



YEARLY STATUS REPORT - 2022-2023

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 ,Mepmathupady,
Vengola**
- City/Town **PERUMBAVOOR, ERANAKULAM**
- 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) **9400980382**
- Mobile (IQAC) **+91484 2522583**
- IQAC e-mail address **aimnetcollege@gmail.com**
- Alternate e-mail address (IQAC) **nationalcollege09@gmail.com**

3.Website address

- Web-link of the AQAR: (Previous Academic Year) <http://nationalcollege.edu.in>
<https://www.nationalcollege.edu.in/downloads/aqar%202021-22.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-2022-23.pdf>

5.Accreditation Details

| Cycle | Grade | CGPA | Year of Accreditation | Validity from | Validity to |
|----------------|----------|-------------|-----------------------|-------------------|-------------------|
| Cycle 1 | B | 2.77 | 2015 | 14/09/2015 | 13/09/2020 |

6.Date of Establishment of IQAC**21/06/2012****7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNTT etc.**

| Institution/ Department/Faculty | Scheme | Funding agency | Year of award with duration | Amount |
|---------------------------------|------------|----------------|-----------------------------|------------|
| 00 | Nil | Nil | Nil | Nil |

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

NAAC guidelines

- Upload latest notification of formation of IQAC [View File](#)

9.No. of IQAC meetings held during the year 05

- Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? **Yes**

- (Please upload, minutes of meetings and action taken report) [View File](#)

10.Whether IQAC received funding from any of the funding agency to support its activities during the year? **No**

- If yes, mention the amount

11.Significant contributions made by IQAC during the current year (maximum five bullets)

The IQAC wing of the college had the following contributions during the academic year 2022-23. 1. Eco-friendly activities like Environment Day celebration, Study tour programs to Koorg and Wayanad, MOOC organic farming, Field trip organized by the Natural Science options to Vattavada, Community Camp Visit to Panelipporu, Study tour to Bhoothathankettu, Iringolkavu, etc. 2. The initiatives of the Ministry of Minority Welfare activities like coaching for P.S.C examinations and Pre Marital Counselling. 3. ICT enhancement in learning including one day State level hands-on workshop for technology-enabled tools and students blended learning school internships. 4. Awareness of the wellness of the Heart. 5. Inviting professional teachers for the celebration of a number of events and involvement of Cini artists and script writers for enabling the artistic talents of students.

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 |
|--|--|
| Environment Day Celebration on June 5,2022 | Students were made awareness regarding keeping the sustainable environment by talks and planting trees. |
| Yoga Day Celebration on 21 June 2022 | Students participated in various Yogic asanas and felt the need for keeping Yoga as a part of daily routine. |
| Guru Poornima On 13 July 2022 | Students presented papers on the importance of the day. |
| Ramayana Week from 18/7/2022-22/7/2022 | Students were made aware of the rich Kerala culture of celebrating Ramayana Week and how to read Ramayana. |
| Kargil Victory Diwas on 26/07/2022 | The day created patriotism through talks. |
| Independence Day on August 15,2022 | As a part of Azadi Ka Amruth Mahotsav students celebrated the day by conducting Quiz programme. |
| Aaravah-College Day on August 16,2022 | The College Magazine, the creative product was released on the day. |
| Research Paper presentations on August 23,2022 | The M.Ed. coordinator and PG students presented research papers. |
| SIGNUM-Science Exhibition by the school on September 26,2022 | The students of National School showed their superior talents and creativity in the science exhibition. |
| Induction programme for B.Ed. from 15/09/2022-19/09/2022 | Various professionals took motivational classes for the new B.Ed. Batch 2022-24. |
| Laharikkethire-Akattam Akalam- October 10,2022 | A rally conducted by the students of National School and College created awareness against drugs and the flash mob |

| | |
|--|---|
| | conducted by UG students were realistic. |
| Kerala Piravi and Talents Day, on November 1,2022 | New batch of UG students showed their talents on the day. |
| Dl.Ed.official Inauguration on November 2,2022 | The new batch of Dl.Ed students came to the college. |
| B.Ed. Graduation Ceremony | The pass out students of 2020-22 UG batch were given graduation certificates and toppers were given mementos and cash prizes. |
| Sports Day, on November 12,2022 | Students actively participated in the house wise activities of Sports Day |
| Science Day on November 14,2022 | International Science Day was celebrated and students were given poster competition and quiz competition and winners were given prizes. |
| M.Ed. inauguration and orientation on November 23,2022 | New PG students were welcomed and given motivational classes. |
| International Day for Violence against Women on November 28.2022 | Students were felt need of banning violence against women. |
| Communicative English Class, on 29th November 2022 | As part of B.Ed. curriculum communicative english class was given and students were made awareness regarding the use of English language for communication. |
| Christmas Day Celebration on December 23,2022 | All members of the college celebrated Christmas by handing over the gifts with dance and music. |
| EUNOIA -English club inauguration on December 22,2022 | Students performed different roles of Shakespearian drama |
| Orientation for placement abroad held on January 6,2023 | Students were made aware of how to pass through the entry procedures of abroad placements. |

| | |
|---|---|
| National Youth Day on January 13,2023 | The online session was informative about Swamy Vivekananda |
| Republic Day on January 26,2022 | The day was celebrated with patriotism and enthisiiasm. |
| KTET,SET and NET winners | Evening sessions were arranged from 3.30 pm to 4 pm for KTET coaching and a number of students passed KTET and SET examination. |
| MOOC Inauguration on February 2023 | The organic farming programme was inaugurated on the day and massive farming started at the college. |
| Human Rights Day on January 19,2023 | Awareness on different human rights were dealt on the day. |
| Convocation for the PG batch, March 2,2023 | The PG students of 2020-22 were issued graduation certificates. |
| International Womens Day on March 8,2023 | Pink Day was celebrated with talks and Self Defense Practices. |
| Hand on training for Technology enabled tools | Students were exposed to different technology enabled tools using mobile technology. |

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

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 ,ERANAKULAM |
| • 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) | 9400980382 | | | | |
| • Mobile (IQAC) | +91484 2522583 | | | | |
| • 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) | https://www.nationalcollege.edu.in/downloads/aqar%202021-22.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-2022-23.pdf | | | | |
| 5.Accreditation Details | | | | | |
| Cycle | Grade | CGPA | Year of Accreditation | Validity from | Validity to |
| Cycle 1 | B | 2.77 | 2015 | 14/09/2015 | 13/09/2020 |
| 6.Date of Establishment of IQAC | | | 21/06/2012 | | |
| 7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNTT etc. | | | | | |
| Institution/ Department/Faculty | Scheme | Funding agency | Year of award with duration | Amount | |
| 00 | Nil | Nil | Nil | Nil | |
| 8.Whether composition of IQAC as per latest NAAC guidelines | | | Yes | | |
| • Upload latest notification of formation of IQAC | | | View File | | |

| | | |
|---|---------------------------|--|
| 9.No. of IQAC meetings held during the year | 05 | |
| <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 IQAC wing of the college had the following contributions during the academic year 2022-23. 1. Eco-friendly activities like Environment Day celebration, Study tour programs to Koorg and Wayanad,MOOC organic farming, Field trip organized by the Natural Science options to Vattavada, Community Camp Visit to Panelipporu, Study tour to Bhoothathankettu, Iringolkavu, etc. 2. The initiatives of the Ministry of Minority Welfare activities like coaching for P.S.C examinations and Pre Marital Counselling. 3. ICT enhancement in learning including one day State level hands-on workshop for technology-enabled tools and students blended learning school internships. 4. Awareness of the wellness of the Heart. 5. Inviting professional teachers for the celebration of a number of events and involvement of Cini artists and script writers for enabling the artistic talents of students.</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 |
|--|--|
| Environment Day Celebration on June 5,2022 | Students were made awareness regarding keeping the sustainable environment by talks and planting trees. |
| Yoga Day Celebration on 21 June 2022 | Students participated in various Yogic asanas and felt the need for keeping Yoga as a part of daily routine. |
| Guru Poornima On 13 July 2022 | Students presented papers on the importance of the day. |
| Ramayana Week from 18/7/2022-22/7/2022 | Students were made aware of the rich Kerala culture of celebrating Ramayana Week and how to read Ramayana. |
| Kargil Victory Diwas on 26/07/2022 | The day created patriotism through talks. |
| Independence Day on August 15,2022 | As a part of Azadi Ka Amruth Mahotsav students celebrated the day by conducting Quiz programme. |
| Aaravah-College Day on August 16,2022 | The College Magazine, the creative product was released on the day. |
| Research Paper presentations on August 23,2022 | The M.Ed. coordinator and PG students presented research papers. |
| SIGNUM-Science Exhibition by the school on September 26,2022 | The students of National School showed their superior talents and creativity in the science exhibition. |
| Induction programme for B.Ed. from 15/09/2022-19/09/2022 | Various professionals took motivational classes for the new B.Ed. Batch 2022-24. |
| Laharikkethire-Akattam Akalam- October 10,2022 | A rally conducted by the students of National School and College created awareness against drugs and the flash mob |

| | |
|--|---|
| | conducted by UG students were realistic. |
| Kerala Piravi and Talents Day, on November 1,2022 | New batch of UG students showed their talents on the day. |
| Dl.Ed.official Inauguration on November 2,2022 | The new batch of Dl.Ed students came to the college. |
| B.Ed. Graduation Ceremony | The pass out students of 2020-22 UG batch were given graduation certificates and toppers were given mementos and cash prizes. |
| Sports Day, on November 12,2022 | Students actively participated in the house wise activities of Sports Day |
| Science Day on November 14,2022 | International Science Day was celebrated and students were given poster competition and quiz competition and winners were given prizes. |
| M.Ed. inauguration and orientation on November 23,2022 | New PG students were welcomed and given motivational classes. |
| International Day for Violence against Women on November 28.2022 | Students were felt need of banning violence against women. |
| Communicative English Class, on 29th November 2022 | As part of B.Ed. curriculum communicative english class was given and students were made awareness regarding the use of English language for communication. |
| Christmas Day Celebration on December 23,2022 | All members of the college celebrated Christmas by handing over the gifts with dance and music. |
| EUNOIA -English club inauguration on December 22,2022 | Students performed different roles of Shakespearian drama |
| Orientation for placement abroad held on January 6,2023 | Students were made aware of how to pass through the entry |

| | |
|---|---|
| | procedures of abroad placements. |
| National Youth Day on January 13,2023 | The online session was informative about Swamy Vivekananda |
| Republic Day on January 26,2022 | The day was celebrated with patriotism and enthisiiasm. |
| KTET,SET and NET winners | Evening sessions were arranged from 3.30 pm to 4 pm for KTET coaching and a number of students passed KTET and SET examination. |
| MOOC Inauguration on February 2023 | The organic farming programme was inaugurated on the day and massive farming started at the college. |
| Human Rights Day on January 19,2023 | Awareness on different human rights were dealt on the day. |
| Convocation for the PG batch, March 2,2023 | The PG students of 2020-22 were issued graduation certificates. |
| International Womens Day on March 8,2023 | Pink Day was celebrated with talks and Self Defense Practices. |
| Hand on training for Technology enabled tools | Students were exposed to different technology enabled tools using mobile technology. |

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 |
|------|--------------------|
| 2023 | 05/04/2024 |

15. Multidisciplinary / interdisciplinary

The institution offers multidisciplinary programmes. D1. Ed programme -The duration is for 2 years. Students who have completed senior secondary education can join the programme. The programme provides intensive and comprehensive training for equipping teachers of elementary levels of schooling.

B.Ed. Programme-The duration is for two years. The University puts certain norms for joining the course through CAP procedure and the institution offers the UG programmes for 6 optional subjects.

M.Ed. programme-The duration is for two years. Students can join the PG programme through the CAP procedure. The institution adopts teaching-learning that fosters multidisciplinary and interdisciplinary activities through seminars, group discussions, community-related activities, extension activities, artistic performances, short film creations and film reviews, tours, camps, field trip, club activities etc.

16. Academic bank of credits (ABC):

As per the NPE 2020, ABC (Academic Bank of Credit) has been envisaged for Higher Education institutions for academic mobility with appropriate credit transfer for attaining a degree. The ABC is maintained in the following ways. For keeping the integrity of credits-the UG and PG courses offered by the institution are CBSS (Credit Based Semester System). For each semester and each core paper credits are allocated. The institution follows university norms for providing credits. Maintaining authenticity and confidentiality of student credits-The recorded works of all activities are given credits and the credits are uploaded to the university and the credits are kept confidential by the faculties. Easy credit transfer through online mode-The University website is opened at the end of each semester and the attained credits for practical works and practicum works are entered by the faculty with signature from the Principal. Faster credit recognition-the credits earned for internal examination are published for grievances, and are modified before uploading if needed. All the credits are given according to the University norms and standards.

17. Skill development:

National College for Teacher Education is a professional skill development centre for different levels of teaching starting from

primary to senior secondary and higher education. Here students develop the following skills: Critical thinking developed through considering the pros and cons of all situations before taking any decisions. Patience is developed through identifying impulsive behavior monitoring them consciously. Communication skills are developed through mindful posters and mannerisms. Organisational skills are developed through the planning and implementation of all learning activities. Creative thinking skills are fostered through group discussions, brainstorming sessions, and group activities. Leadership skills are developed through organorganizing erent curricular and cocurco-curricularvities of the college. Capacity for teamwork-teaching profession demands teamwork in all teaching/learning activities. Time management skills are strictly followed in the institution. ICT skills-the mobile free campus with free wifi facility and training in different technology-enabled tools enhances the skill. Conflict resolution skills-the grievance redressal mechanism and effective STR(Student Teacher Ratio) provides ample opportunities for developing conflict resolution skills.

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

IKS (Indian Knowledge System) is for promoting the interdisciplinary culture of India through curriculum transactions at higher education classes. The following are the activities under IKS: The IKS-based research activities are held for the PG courses and invited guests from nearby institutions take classes for research initiatives. The faculties of the college have different watts app groups for optional subjects and PG groups. Apart from this they are members of professional groups and exchange ideas and tools for collecting data for research activities. Creation and promotion of popularisation of IKS schemes through community-related activities. Faculties develop policies for the institution through IQAC meetings for promoting the Indian language that is Mlayalam as the medium for examination for the needy,multicultaural involvement in arts fest and tour programmes and using MOOC online courses for organic farming and biocomposting.

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

All the programs offered by the institution follow the OBE pattern stipulated by the University. The PLOs and CLOs are clearly described at the beginning of each semester and all teaching learning activities are focussed on attaining OBE. The OBE follows the following pattern: Design down-Faculties as

mentors help in designing the desired management techniques and PLOs of learning. Students identify their SWOT through the process. Students' needs are considered while framing and implementing all activities. Students achieve high standards nearly 75 to 80% of the students attain A and A + in the semester scores. Assessments of CLOs and PLOs and student satisfaction surveys through google forms are part of the curriculum. Teachers immediately take student reflections in all activities. The satisfaction from PTA, GTA and alumni of the college reflects the ethos of following OBE.

20.Distance education/online education:

The institution provides online education for Organic Farming under MOOC(Massive Open Online Course) conducted by Mahatma Gandhi University. In the MOOC portal, two faculties and all students of UG courses must register and pay the fee for attending the course. There are two project submissions. First one for organic farming and the second for composting. During the third semester, the UG students undertake organic farming activities and composting and submit the report at the end of the third semester. They need to undergo modular instruction given on the website. After completion of the modular instruction, the programme is evaluated internally by the faculties(project evaluation) and externally through an online examination. The pass out will receive a MOOC certificate.

Extended Profile

1.Student

| | |
|--|-----|
| 2.1 | 113 |
| 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 | 59 | |
| Number of outgoing / final year students during the year: | | |
| File Description | Documents | |
| Data Template | View File | |
| 2.5 | 59 | |
| Number of graduating students during the year | | |
| File Description | Documents | |
| Data Template | View File | |
| 2.6 | 58 | |
| Number of students enrolled during the year | | |
| File Description | Documents | |
| Data Template | View File | |
| 2.Institution | | |
| 4.1 | 31,43,650/- | |
| 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 | 12 | |
| Number of full-time teachers during the year: | | |

| File Description | Documents |
|--|---------------------------|
| Data Template | View File |
| Data Template | View File |
| 5.2 Number of sanctioned posts for the year: | 12 |
| 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 has regular in-house practice of planning, reviewing the curriculum adapting to the local context. In the year 2022-23, before the academic year begins a staff meeting was conducted in the month of May to organize academic planning. The meeting discussed the academic and non-academic aspects like:</p> <ul style="list-style-type: none"> • evaluation of teaching-learning sessions of the previous year. • organization of different days of importance. • time allocation and setting for different events. • effective implementation of curriculum at UG and PG levels. • setting timetables and preparing academic calendar. • periodic assessment. • formation of a student council and active involvement of students in all activities of the college. <p>Mr. Jayakrishnan P V was in charge of academic activities and effective implementation of the curriculum.</p> <ul style="list-style-type: none"> • Mr. Jayakrishnan P V | |

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

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

A. All of the above

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

1.1.3 - While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) for all programmes offered by the institution, which

A. All of the Above

are stated and communicated to teachers and students through Website of the Institution Prospectus Student induction programme Orientation programme for teachers

| File Description | Documents |
|--|---|
| Data as per Data Template | View File |
| URL to the page on website where the PLOs and CLOs are listed | http://www.nationalcollege.edu.in/downloads/Diary-2022-23.pdf |
| Prospectus for the academic year | View File |
| Report and photographs with caption and date of student induction programmes | View File |
| Report and photographs with caption and date of teacher orientation programmes | View File |
| Any other relevant information | View File |

1.2 - Academic Flexibility

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

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

06

| 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 | https://www.nationalcollege.edu.in/downloads/Diary-2022-23.pdf |

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

01

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

01

| 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

50

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

49

| 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

50

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

50

| 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.

National College for Teacher Education is a self-financing institution under Mahatma Gandhi University and the institution follows the curriculum of the University for UG and PG courses. The core courses and elective courses provide learning outcomes that provide opportunities for the students to acquire and demonstrate knowledge, skills, values, and attitudes related to various learning areas. At the beginning of the semester, students are described about the CLOs and PLOs. The institution provided five-day induction programs for beginners as motivation classes. Instruction of all modules of the core course is dealt with by the mentor of the course. Teachers select suitable strategies for and create a conducive learning environment in the classrooms. Students have different learning options, and they extrapolate what had learned and apply acquired competencies in real-life situations (school classrooms). The institution provides soft skill training for students. Students develop competencies in areas such as emotional intelligence (identification of one's own capacities, managing all types of stressful situations, cooperating, feeling empathy for others, etc.), critical thinking related to curricular and cocurricular aspects, negotiation and communication skills while engaging in social activities and collaboration with different types of people in the society.

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

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

The institution familiarises students with the diversities in the school system in Indian and International and comparative perspectives. The PG curriculum has diverse core courses like Teacher Education, Elementary Education, and Secondary Education. During these core courses, students discuss and compare the global

perspectives of the schooling system.

The institution provides UG, PG, and Dl. Ed courses. In all the courses students compare the various Boards of School Education such as Kerala State Syllabus, CBSE, ICSE, IGCSE, and IB. There are a number of institutions in Eranakulam districts that cater to education under these boards. UG students have the option to select Kerala State Syllabus/CBSE for undergoing school induction. The PG student can select any board for their Thesis works and internship.

The UG students in the second semester learn in-depth about the assessment practices of the school system and they compare the results of any three board examination results of Grade X as part of their practicum. They learn about the contemporary CCE practices and the semesterisation of schooling. They learn and compare the norms and standards of schooling practices.

Apart from the above the students are enrolled in all the courses through CAP procedure. Students from all northern districts join the institution. They compare the state-wise variations, international and comparative perspectives of assessment.

| 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

The institution believes that teacher education is one of the key factors of nation-building. The institution trains teachers for well-equipping in all fields of life and to cater to quality education. The institution provides a rewarding experience for all students. In the fourth semester, the UG students learn about how to function as professional teachers in their optional field. There are five modules in which teaching as a profession,

professional ethics, teaching competencies, soft skill training, professional development reflective practices, organization of various co-curricular aspects, and the latest trends in educational research practices are dealt with. During the entire course, students explore different types of e-library and library sources for references. They use the ICT facilities of the institution for technological growth. The school internship acquaints students with the realities of the teaching profession. The interview with eminent teacher educators, and celebration of a number of events by inviting eminent teachers from different fields as chief guests. The Minority Welfare Ministry also conducts PSc coaching for minorities. The institution offers KTET training for UG and PG students. The PG students have interactions with eminent educational researchers, and are provided with competencies through visits to Department libraries, invited talks, internship programs.

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

1.4 - Feedback System

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

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

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

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

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

58

2.1.1.1 - Number of students enrolled during the year

58

| 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

25

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

25

| 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.

The entry behavior tests are given by optional teachers to identify the different learning needs of students and their readiness to undergo professional education programs.

As part of induction, teachers provide motivational classes and support reflective learning platforms for sharing experiences.

Objective-type tests including items 10 to 20 related to graduation subject areas are provided by subject teachers.

After taking the first class teachers give the entry behavior test for 10 to 30 minutes duration for the next day.

The students who can not follow the instructions are given remedial instructions, self-instructions, and self-study options.

After teaching each module teachers conduct tests to assess the performance of students.

Usually, ICT-enabled assignments, google classroom platform, google meet, etc are provided during the first week of instruction.

The freshers of the institution are at the average IQ level and only a few need supported instruction.

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

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

Six/Five of the above

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

| | |
|--|--------------------------------|
| <p>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</p> | <p>All of the above</p> |
|--|--------------------------------|

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

2.2.4 - Student-Mentor ratio for the academic year

1:10

2.2.4.1 - Number of mentors in the Institution

10

| |
|--|
| |
|--|

| 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 University syllabus provides different learning strategies for each core course and pedagogic course.

The teachers of the institution adopt multiple approaches to teaching-learning. The following are the approaches:

Experiential learning-community living camp, field trip, SUPW, Health and Physical Education, Art and drama classes, and laboratory activities.

Participative learning-Group discussion is encouraged in all classes.

Problem-solving methodologies-Carrying out projects, practicums, and practicals students follow this approach.

Brain storming-Motivational classes, Counselling classes are dealt with in this way.

Focused group discussion-The PG students prepare their research proposal after approval from a Focus group discussion.

Online mode teaching is done in a blended way. The majority of classes are through offline mode, but teachers take online mode for smooth coverage of the syllabus.

Apart from the above approaches assignment method, lecture demonstration method, and seminars are routine.

| 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

07

| File Description | Documents |
|--------------------------------|---|
| Data as per Data Template | View File |
| Link to LMS | http://www.onlinecourses.mgu.ac.in |
| 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

162

| 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

| 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 | http://www.onlinecourses.mgu.ac.in |
| 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

Teachers of the institution are real mentors for all student activities.

Each teacher is in charge of at least two or three clubs and three events of the college. Students are divided into four houses and working teams are selected from students for the smooth conduct of all programs. All the events of the college are student-initiated. Student diversity exists only related to their locality and vernacular language. But all linguistic problems are dealt with with group merging and activities.

There are self-assessment and peer assessment practices. Moreover, there is a code of conduct in the institution. So students keep good conduct of self with colleagues and authorities.

Mentors give modular works monthly during each semester and assess the progress regularly. So students are not burdened related to academic or nonacademic aspects. The married students, who feel stressed are alleviated by giving them extra days for submitting the work.

The teachers of the institution always use m-learning platforms and undergo frequent FDP programs inside the institution and also from professional groups. So they keep students also abreast with the recent developments in education and life.

| File Description | Documents |
|---|------------------------------|
| Documentary evidence in support of the claim | View File |
| Any other relevant information | View File |
| 2.3.6 - Institution provides exposure to students about recent developments in the field of education through Special lectures by experts Book reading & discussion on it Discussion on recent policies & regulations Teacher presented seminars for benefit of teachers & students Use of media for various aspects of education Discussions showcasing the linkages of various contexts of education- from local to regional to national to global | Five/Six 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 | |
| <p>National College for Teacher Education is a minority institution under Allama Iqbal Trust. Students of UG, PG, and diploma courses enjoy the teaching-learning process as it nurtures creativity, innovativeness, intellectual and thinking skills, empathy, and life skills among students.</p> <ul style="list-style-type: none"> Creativity-Students develop PowerPoint presentations, blog creations, portfolios, artistic involvement, Supw product, club activities, lesson planning, etc showing the creative talents of students. Innovativeness-Students are preparing all sorts of brochures for all events of the college. Apart from this the practicum and practical works shows the innovative talents of | |

students.

- Intellectual and thinking skills-All types of teaching-learning foster intellectual and thinking skills through different approaches adopted for cooperative and collaborative learning.
- Empathy-Since learning happens in a collaborative atmosphere, students feel empathy towards others.
- Life skills-life skill training is given throughout the curriculum and through special motivational classes. Effective communication, time management, interpersonal skills, self self-assertiveness, empathy, emotional intelligence etc , are developed throughout teaching-learning activities.

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

2.4 - Competency and Skill Development

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

All of the above

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

| <p>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</p> | <p>Ten/All of the above</p> | | | | | | | | | | | | |
|---|------------------------------------|-----------|---------------------------|---------------------------|--|---------------------------|--|---------------------------|---|---------------------------|--------------------------------|---------------------------|--|
| <table border="1"> <thead> <tr> <th data-bbox="86 909 529 967">File Description</th> <th data-bbox="545 909 1436 967">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="86 976 529 1034">Data as per Data Template</td> <td data-bbox="545 976 1436 1034">View File</td> </tr> <tr> <td data-bbox="86 1043 529 1137">Reports and photographs / videos of the activities</td> <td data-bbox="545 1043 1436 1137">View File</td> </tr> <tr> <td data-bbox="86 1146 529 1276">Attendance sheets of the workshops / activities with seal and signature of the Principal</td> <td data-bbox="545 1146 1436 1276">View File</td> </tr> <tr> <td data-bbox="86 1285 529 1379">Documentary evidence in support of each selected activity</td> <td data-bbox="545 1285 1436 1379">View File</td> </tr> <tr> <td data-bbox="86 1388 529 1447">Any other relevant information</td> <td data-bbox="545 1388 1436 1447">View File</td> </tr> </tbody> </table> | 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 | |
| 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 | | | | | | | | | | | | |
| <p>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</p> | <p>All of the above</p> | | | | | | | | | | | | |
| | | | | | | | | | | | | | |

| 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 B.Ed.2021-23 batch was held from November 2022 to February 2023. There is a committee for an internship with Mr.Jayakrishnan P V as the supervisor. The students can select schools within 25 km of the college. Students seek permission from their respective schools. After getting permission a list is prepared with the number of schools and students in the respective schools. The consent letter to the Principals/Head Masters duly signed by the Principal is handed over to the students seeking an internship in a particular school. They give the consent letter at the beginning of the internship. Also, the attendance register and teacher evaluation sheets are provided to the supervising teachers of the school. Faculties visit two to three times the classes of their students and monitor their progress. Faculties give suggestions for improvement. Students complete third-semester practical and practicum works at the school itself.

| 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

47

| 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

Nine/All 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 internship programs. Following are the functions of various personae.

Teacher educators-Students after receiving the topics for taking classes consult teacher educators for preparing lesson plans. The first five lesson plans including the teaching aids are signed by teacher educators before entering the internship. Subsequently

each week students prepare 5 to 10 lesson plans in advance and get the sign from teacher educators. The process continues till they complete 50 lesson plans. Teacher educators assess each internee by observing the classes with an observation schedule.

School principal-check the daily attendance of the internee throughout the internship. All types of discipline related to school and seating arrangements for internees are arranged by the Principal. Also principal consults with the college principal regarding the progress of teaching.

School teachers observe almost all classes of the internee and give support for the entire teaching-learning process. Teaching aids are checked thoroughly by the school teachers. The progress of the students is discussed with the teacher educators through mobile contacts.

Peers-Peer assessment is a part of practical work. Apart from this peers provide all support in internship.

| 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 |

| | |
|---|---------------------------------|
| <p>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</p> | <p>Five of the above</p> |
|---|---------------------------------|

| 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

05

| |
|--|
| |
|--|

| 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

17

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

17

| 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 teacher educators of the National College for Teacher Education are members of different subject groups. They discuss the latest information in the group and share the information. Weekly FDP programmes are conducted to discuss the current developments and issues in education.

- Mr.Jayakrishnan P V, Dr. Smitha Kunjappan, and Ms.Sreeja V were the additional examiners for the third-semester B.Ed.examination held in the month of July 2022. Mr.Jayakrishnan P V and Dr.Smitha Kunjappan were additional examiners for February 2023 third-semester practical examination.
- Ms.Sreeja V participated in international workshops, and seminars during the year 2022-23 and took initiative in joining teachers to the professional group CTEF through the Kutumb app.She was a resource person for UGC/NET training for fresh teacher educators of Kerala. She also attended the NAAC Excellencia Award function at Rajagiri College.
- Dr.Smitha Kunjappan,Dr.Rajeswari,Dr.Benazir and Dr.Arun Ram attended a number of online webinars.

- Ms.Saranya devi took a class on constructivism for the teachers of National School.

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

2.6 - Evaluation Process

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

The institution strictly follows the CIE pattern according to the University syllabus. For each semester the scores for each practicum and practical works for the core paper, optional paper, Health and physical education, art and drama, SUPW, etc are discussed at the beginning of the semester. The UG and PG students are given sufficient time for the submission of their internal works. The internal marks are uploaded to the university site. For the practicum, the internal marks are published to the students before uploading. The marks for practical works are given according to the submission guidelines. Apart from this after completion of each module teachers conduct internal examinations to check the progress of students learning. Diagnosis and remedial instructions are given after checking the scores. The grievances related to CIE are dealt with by the Principal and faculties. Strict supervision is carried out in thesis submissions. Credits are given according to university norms.

| 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

Five of the above

opportunities Access to tutorial/remedial support Provision of answering bilingually

| 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

National College for Teacher Education stands for creating spiritually awakened and morally upright characters. The grievance redressal mechanism of the college deals with 360 degree aspects of grievance. Of which the one concerned with examination is very relevant. Following are the measures taken for addressing the grievances related to examination.

- Separate committees are formed for conducting examination at the PG level and UG level.
- PG level examinations are held under the supervision of Dr. Rajeswari K V
- UG level examinations are held under the supervision of Dr. Jayakrishnan P V.
- The internal marks of all semesters are published before the University examination and grievances are cleared.
- Model examinations are conducted for objective entry of internal marks.
- University examinations are conducted under CCTV surveillance.
- The internal test scores are entered after scrutiny.
- The institution follows strict guidelines of University for entering internal marks.
- The commissions are conducted in a cooperative manner.
- The PG level courses have moc viva and are carried out by 3 to 4 experts in the field of education.

| 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 is prepared in the month of May 2022 for the entire academic year. The number of teaching days, valuation days, and cocurricular activities are prepared in advance with a flexibility of 5 to 10 days based on the University notification for examination. In each semester the UG-level student's internal evaluation is done in the following manner.

- For each core paper there is a practicum. The score for practicum is 50%.
- For each core paper there is an internal test. The teacher can take the best score from an internal test or comprehensive model examination. The score for the internal test is 50%.
- The addition of scores of practicum and internal tests are entered for internal evaluation.
- An attendance percentage of 80% is mandatory for appearing in the University examination and course completion. Any student who fails in the targeted percentage need to submit condonation charges on medical grounds.

The internal evaluation at the PG level is carried out in the following manner.

- For each core paper there are 2 practicums, each scoring for 2.5 marks and a total of 5.
- There is an assignment/seminar for each paper for 5 marks.
- Internal test is for 10 marks.
- The student gets a total of $5+5+10=20$ for each core paper.

| 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.

National College for Teacher Education is working under the charitable trust AIMNET. The institution has its own PLOs and CLOs. Both PLOs and CLOs are aligned with the objectives of the affiliating university. Following are the measures taken by the institution.

- Students are strictly participating in morning assembly where all religious prayers are followed and secularism is fostered.
- The institution has a charitable wing AADYA for doing community services like blood donation camps, food donation camps, community awareness camps, etc.
- Civic responsibility is encouraged through activities like tour programs, community living, SUPW activities, Campus cleaning, etc.
- The all-round development is encouraged through curricular and co-curricular activities of the institution.
- Physical activities are maintained through Yoga practices and sports activities.
- Students participate in community surveys for doing their projects.
- The technology power is enhanced through hands-on training workshops.
- PMC classes are organized by the Department of Minority Welfare for giving premarital counseling.
- An Internship program of about four months equips them with the realities of the profession.
- All creative talents are exposed through different activities of the institution.
- All student performances are assessed by teacher mentors.

| 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 progressive performance of students' attainment of professional and personal attributes is in line with the PLOs and CLOs and is monitored and used for further improvements. The following measures are taken for this.

- Each semester the PLOs and CLOs are made clear to the students by the Vice Principal in the general meeting.
- The performance is assessed through internal evaluation (practicum works and practical works)
- Semester 1 is concentrating on general awareness of the course as well as technology. Students carry out project work and community-related work using technology-supported aids.
- Creativity and citizenship is fostered through field trip, Swach Bharath Abhiyan (Campus cleaning), etc.
- The institution tries to nurture culturally and morally upright teachers for society.
- Fifty percent of the students are hostel inmates or paying

guests in the nearby locality.

- Students are given motivational classes for the profession by experts in the field.
- Students themselves organize programs in almost all programmes in the college.
- The PG students are exposed to research and extension in the University as well as other Universities of the state.

| 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

60

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

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

The UG and PG students are given CLOs and PLOs at the beginning of the course. The concerned facilitator keeps track of entire activities related to the core paper. The learning needs are identified during the academic activities. Care is taken to reduce risk in the academic realm. Mentors keep a friendly attitude

toward the teacher trainees and provide all types of help internally and externally. The overall assessment is done by the group of teachers including the Principal. The assessment in multiple tasks including both curricular and co-curricular activities is done. Transparency is the main motto of the institution related to assessment. This is supported by the grievance redressal mechanism. Open expressions related to grievances are encouraged by the faculty. The students complete all semesters with at least an 80% score in each semester. The institution gets rank and high results in the University examinations. The placement in career and studies also support the evidence.

| 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

http://docs.google.com/forms/d/1W7UxDV-mzbVFhZqnQJTzyJgqVV-iwmZjwss12EuMDnc/viewform?pli=1&ts=5df1ed3c&pli=1&edit_requested=true

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

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

3.2 - Research Publications

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

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

02

| 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

50

| 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

162

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

162

| 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.

DLSA Campaign against Drug Abuse

The District Legal Service Authority has initiated anti-drug campaigns in educational institutions. The teacher coordinator Dr.Arun Ram together with students of the PG Department underwent the awareness programme. A rally was conducted by Dr.Rajeswari KV with students of the institution and National School from the college to Vengola junction. B.Ed students organized street play and took oath against drugs. The program was inaugurated by the Block Panchayath President Anwar Ali.

Community Living Camp

The community living camp of the institution was sponsored by a number of community persons near the college and Perumbavoor. They supported the program with monetary and provisional support. During the five-day camp, students spend half a day visiting Bethsada Old age home to support the old age.

Projects carried out by students

The UG students carried out projects related to the mental health of palliative patients of Bethsada hospital. They conducted interview and survey programmes related to their wellness.

| 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

There are LCD projectors in the common classrooms. There is plenty natural light and space in the classrooms. There are enough chairs in each classroom, and there are cupboards, or almirahs, to hold teaching supplies. M.Ed. classrooms have individual tables and chairs. The college has well-equipped resource centers for science and math, psychology, ICT, arts and crafts, health and physical education, and library services (see Resources). The ICT Resource Center houses fifteen of the college's twenty-five computers. Faculty and students can use the Internet for free. It encourages students to use multimedia to produce and share knowledge, such as downloading, uploading, blogging, and web browsing. The total area of the college is 3040 square meters. The multipurpose room of the college serves as a venue for numerous extracurricular and academic events. The facility features a basketball court, jogging track, and separate sports room for after-school activities. It is a well-designed play space. For the benefit of its students, the college has a dining hall and dorm. In addition, it provides extracurricular amenities such a sports facility, magazine, and daily newspaper. Sufficient effort is put into keeping the campus tidy and beautiful.

| 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

04

| 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)

20,68,470.00

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

4.2 - Library as a Learning Resource

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

The library serves the needs of every teachers and student. We utilize the AES(Software) from TOPScore PVT Ltd,. The College uses this program for inventory control, book transactions like issuance, biometric card issuance, and barcoding for books, returns, reservations, renewals, and so forth. This automation tool makes it very easy for the user to recognize books. Library users can search via the digitized bibliographic details of books, theses, bound volumes, reference books, journals, etc. The library has a number of reading areas. Every journal, magazine, newspaper, college magazine, student manuscript magazine, and so on is on display at the counter. There is a Notice Board outside the Library and another one inside the Reading Room for the easy posting of important information. First, they take part in a program called user orientation. The Library supports the academics and research researchers of the College by providing

need-based library services. The Library maintains a clipping file including copies of items that are retrieved from the Internet in addition to articles from newspapers and publications that are geared toward study and teaching. The library advisory group regularly reviews the requirements for modernizing the library and information system.

| File Description | Documents |
|--|---|
| Bill for augmentation of library signed by the Principal | View File |
| Web-link to library facilities, if available | https://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 TOPScoreLibrary AESsoftware, which updates all of the current book collections, has fully automated the library. This software is used in the college for stock verification, book transactions (such as issuance, return, reservation, and renewal), barcodes for books, and biometric cards for students. The user finds this automation software to be very helpful in identifying books. Bar codes and spine labels can be scanned with a barcode scanner. Students participate in an initial User Orientation Program. The general layout and regulations of the library, its various parts, its classification system, its services, its circulation system, its reference books, journals, NCERT publications related to its main areas, and the findings of its educational commission are all explained to students. Additionally, reading habits, the value of reading, and how to take care of library books are all covered in the instruction. Research Scholars from several universities and M.Ed. students sharing resources. The library is a reference resource used by students from many colleges. With approval from the principal, former students pursuing further education at other universities are also granted access to library materials for reference. On request, the faculty and students of surrounding universities and schools also access the library's resources.

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

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

One of the above

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

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

0.14086/-

| 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

265

| File Description | Documents |
|---|---|
| Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the academic year with seal and signature of both the librarian and principal | View File |
| Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution | https://nationalcollege.edu.in/downloads/brochure103.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

PCs and their peripherals receive the required hardware and software maintenance. To teach their subjects in schools, students need to produce a digital lesson plan and a power point presentation. Students are encouraged to use PowerPoint when giving their seminars, both inside and outside of the college. Instruction in MS Office tools and software is given to

the pupils. Students can use the internet in the library and computer lab. The use of LCD, and PC is demonstrated to students prior to teaching practice. They produce PowerPoint presentations for their internship. They can be utilized to the fullest extent possible if the institutions give them the opportunity. The computer lab and internet access are available for use by all staff members and students. The institution's faculty and students have access to Wi-Fi as well. the institution provides 100 mbps internet connection, 100 per cent free WiFi connecton for all students and faculty members.

| 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 the academic year indicating internet connection plan, speed and bandwidth | View File |
| Any other relevant Information | View File |

4.3.4 - Facilities for e-content development

One of the above

are available in the institution such as
Facilities for e-content development are available in the institution such as Studio / Live studio Content distribution system Lecture Capturing System (LCS) Teleprompter Editing and graphic unit

| File Description | Documents |
|---|---|
| Data as per Data Template | View File |
| Link to videos of the e-content development facilities | https://youtu.be/LRyGbme5CCI?si=5VOiUxKmOOBggVp1 |
| List the equipment purchased for claimed facilities along with the relevant bills | View File |
| Link to the e-content developed by the faculty of the institution | https://youtu.be/NGkt5iPBYfM?si=Ybadr8yzkaKDt59m |
| 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)

23.48204

| 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

By implementing suitable regulations and procedures for using the college's infrastructure facilities, the quality of the teaching-

learning process is preserved. For the teaching-learning process, the college's infrastructure facilities and other learning tools are used to great effect. Sufficient infrastructure is provided by the college to meet the requirements of instructors, staff, and students, including printers and LCD projectors, the college boasts a clean computer lab and wi-fi. To post their electronic contents, students update both personal and subject blogs. The library serves the academic needs of the college's research scholars, students, and faculty by offering a variety of information resources, including books, journals, magazines, CDs, proceedings, reference books, project reports, and theses. The library features a well-curated collection of M.Ed. student theses, teacher publications, digital books, digital magazines, subscription and open-access e-journals, teacher collections, commission reports, B.Ed. and M.Ed. question papers, seminar proceedings, etc.

Facilities for Laboratories: The college's staff and students have made the best use of its well-maintained labs, including the science, computer, technology, and psychology labs. The college's physical education and health department is actively involved and encourages students to take part in a variety of 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

| | |
|---|--------------------------|
| <p>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</p> | <p>Five fo the above</p> |
|---|--------------------------|

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

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

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

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

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

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

Four 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 |
| 23 | 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).

23

| 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)

45

| 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

The Student Council in the institution serves as a crucial platform for nurturing talents beyond the classroom. By incorporating representations from both students and faculty, it ensures a holistic approach to fostering talent and facilitating various initiatives such as .

- **Initiative Coordination:** The Student Council takes the lead in organizing and coordinating a wide range of activities aimed at nurturing talents. These initiatives include cultural events, academic competitions, skill development workshops, community service projects, and more. By offering diverse opportunities, the Student Council caters to the varied interests and talents of the student body.
- **Open Communication Channels:** The Student Council establishes open communication channels between students, faculty, and administration. This allows for constructive feedback, suggestions, and concerns to be voiced and addressed effectively. Through regular meetings, forums, and feedback mechanisms, the Student Council ensures that the needs and aspirations of the student community are heard and taken into account in decision-making processes.

The Student Council serves as a catalyst for nurturing talents beyond the classroom by coordinating initiatives, facilitating open communication, empowering students, and enhancing campus life. Through collaborative efforts between students, faculty, and administration, the Student Council contributes to the holistic development and success of the institution.

| 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

12

| 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

Alumni who have achieved success in their respective fields offer guidance, opportunities, and professional connections to current students and recent graduates. This network enables students to explore career paths, gain practical insights, and secure employment opportunities. The association contributes to the employability and success of students while strengthening the institution's reputation and alumni engagement.

1. Expertise and Knowledge Sharing: Former students, especially those who have excelled in their respective fields, possess

valuable expertise and insights. By inviting them as resource persons, the institution leverages their knowledge through workshops, seminars, and guest lectures.

2. **Mentorship and Guidance:** Alumni who have successfully navigated their careers serve as mentors to current students. As resource persons, they offer guidance, advice, and support in academic and professional development.
3. **Community Engagement:** NOSA serves as a bridge between the institution and the wider community. By involving former students in seminars and community-linked programs, the institution fosters stronger connections with local stakeholders, businesses, and organizations. This engagement not only benefits the community but also enhances the institution's reputation and relevance.

By recognizing former students as resource persons, the institution not only acknowledges their contributions but also creates avenues for ongoing collaboration, learning, and growth within its community.

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

| | |
|---|------------------------------|
| <p>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</p> | <p>Five/Six of the above</p> |
|---|------------------------------|

| 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

00

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

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

The Alumni Association NOSA serves as a vital link between the institution and its former students, providing a platform for ongoing engagement and support. Through regular communication channels such as , social media, and alumni events, the association keeps in touch with graduates This connection facilitates mentorship opportunities where alumni can offer guidance, , and support to current students, motivating them to excel academically and professionally.

Feedback and Improvement: Regular communication allows alumni to provide feedback on their experiences at the institution and offer

suggestions for improvement. This constructive input helps the institution identify areas of strength and areas for enhancement, ultimately contributing to its ongoing development and success.

Moreover, the Alumni Association actively identifies and nurtures special talents among students by organizing workshops, seminars, and networking events that cater to their interests and career aspirations. Alumni volunteers may offer expertise, resources, and even financial support to help students explore their passions and develop their skills. Promoting diverse experiences and successes of its alumni network, the association inspires and empowers students to reach their full potential, creating a symbiotic relationship that benefits both the institution and its future graduates. Regular communication is fostered for professional growth, reflection, and development for all stakeholders involved.

| 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.

The governance of the institution is reflective of an effective leadership and participatory mechanism in tune with the vision and mission. The endeavor is to equip students with thought, action, and experience to face life with a smile by making a character, harmoniously developed personality, and a complete man. The AIMNET foundation has been established with the noble objective of providing quality education and training to vast sections of society who are deprived of such opportunities due to a lack of resources. This has been one of the reasons the foundation chose to move to a rural setting rather than urban centers where such facilities are selectively available. The foundation has, from the very beginning, placed an emphasis on delivering quality and hopes to be a center of excellence in the years to come. We hope the

foundation will provide an impetus to the thought process, attitude, and work culture and become an instrument of change that society badly needs.

Mission The institution stands for excellence, wisdom & commitment to society. The goals of the institution are to create a professionally responsible, culturally refined, emotionally balanced, intellectually competent, spiritually mature, physically sound, and vocationally creative teaching community.

| 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

The National College for Teacher Education is established and managed by the 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 taken in three 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

tasks.

| 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's rules and regulations.

The donations collected under Management seats are maintained through receipts.

The college provides 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

Various committees are headed by the Principal to organize and set plans for curricular and cocurricular aspects.

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 the Principal jointly take actions related to the selection of staff, expenditure details, etc.

Annual budgeting and maintenance of expenses are done by office staff, and 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 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 types of 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 to take academic support for teaching-learning activities.

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

Women's Cell-works for the welfare of the female students and staff of the institution. The cell provides a room,additional learning hours for female students in the college,early check out for students from long distances, etc.

| 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 the 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. The service rules are according to the affiliating university rules for self-financing institutions.

| 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

| 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 2022-23, four 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 needed.
- Counseling Guidance and Counseling Cell-quarterly.
- Women Empowerment Grievance Quarterly.
- Grievance Redressal Cell for staff- Monthly.
- SC/ST Minority Cell-Half yearly.
- Guardian Teacher Association-Yearly

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

6.3 - Faculty Empowerment Strategies

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

Two teachers secured Ph.D. degrees during the year 2022-23.
(Dr.Benazir and Dr.Arun Ram)

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 leaves and funds 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

02

| 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.

01

| 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

03

| 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 of employers in the college.

There are various forms of feedback collection.

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, the 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 manage financial matters and maintain accounts. To ensure transparency all payments are made through cheques. An internal audit is conducted by a body authorized by the Manager. There are external and internal audits. The accounts of the Institution are 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 mobilization 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 met four times in the annual year 2022-23. At the beginning of the year set parameters for outcome-based education. checking continuous and comprehensive evaluation, and setting duties for NAAC work.

The first meeting in the month of June provided setting time-based teaching-learning parameters. arranging co-curricular, extracurricular, especially community-based activities, setting the academic calendar, and organizing all functions of the college.

The second meeting after the first term concentrated on arranging curricular and co-curricular activities of the new UG and PG batch, and 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, supervision of PG thesis, examinations in the months of March and April, etc.

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

| 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.
- The year plan is prepared by the faculties of the institution.
- The faculties prepare semester plans.
- The institution fosters technology-supported active learning through a blended mode.
- Cloud platforms are 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 ICT-supported 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

30

| 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

| File Description | Documents |
|--|---|
| Data as per Data Template | View File |
| Link to the minutes of the meeting of IQAC | https://www.nationalcollege.edu.in/downloads/brochure403.PDF |
| Link to Annual Quality Assurance Reports (AQAR) of IQAC | https://www.nationalcollege.edu.in/downloads/aqar%202021-22.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 10th position in the results of the B.Ed 2020-2022 batch.
- Two PG students cleared UGC/NET examination.(each from 2020-22 and 2021-23 batch)
- More than 70% of UG students qualified for KTET category 2 and 3 examinations.
- In the batch 2021-23 Commerce batch, the majority cleared the SET examination.
- The overall result of B.Ed 2020-22 showed that more than 80% of A grades and above.
- The PG and UG outgoing students got better placements.

The above results showcase the timely actions taken by IQAC to improve academic standards. Even though the online mode was The ICT-enabled classes with virtual reality, online submission of assignments, and regular online examinations motivated the students to secure 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 has a stated energy policy for energy conservation. The main source of electricity is from Kerala State Electricity Board. The institution uses a power backup facility in the office circle. There is a separate electricity connection for the college and hostel premises. The institution is using green energy and renewable energy for its functioning. All classrooms are equipped with an electricity supply and proper windows, doors, etc for lighting and ventilation. The bill for electricity is counted through meter readings in two monthly periods and the amount is paid through kseb online payment services. Apart from this during the celebration of events the institution hires generator services for providing power supply.

| 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.

The institution has a stated policy and procedure for the implementation of waste management. There are three types of waste management:

1. Wastewater management
2. Biowaste management
3. Paper waste management.
4. Plastic waste management.
5. Miscellaneous waste.

First, the wastewater is collected in the huge septic tanks on the premises of the college and the hostel.

The biowaste especially the food waste is collected by the cleaning staff after lunch and is decomposed into the biowaste plant.

The paper waste from the college premises and offices and classrooms is cleaned by the sweepers of the institution, removed into a big pit, and burned daily.

The plastic waste is collected and kept in sacs. Monthly the

collection agents of the locality collect plastic waste from the college.

Miscellaneous waste including wooden waste, broken furniture, etc is kept in the waste room near the teachers' staff room and is collected yearly by collection agents from the locality. Usually, yearly repairs of broken furniture are handled by the institution.

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

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

Three of the above

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

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

Two of the above

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

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

The institution is committed to the maintenance of cleanliness, sanitation, green cover, and a pollution-free healthy environment.

Cleanliness-For this purpose there are two staff in the college. They properly clean the college premises including Saturdays. The classrooms are cleaned once a week. There is a separate daily staff for cleaning the hostel premises.

Sanitation-The cleaning staff clean all the toilets of the college from 3.30 pm to 4.30 pm. They use Harpic and lotions for the purpose.

Green cover-The institution provides a green cover on the premises. There are separate staff with daily wages for maintaining green cover and organic farming. Annually nearly 50,000 rupees are spent for this purpose. The institution has a wide variety of medicinal plants and trees.

The pollution free environment-The institution is situated nearly 500m away from Meprathupady junction. The tobacco-free environment, the green cover, and proper waste management and sanitation provide a pollution-free environment conducive for academic and non academic aspects.

| 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) | |
| 1,19,835/- | |
| 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 institution puts forth efforts leveraging the local environment, local knowledge and resource, community practices, and challenges. Local environment-Students from northern districts are living on a | |

rental basis in different houses of the locality. The locality members collect food waste from the hostel for composting. The community living camp offers a lot of opportunities for leveraging the local environment.

Local knowledge and resources-The UG, PG, and Dl. Ed students have internships in local schools. They understand the locality knowledge for their curricular aspects and utilize locality resources for curricular and co-curricular aspects. There is a public library in Meprathupady junction.

Community practices-The institution is located in Vengola Panchayath and the institution conducts a number of community practices like offering food to the poor as part of SUPW, visit to old age homes and orphanages, anti-drug campaigning, guidance, counseling programs, etc.

The institution invites locality members,Block Panchayath President in the celebration of events and smooth conduct of academic and nonacademic activities.

The private buses on the routes provide student concessions for transport.

| 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

In the year 2022-23, the institution adopted a number of programs for its outreach activities. The three best practices were listed below.

1. Akattam Akalam-The antidrug campaign of the college was held on October 31, 2022. A rally was conducted from the College to Vengola junction accompanied by students, teachers, and nearly a hundred students from National School. Vengola Panchayath President inaugurated the function, Principal gave the felicitations. Students took oaths against drugs. A flash mob was organised by Meenakshi and the team regarding antidrugs.
2. Hrudayapoorvam Oru Kaithangu-On October 18, 2022 students collected petrichor (lunch boxes). Nearly 100 food packages were collected from the faculty and students and distributed to the needy of VQengola Panchayath and Perumbavoor bus stand. It was done as a part of SUPW service and students learned the moral obligation to help the needy. The principal inaugurated the function and nearly fifty students participated in the function.
3. Orientation for placement abroad- On 6th January 2023 the students were given an orientation for placement abroad.

Mr.Arun Gopinath gave a comprehensive picture of securing professional degrees, job opportunities, and ways and means of securing placement abroad for jobs and higher education. The students interacted well during the session.

| 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

The National College for Teacher Education has the vision of the Power of knowledge and fortitude of values. It highlights the importance of knowledge and values in students, teachers, and ultimately in our future generations. The teaching-learning practices of the institution are well-planned and structured to cater to the different IQ levels of students. The college provides training for inclusive education.

Students from nearly ten districts of Kerala enroll in the institution for UG, PG, and Dl. Ed courses. They live together and learn together and priority is given to cooperative and collaborative practices on teaching and learning. Community-related activities are given importance in all sectors of education.

The institution is located in the rural part of Ernakulam district. Even though food is provided by the local members yet a permanent canteen inside the hostel is a challenge for the inmates. Since it is in the valleys of dense forests the power failure during rainy seasons may lead to long time repairment is a thrust. As a self-financing college, the lack of an adequate number of permanent teachers is a thrust for teaching/learning activities.

The State Ministry of Minority Welfare provides counseling classes and competitive examination coaching classes to minorities.

| 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 |