
- The college organized a number of programs for students through online mode during the pandemic.

Extended Profile

1.Student

2.1

114

Number of students on roll during the year

File Description	Documents
Data Template	View File

2.2	100
Number of seats sanctioned during the year	
File Description	Documents
Data Template	View File
2.3	50
Number of seats earmarked for reserved categories as per GOI/State Government during the year:	
File Description	Documents
Data Template	View File
2.4	53
Number of outgoing / final year students during the year:	
File Description	Documents
Data Template	View File
2.5	50
Number of graduating students during the year	
File Description	Documents
Data Template	View File
2.6	55
Number of students enrolled during the year	
File Description	Documents
Data Template	View File
2.Institution	
4.1	1991699
Total expenditure, excluding salary, during the year (INR in Lakhs):	
4.2	25
Total number of computers on campus for academic purposes	

3. Teacher	
5.1 Number of full-time teachers during the year:	15
File Description	Documents
Data Template	View File
Data Template	View File
5.2 Number of sanctioned posts for the year:	15
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	
<p>National College for Teacher Education, established in 2002 by Allama Iqbal Memorial National Foundation for Education and Training (AIMNET), Ernakulam, Kerala. This institution programmes that equips teachers with techniques and modern pedagogy strategies that helps them to better connect with, manage, and teach to their students in a manner which ensures that all students are learning and benefitting. Under the leadership of Principal should discuss academic duties with each faculty member at the beginning of each academic year and when courses schedules are being prepared. As a highly engaged member of this Foundation Team, individual will excel in managing multiple with an eye toward details. The Academic Calendar helps students getting the full visibility of events that would happen during the year. The advance release of Academic Calendar also makes sure the scholastic and co-scholastic activities and events happen. College stakeholders include staff, students, school boards, parents, families, and community organizations. Their interests or concerns will vary, but the central focus is on the students. In time table, periods are also allotted for Art, craft, Drama, yoga and other curricular activities that allow students to follow their passion.</p>	

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

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

B. Any 5 of the above

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

A. All of the Above

**students through Website of the Institution
Prospectus Student induction programme
Orientation programme for teachers**

File Description	Documents
Data as per Data Template	View File
URL to the page on website where the PLOs and CLOs are listed	http://www.nationalcollege.edu.in
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

09

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/brochure461.PDF

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

02

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

02

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

113

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

113

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

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

All of the above

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

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

113

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

113

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.

Teachers need a variety of skills, education and training to become

proficient in their careers. They also need superior interpersonal skills, such as patience and the ability to remain calm in stressful situations. Collaborative skills enable them to work productively with their colleagues. Teacher education is the process of attending to people's needs, experiences and feelings, and intervening so that they learn particular things, and go beyond the given. Interventions commonly take the form of questioning, listening, giving information, explaining some phenomenon, demonstrating a skill or process, testing understanding and capacity, and facilitating learning activities. Equally clear, we need expertise, we need content. our game; Regarding faith, practice and teachings as religious teachers; And, as pedagogy, ethics, human development and development and social life. Good teachers have a deep knowledge of the subjects they teach, and when teachers 'knowledge falls below a certain level, it is a significant barrier to students' learning.

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

Progress in modern education has direct implications standard of living reflected by a nation, and this is fittingly justified by the rapid development of India in recent times. Today, education is being utilized as a powerful tool to build a society based on knowledge and progressive temperaments, while upholding the tender framework values and ethics intact. Considerable improvements, in both quantitative and qualitative terms, have created a space for a positive outlook toward society, in general. However, to augment education to a higher level, it is imperative for educational bodies to undertake modern-age steps - one of the most prolific being diversity in the classroom. Valuing diversity is one of the most important ones he/she must fulfill. With progressive measures, one

can uphold diversity and openness while promoting humanity at large. A few techniques to promote diversity: taking the patience to acclimatize oneself to the student's background, interests, and learning style, allotting time for the students to learn about each other and gain an appreciation for the diversity they bring to the classroom in different ethnicities to class as resources. Showing zero tolerance over bullying, teasing, and other put-down behavior, and encouraging student through intrinsic mode.

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 Provide a Unique learning Experience which will enable the students to realize their potential and mould their overall Personality. To make available equal opportunities and ensure support without prejudice based on gender, class, caste, religion and economic status. The institution support and providing the various resources like library, technological facilities, and internet facility for effective the teaching - learning process. By learning about new topics and meeting leaders in their field student feels encouraged and motivated. Through workshops, seminar helps both students and teachers to gain information about their way of work or how things take place. A service club activities exists for voluntary or charitable activities. There are clubs devoted to hobbies and sports, social activities clubs, political and religious clubs, and so forth. National celebrations and festivals remind us of the significance of freedom, democracy, and peace. These festivals are celebrated by the way of spreading unity and harmony among people. Student teachers feel themselves grow through experience and they begin to link to a culture of teaching. During practice teaching, they feel engaged, challenged and even empowered.

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

1.4 - Feedback System

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

All of the above

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

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

Feedback collected, analyzed and action taken

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

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

113

2.1.1.1 - Number of students enrolled during the year

113

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

50

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

53

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

00

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

00

File Description	Documents
Data as per Data Template	View File
Certificate of EWS and Divyangjan	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.

Assessment Process

The institution strictly follows university guidelines for the assessment process.

The assessment process is done for general papers and optional subjects. In general papers students from six optional subjects viz English, Mathematics, Physical Sciences, Natural Sciences, Social Sciences, and Commerce. Before giving induction the course outline is described by the Vice Principal. There is internal and external assessment. Internal assessment is in the form of practicums and external assessment is in the form of practicals and university examinations.

Each optional teacher gives a sample entry test for students. The entry test consists of items from secondary-level knowledge. Apart from this group discussions are conducted by teachers regarding the quest for the teaching profession, selection, future plans, etc. The students enrolling in the institution are IQ-wise average or above-average students. Very few married students have family issues and are given an extra one hour of time in the library for learning.

A few students who have learned their schooling in their mother tongue feels difficulty in following English instruction. So students are given instruction in a bilingual format that is English and Malayalam. They are given the option of writing examination and lesson plans in their mother tongue.

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

2.2.3 - There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students No Special effort put forth in accordance with learner needs Only when students seek support As an institutionalized activity in accordance with learner needs Left to the judgment of the individual teacher/s Whenever need arises due to student diversity	Four of the above
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File Description	Documents
Relevant documents highlighting the activities to address the differential student needs	View File
Reports with seal and signature of the Principal	View File
Photographs with caption and date	View File
Any other relevant information	View File

2.2.4 - Student-Mentor ratio for the academic year

1:10 FOR A BATCH

2.2.4.1 - Number of mentors in the Institution

06

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 well-qualified teachers of the National College for Teacher Education, Vengola, benefit from teaching using modern teaching methods to facilitate and enhance learning. The faculty members make their teaching process reflective and flexible, using different methods such as a project, problem-solving, techniques using ICT, and lively strategies; discussions, buzz sessions, brainstorming, 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 reviews of the

practice teaching by the teacher educator and mentor tutor enables the students to reflect upon their performance. The internship program for the M.Ed. students provides 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, counseling, extension, and club activities such as social surveys, orphanage visits, tribal area visits, organ donation, etc. Teachers used the most effective methods based on educational goals, lesson content, and student needs and interests. The institution provided comprehensive facilities for acceptable teaching-learning and practices, enhancing students' knowledge and assisting them in becoming successful citizens and creative educators.

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

06

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

99

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

The mode of learning in the academic year 2021-22 was in blended form. The following strategies were adopted for effective mentoring.

1. Make faculty available-the online classroom sessions were made available according to the student's convenience. Sessions were started from morning 6 a.m to night 10 pm. Doubt-clearing sessions

were handled through the watts app and voice messages.

2. Foster students community- teachers provide a support system through watts app groups. Each optional teacher has a watts app group for optional students where they can communicate their difficulties. Google Meet was conducted on a weekly to monthly basis for overcoming learning difficulties by all students and faculties of the institution.

3. Be attentive-the constructive feedback of students regarding their learning conditions such as poor internet availability, charging and staying in class for three to four hours, poor data packages were discussed in the community, and suggestions were given for sufficient intervals of half an hour between classes. The teaching practice sessions from November 2021 to February 2022 were done only in the forenoon session and in the offline mode.

4. Research community was encouraged to carry out thesis work by using Google platforms for data collection and assessment.

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

Three 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

The academic session 2021-22 went through blended mode, and most of the teaching-learning sessions were carried through cloud platforms, and the mentors and students used varieties of PowerPoint presentations. The presentations fostered technological creativity by amalgamating videos, audio, and text. Throughout the classrooms, students used virtual classrooms, smartboards, and communication platforms to foster intellectual and thinking skills.

The intellectual and thinking skills were enhanced through microteaching sessions, M. Ed inductions classes, discussion, demonstration, and criticism classes, and practice teaching sessions.

The following programs increased empathy and life skills.

Communicative English classes, NET/SET/KTET coaching classes, workshops on teaching aids, value education classes, club activities, SUPW and extension activities, social area, and 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

All of the above

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)

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

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

Ten/All of the above

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

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

Two of the above

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

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

All of the above

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

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

All of the above

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

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

All of the above

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

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

All of the above

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

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

The internship programme for UG and PG courses is planned systematically.

For the B.Ed programme the list of selected schools is given to students for selection according to their convenience. The selected list of schools and students is conveyed to the respective school authorities for approval. The approved list is conveyed to students. They will collect the timetable and prepare the lesson plans. They will undergo internship/teaching practice as per the university guidelines.

For the PG programme, students have to undergo internships related

to elementary education and secondary education. For elementary education, students will select the concerned elementary education institutions and elementary schools and undergo internship according to the university guidelines. For secondary education, students will select secondary schools and the college itself for doing an internship programme.

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

53

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

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

Seven/Eight of the above

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

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

The institution adopts effective mentoring mechanisms during the internship. The internship in the UG program of the college started in the month of November 2021 and was completed by February 2022. The Principal, Vice Principal, and the office staff charted the list of schools for internship. They discussed with the internship schools regarding the availability of classes during the pandemic time, and arranged forenoon sessions for teaching practice.

Role of teacher educators

Since blended learning is adopted as a learning strategy care was taken for ensuring ICT-enabled lesson plans.

Classes were monitored by teacher educators, school teachers, and teacher trainees on Google platforms. Care was taken regarding attendance, the mode of presenting the content, and assessment practices.

Assessment sheets were collected from school teachers regarding trainees' class effectiveness.

Apart from the above students have self-assessment and peer assessment where they can assess and compare their strengths and weaknesses.

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	

12

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

04

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

15

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

15

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

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

The faculties of the National College for Teacher Education are

members of optional subject groups of Mahatma Gandhi University. They undergo online webinars for professional development. Apart from this, the college conducts weekly FDP programs to discuss novel areas in education. Their knowledge is updated through the FDP programs of the college. Teachers are the resource persons for many seminars organized by the college. Social networking platforms are used by the faculty for interacting, providing Virtual Learning Environment, and for increasing content knowledge. Teachers collaborate with other institutional faculties through cloud platforms and discuss current and modern teaching and learning strategies, curricular and co-curricular aspects, and evaluation aspects.

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

For the UG programme following is the CIE pattern

- a) Internal or In Semester Assessment (ISA)
- b) External or End Semester Assessment (ESA)

For each paper, there is a credit point and Semester Credit Point Average (SCPA). Grades are given on a seven-pointscale from A+(outstanding) to F(Failure). For a pass in a theory course the student must get a minimum E (40%) with a CPA of 5 and for practicals D grade (50%).

Teachers give internal work according to the University guidelines and give sufficient time for submission. Apart from this Model examinations are conducted at the end of each semester for thorough revision and ISA.

ESA is conducted as per university guidelines and CCTV surveillance is strict in the Principal's room.

For the PG programme, there are four semesters; Semester 1-five courses, Semester 2-5 courses, Semester 3-2 courses, and

Dissertation and Semester 4-3 courses. For each semester there are 20 credits. Internal marks are given for one assignment/seminar (5), two practicums(5), and two internal tests (10). Apart from this attendance is mandatory.

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

Five of the above

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

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

The Grievance Redressal mechanism of the college is transparent and approachable for all. Once the ISA scores are entered it is published for correction and student opinions. The low scores are rectified by improving the internal practicum work. The staff advisor of the college and the Principal together deal with all types of grievances. The mentor or the concerned faculty is the

first person to Tentering ISA and avoid grievances. If the faculty cannot solve a grievance then it is dealt with by the staff advisor and the Principal. There is a suggestion box for student grievances. Any student can directly put the issue in the box. Orientation for students Grievance is given at the beginning of the course.

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 calendar for the conduct of ISA is prepared before the course begins. It is in accordance with the university calendar. The approved calendar is uploaded to the college website. All faculties prepare year plans and monthly plans for the smooth conduct of ISA. The approved year plans from the Principal for UG courses and the Head of the Department for PG courses. The practicums are given at the beginning of the course (during the first month itself). The scores for the practicum are published for correction by the students. Students can resubmit the practicum for better scores. Model examinations are conducted during the last month of the semester as part of internal evaluation. The combined scores for practicum(5) and model examination (48/50=4.8/5) are $5+4.8=9.8$ for internal marks out of 10 and for internal marks out of 20, practicum(10) and model examination marks (out of 10) combined together. The obtained scores are uploaded to the university website for scores.

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

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.

The PLOs and CLOs for the UG and PG courses are given as vision highlights in the syllabus of Mahatma Gandhi University. At the beginning of each semester, IQAC conducts a meeting for ensuring alignment with the University norms for PLOs and CLOs. The Semester plans are prepared by teachers and discussed for clarity in further staff meetings. The institution adopts several strategies for implementing PLOs and CLOs. The ICT-enabled classrooms, collaborative learning platforms, community-related learning strategies, extension activities, value-added courses, coaching for minority students for entry into public sector jobs, alignment with locality schools for smooth conduct of teaching practice and internship, student-initiated community living camps and tour programs, SUPW programs, club activities, lab equipment all contribute to a synchronous teaching-learning environment with the stated PLOs and CLOs.

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 PLOs and CLOs of the University are given in the Handbook for students. The Academic Calendar and Handbook are uploaded to the college website for open access by students. Students take all initiatives and are the authorities for the smooth conduct of the various programs of the college and submit the report with the Geotag photos. Students are free to use web-based technologies in the classrooms. This makes them create excellent ICT-related works for practicums and practicals. The majority of the students are

hostelites or live in rented apartments in the locality. They are utilizing community resources for their studies. Some students are vloggers. Students develop professional skills and soft skills inside the campus in a collaborative way. Strict surveillance during teaching practice by the teaching faculties and school teachers enables efficient internships. The PG students take internship programs inside the campus, which ensures ability grouping. Peer tutoring, mentoring, and cloud platforms, all contribute to excellence in Education. The institution conducts Union Elections in line with the University without any political influence (the campus is politics-free). Many students pass KTET exam categories and receive placement within a year's time.

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

50

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.

Students keep a steady and progressive track of performance on various assessment tasks. The institution adopts a multilingual

pattern of instruction for entry and exit. This keeps students coming from very rural areas to grasp the content easily and complete the tasks without any difficulty. For example for facing the challenges of education in the modern world, the organization conducts live induction programmes at the beginning of the course. Teacher competency, motivation, and sensitivity toward the teaching profession are developed over the course of time. Students are made aware of their constitutional rights through the celebration of days and classroom transactions. They are made competent in the technology world through the transmission and transformation of technological knowledge. Students perform Yoga practices and Health and Physical education activities for personal integrity and healthy development. They undergo internship in inclusive classrooms and adopts diagnosis and remediation practices for enabling quality. They carry out campus cleaning, SUPW activities, environmental day celebration, and gardening for environmental sustainability. The day celebrations including arts day and the creation of portfolios show the real creativity of students.

File Description	Documents
Documentary evidence in respect to claim	View File
Any other relevant information	View File

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

https://docs.google.com/spreadsheets/d/1nBc1awDbTLeJTRO4sumRUMHXU1TP1fkKlVTPOfw_DGI/edit?usp=sharing

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

00

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)

00

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

One 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

Three of the above

tank etc.) to identify possible and needed innovations Encouragement to novel ideas Official approval and support for innovative try-outs Material and procedural supports

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

04

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

56

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

103

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

103

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.

By recognizing the importance of adults being educated, a talk on Adult Education was organized in our institution accommodating the adults of neighbouring areas of the institution. Serving the poor, being humanitarian is the quality that a teacher educator or student teacher must internalize through. Food for poor programme was arranged by our students on 16th October, 2021. Talk on legal help for woman was arranged in the institution on 'Law Day'. Mothers from the nearby area were participated in the talk. Students visited kunjippara colony to distribute learning materials the school going children. Eye camp was arranged in the campus on 23rd February, 2022. Fathima Eye Clinic Centre, Perumbavoor made arrangements for

the camp. Members from our panchayat, our staff also participated in the camp. The eye camp was conducted as part of community living camp. Students visited special schools on 24th February, 2022 and spend the day with having fruitful interactions with them. As a part of community living camp, our students visited nearby homes and arranged vegetable gardens near to their kitchens.

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

02

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

02

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 common classrooms are furnished with a computer and an LCD projector. The classrooms are roomy and have good ventilation. Each classroom includes enough seats and cabinets or almiraahs to store teaching materials. Individual tables and chairs are present in M.Ed. classes. Science and math resource centres, psychology resource centres, ICT resource centres, arts and crafts resource centres, health and physical resource centres, and library services are all adequately equipped at the college. There are 25 computers at the college, 15 of which are located at the ICT Resource Center. Students and faculty have free access to the Internet. It promotes students to employ multimedia, including web browsing, downloading, uploading, and blogging, to create and communicate knowledge. The college is 3040 square metres in size overall. The institution's multipurpose room is used for a variety of curricular and extracurricular activities. The institution has a well-designed play area with a running track, basketball court, and a separate sports room for extracurricular activities. For the sake of its students, the institution offers a dorm and a dining hall. It also offers extracurricular amenities such a daily newspaper, magazine, and sports facilities. Enough effort is made to maintain the campus's beauty and cleanliness.

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

03

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)

204687

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 needs of every member of staff and student are met by the library. We employ KIN-Library SYS'S EX PLUS (Software). This programme is used in the College for stock verification, book transaction such as issuing, biometric cards for students, and barcoding for books.

return, booking, renewal, etc. The user may identify books very easily with the help of this automation programme. The digitised bibliographic details of books, theses, bound volumes, reference books, periodicals, etc. are searchable by library patrons. There are various reading spaces at the library. The counter displays all journals, magazines, newspapers, student manuscript magazines, college magazines, etc. For the convenience of posting vital information, a Notice Board is situated outside the Library and another one is situated inside the Reading Room.

Students first participate in a user orientation programme. Through need-based library services, the Library assists the College's faculty and research scholars. The Library keeps copies of articles retrieved from the Internet as well as pieces from newspapers and periodicals that are focused on education and research in a clipping file. The requirements for updating the library and information system are reviewed by the library advisory committee on a regular basis.

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

8330

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

248

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://www.nationalcollege.edu.in/downloads/brochure564.PDF
Any other relevant information	View File

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

All of the above

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

4.3 - ICT Infrastructure

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

The necessary hardware and software maintenance is carried out on computers and their accessories. Students must create a power point presentation and a digital lesson plan in order to teach their subjects in classrooms. Both inside and outside of the college, students are encouraged to give their seminars using power point. The students receive instruction on MS Office software and tools. Internet access is available to students at the computer lab and

library. Before engaging in teaching practise, students receive instruction on how to utilise an OHP, LCD, and PC. Throughout their internship, they create power point presentations. If the schools allow them the chance, they can be used to the best of their ability. .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

01:06

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

File Description	Documents
Receipt for connection indicating bandwidth	View File
Bill for any one month during theacademic year indicating internet connection plan, speed and bandwidth	View File
Any other relevant Information	View File

4.3.4 - Facilities for e-content development are available in the institution such as Facilities for e-content development are available in the institution such as Studio / Live studio Content distribution system Lecture Capturing System

One of the above

(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	00
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	00
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)****1397618**

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/library.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

One/Two 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

Nine or more 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

B. Any 3 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
03	50

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).

25

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)

06

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

30

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

Five/Six of the above

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

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

01

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

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

through which Alumni Association acts as an effective support system to the institution in motivating, nurturing special talent in not more than 100 - 200 words

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[1]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 is a self-financing co-educational institution with permanent affiliation under Mahatma Gandhi University, Kottayam. The institution is managed by a registered trust. The college was established in the year 2005. Sanctioned seats for B.Ed and M.Ed is 50. The institution is situated left side of Meprathupady junction from Perumbavoor-Puthencruz road. The main road is nearly 500m from the institution.

The nearest railway station is Aluva.

Vision-Power of knowledge and fortitude of values.

Mission- Excellence, vision, and commitment to society.

The vision and mission statement is reflected in the governance, perspective plans, and participation of the teachers, students, and non-teaching staff in its decision-making.

The minutes of the staff meetings held during the academic year 2021-22 regarding decision-making give strong evidence for the above statement.

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, H.O.D M.Ed, Staff Secretary, and Superintendent. The Management follows the effective policy of participatory management and decentralization in academic and administrative matters. There are various committees headed by different teachers in the college for carrying out academic duties. The faculty and staff work together for the administrative aspects. The Principal is the head of all committees. The IQAC coordinates academic activities through noticed meetings and reports. The academic plans are set in the meetings. The actions are taken unanimously and teachers and students work collaboratively and cooperatively to complete all plans. The office staff provides all

support for completing the plans.

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 National College for Teacher Education maintains transparency in its financial, academic, and other functions.

The maintenance of transparency is kept in the following ways.

Financial

- The tuition fee is collected according to the University rules and regulations.
- The donations collected under Management seats are maintained through receipts.
- The college proa vides salaries to the staff as per Government norms.
- Financial expenses needed for various programs of the college are maintained in the college office.
- The other activities such as gardening, maintaining the hostel, salary paid for the warden, etc are maintained in the expenditure register.

Academic

- There are various committees headed by the Principal in organizing and setting plans for curricular and cocurricular aspects.
- Timetable, teaching hours, curricular planning, and different type of evaluations are discussed among faculty and students.
- Regular feedback is collected from students and teachers regarding the effectiveness.
- All days are celebrated with students' participation and due consideration is given to their opinions.
- The institution organizes PTA meetings and parental involvement related to attendance is mandatory.

Administrative

- The Administrator, Manager, and Principal jointly take actions related to the selection of staff, expenditure details, etc.
- All the vouchers are kept in files.
- Annual budgeting and maintenance of expenses are done by office staff.
- The financial statements are audited by the Chairman.

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 Strategic Plan is effectively held through various committees of the college. The most significant committees of the college are Advisory Committee, Anti-ragging committee, Discipline Committee, Grievance Cell, Guidance & Counseling Cell, IQAC, and Placement Cell.

Advisory Committee is for monitoring the functions of the Library and noting down the requirements. The requirements are forwarded to the Management.

Anti-ragging Committee-Freshers often face problems related to ragging. But the committee under the supervision of the Principal and Vice Principal considers all matters related to ragging and immediate actions are taken in such manners.

Discipline Committee- The discipline committee including both male and female staff maintains the discipline of the college. The nearby Police staff also provides support for maintaining the discipline of the college.

Grievance Cell-Students can report all the grievances related to the college to the Vice Principal and female staff.

G&C Cell-The cell provides guidance and counseling related to hostel life, education, and career.

IQAC-The IQAC met three times during the year for taking academic support for teaching-learning activities.

Placement Cell-the Placement cell of the college has enhanced the career dreams of many pass-out students.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	http://www.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.

National College for Teacher Education is established and managed by Allama Iqbal Memorial National Foundation for Education and Training(AIMNET). The Management strictly follows the rules and regulations of UGC, NCTE, and the Government of Kerala.

The Management Committee and Administrative Committee convene before the beginning of every academic year. The committee collects feedback from stakeholders of the institution.

The policies are available on the website regarding functioning. Teachers are recruited after interviews conducted by the staff and the Manager. Teachers are paid according to the State Government rules. The appointment is for a two-year of probation.

The details regarding appointments and service rules are given in the appointment letter.

File Description	Documents
Link to organogram on the institutional website	http://www.nationalcollege.edu.in/downloads/brochure290.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

Five/Six of the above

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

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

National College for Teacher Education has various committees to conduct several meetings and implement their resolutions.

In the Academic year 2021-22, three meetings were done on the IQAC part and a number of online meetings were conducted in online and offline modes.

Frequency of meetings during the academic year.

- Administrative bodies-annual.
- Management Committee-quarterly.
- Staff council biweekly.
- IQAC/any other similar body: Quarterly.

- Planning Committee: half yearly
- Academic Committee: quarterly.
- Research committee: quarterly.
- Anti-ragging and Sexual Harassment Cell-Whenever needeCounseling
- Guidance and Councelling Cell-quarterly.
- Women EmpowermGrievanceQuarterly.
- Grievanne Redressal Cell for staff-Monthly.
- SC/ST Minority Cell-Half yearly.
- Guardian Teacher Association-Yeraly.

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

Two teachers secured Ph.D. degrees during the year 2021-22.

The National College of Teacher Education provides welfare measures for the staff and the family.The following are the measures.

- Financial assistance for Participating in Faculty Development programs.
- Duty leave for attending seminars, workshops etc.
- Residential facilities for male staff outside the campus and female staff inside the college hostel.
- Medical assistance and medical leave.
- Loan facility.
- Maternity Leave.
- Provident Fund and ESI.
- Grievance Redressal for Staff.
- Wi-fi access.
- Secretarial assistance for doing research work.
- Restroom for teachers.
- Prayer room for teachers.

- Loan without fine for library books.
- Printouts for teaching learning materials at free cost.

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

00

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.

04

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

01

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.

- The performance of teachers is systematically evaluated using feedback from groups employers group, employers, and by self-assessment.
- Feedback on teachers, courses, curriculum, institutional facilities, campus experience, non-teaching staff, etc, is 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.
- Feedback data is collected regarding the teaching-learning process, research activities, and services of the staff.
- The collected feedback is evaluated by the academic committee and measures are taken for improvement.
- The Management closely monitors the performance of the staff members in curricular and co-curricular activities.
- Non-teaching staff are specially trained for office management.
- The Annual Confidential Report and the Performance Appraisal System has significantly helped in the evaluation of the

performance of the employee by motivating them, analyzing their strength 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 financial transactions twice a year to ensure financial compliance. The audit committee thoroughly verifies the income and expenditure details and the compliance report of the audit is submitted to the management of the institution through the Principal.

- Before the commencement of the annual year Principal submits a proposal for budget allocation.
- The planning committee prepares the Annual Budget which is discussed and ratified by the Management Committee.
- The Administrative Officer and Office Superintendent mamagmanagefinancial matters and maintmaintainaccounts.
- To ensure transparency all payments are made through cheques.
- Internal audit is conducted by a body-authorized by the Manager.
- There is external and internal audits.
- The accounts of the Institution is audited by Mr.M.A.Moideen and Associates.

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)

00

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.

National College for Teacher Education is a self-financing Teacher Education institution. The revenue is collected from course fees and financial support from the management. The source of income is legitimate and accounted. The institution follows a planned mechanism for mobilisation of the funds and resources.

- The financial committee monitors the optimum utilization of funds for recurring and non-recurring expenses.
- The purchase committee seeks quotations from vendors for the purchase of equipment, computers, books, etc.
- The quotations are scrutinized by the financial committee and purchase committee and the decision is taken for pricing, quality, and, terms of service.

The Accounts Department ensures that the expenditure lies within the allotted budget.

Adequate funds are allocated for effective teaching-learning practices like orientation programmes, workshops, interdisciplinary activities, and training programmes that ensures quality education.

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

6.5 - Internal Quality Assurance System

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

The IQAC meets thrice a year.

At the beginning of the year for

- setting parameters for outcome-based education.
- checking continuous and comprehensive evaluation.
- providing time-based teaching-learning parameters.
- arranging co-curricular, extracurricular, especially community-based activities.
- Organising all functions of the college.

During the middle of the year

- for verifying achievements of past six month activities.
- for setting targets for the remaining monthly activities, commissions etc.

Year ending/March last week.

- reviewing the works done during the annum.
- checking the quality parameters of teaching/learning.
- special recommendations for the next year.

The IQAC C forms a committee with the coordinator, Principal and representatives from teaching and non-teaching staff.

The minutes of the meetings are kept in the records.

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 reviews the teaching-learning process monthly.

- Year plan is prepared by the faculties of the institution.
- The faculties prepare semester plans.
- The institution fosters active learning through blended mode.
- Cloud computing software is used for keeping soft copies of assignments.
- Hard copies of all internal and external works are kept in the IQAC room.
- Short films and all other students' works are published through social media.
- Teachers are reviewed by expert assessment and student review.
- Complaints are seriously dealt with.
- Not only teaching/learning but the well-being of students, character formation, etc are paid with.
- Students are provided with the best living conditions inside and on the premises of the college.

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

04

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 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

Four of the above

File Description	Documents
Data as per Data Template	View File
Link to the minutes of the meeting of IQAC	http://www.nationalcollege.edu.in/downloads/brochure19.PDF
Link to Annual Quality Assurance Reports (AQAR) of IQAC	http://www.nationalcollege.edu.in/downloads/AQAR%202020-21.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

National College for Teacher Education keeps track of the improvements achieved in academic and administrative domains.

The college placed 8th position in the results of the M.Ed 2019-2021 batch.

Also tenth position in the results of the B.Ed 2020-22 batch.

Both batches came out with a cent percentage to pass out.

The above results showcase the timely actions taken by IQAC for improving academic standards. Even though the online mode was adopted for teaching during half of the sessions, students were highly motivated due to the convenient timing selected for studies, especially in the morning sessions.

The ICT-enabled classes with virtual reality, online submission of assignments, and regular online examinations motivated the students for securing high results.

The patient support from the faculties and administrative staff in carrying out classes in the blended modes resulted in high pass rate.

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 reduces energy consumption

through methods that are consistent with a safe ,safe and inviting campus community. There is a progressive approach in campus to provide energy efficiency and cost effective operations. This policy will be reviewed and updated periodically as public awareness, management techniques and technological change. The campus is green campus and it provide proper temperature set points. Faculty , students and staff seriously working on tree planting project on our campus. Use of LED bulbs and tube lights helps to save money on electricity. The campus also promote proper usage of computer and office equipment for energy conservation in there work space.

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 of teacher education imparts the vision to maintain a good waste management system in our campus. Our campus is a plastic free campus. A holistic and sustainable waste management system is important to conserve the environment. Biogas plant is installed on the hostel campus for converting biodegradable waste into biogas. We are maintaining a good garden in the campus .our campus is tobacco free .The institute waste management methods are divided into three Solid waste management ,liquid waste management and E waste management. The college has built sanitary napkin incinerators. The liquid wastes are used to water the plants and grass in our campus. Food wastes are also provided to farmers. All types of garbages are delivered to external agencies for recycling. The technical assistant is responsible for repairing and repurposing electronic goods. UPS batteries are repaired and exchanged by vendors. There is a committee in college 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

Three of the above

Sewage Treatment Plant	
File Description	Documents
Documentary evidence in support of each selected response	View File
Geo-tagged photographs	View File
Income Expenditure statement highlighting the specific components	View File
Any other relevant information	View File
7.1.4 - Institution has water management and conservation initiatives in the form of 1. Rain water harvesting 2. Waste water recycling 3. Reservoirs/tanks/ bore wells 4. Economical usage/ reduced wastage	Two of the above
File Description	Documents
Income Expenditure statement highlighting the specific components	View File
Documentary evidence in support of the claim	View File
Geo-tagged photographs	View File
Any other relevant information	View File
7.1.5 - Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment Describe the efforts of the institution towards maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment in not more than 100 - 200 words	
<p>The institution maintains cleanliness through out its premises by keeping bins in an around every corner of the campus.The students are trained regarding the importance of keeping a healthy and clean environment.The campus is plastic free.Dust proof chalks are used in classroom.The national college of teacher education conduct a cleanliness day for the students to make our campus clean.To make the enviroment pollution free we are promoting students to use reusable water bottles,onsite garbade cans ,tobacco free campus,clean and hygeine campusetc.National college of teacher education strictly monitor every activities of the students and staffs for providing a pollution free and healthy environment</p>	

File Description	Documents
Documents and/or photographs in support of the claim	View File
Any other relevant information	View File
7.1.6 - Institution is committed to encourage green practices that include Encouraging use of bicycles / E-vehicles Create pedestrian friendly roads in the campus Develop plastic-free campus Move towards paperless office Green landscaping with trees and plants	All of the above
File Description	Documents
Videos / Geotagged photographs related to Green Practices adopted by the institution	View File
Circulars and relevant policy papers for the claims made	View File
Snap shots and documents related to exclusive software packages used for paperless office	View File
Income- Expenditure statement highlighting the specific components	View File
7.1.7 - Number of expenditure on green initiatives and waste management excluding salary component during the year (INR in Lakhs)	
Nearly 1,50,076/-per annum	
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 of teacher education has provisions for the healthy all round development of teachers. Students actively engage in programs that have an active social interaction. The syllabus includes SUPW which provides program such as observing days of importance, special school visit, organising community programs etc. The college has a women cell and conducts programs of days of importance like women's day etc. Women cell focus on the issues and needs of the present generation. The college regularly offers classes on value education. The institution offers visits to old age homes, special schools etc. The college conducts film shows, dramas on world disability day every year. Braille books are available in the library for visually challenged students. Guidance and counselling wing in the college make students active in participating all activities and gives necessary assistance for the students.

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 Practices 1

Clean meprathupady

The Community Service program of first-year B.Ed trainees was to clean the surrounding town of the college raising the slogan Clean Meprathupady. The program was inaugurated by Vengola Block Panchayath President Mr. Anwar Ali, Principal of the college Dr.N.Sethumadhavan and Assistant Professor Mr.Jayakrishnan P V.Students cleaned the surroundings from Meprathupady to Arakkapady, and creating awareness among people regarding the importance of public health and protecting our nature.

Best Practices 2

World AIDS Day program

On 1st December 2021, National College for Teacher Education organized several programs for creating awareness of AIDS.Mr.R P Jomon, Health Inspector of Public Health Centre, Vengola, delivered a message for the day and interacted with teachers and students. The awareness program was truly effective in relation to its spread and

impact on social and family life. There are various competitions like quizzes and poster making.

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 includes prayer, holy book reading, book review ,thought for the day, and national anthem

Arranging community oriented programmes ,Observing days of importance like teachers day, human rights day, womens day etc.

Blood donation camps and community camps are arranged

2 WELFARE PROGRAMS FOR THE SOCIETY

Counselling

Legal consultancy

Seminars and workshops

Teaching aid distribution

Students serve as volunteer for many community programmes

3 TEACHING LEARNING

Mentoring

Remedial teaching

Team teaching

Reflective learning

Experiential learning

Alumini supports for observational classes

4. RESEARCH CONSULTATION AND EXTENSION SERVICES

Research publication

Faculty services as guide

5 NATURE FRIENDLY

Organic farming

Bio waste

Herbal gardening

Plastic free campus

Organic farming

Materials from reusable waste materials

6. PHYSICAL AND MENTAL HEALTH

Conselling services in college

Yoga classes

Practice of Yoga and sports

Regular assembly including holy book reading ,prayer and thought for the day

Pre marital counselling sessions

Service of guidance and counselling wing

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