



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

NATIONAL COLLEGE FOR TEACHER EDUCATION

IQBAL SQUARE, MEPRATHUPADY

683556

nationalcollege.edu.in

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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Our Institution-National College For Teacher Education, a reputable co-educational institution in the field of Education was established in the year 2005. The college is located at Meprathupady, a beautiful suburb in the Taluk of Kunnathunad on the Perumbavoor-Puthencruz Road. The college is affiliated to Mahatma Gandhi University and approved by NCTE. The institution believes that teacher education is one of the keys to nation building. The institution is keenly interested in imparting quality education to their students. The institution mould student-teachers to be at par with the minds who are inspired and motivated. The institution tries every aspect to make the teaching career an illuminating one and provide a team of committed teachers for the world. All round development through a wholesome nurturing is guaranteed by the institution.

The institution provides training in following programmes.

- UG Programme- B.Ed. with 2 year duration in six streams: English, Mathematics, Physical Science, Natural Science, Social Science, and Commerce. Total number of students is 50.
- PG Programme-M.Ed. with 2 year duration in five streams: English, Mathematics, Science, Social Science and Commerce. Total number of students is 50.

NAAC Accreditation-National College for Teacher Education was accredited in the academic year 2015-16. The college was accredited with B Grade in the first cycle with CGPA of 2.7.

Vision

- “Power of Knowledge and Fortitude of Values”. The institution highlights the importance of knowledge and values in students, teachers, and ultimately to the future generations.

Core Values-The core values of the institution are

- Accountability – The institution holds accountability in actions, admit in failures and always strive to bring the best.
- Community-Minded-The institution welcomes community in academic planning, celebration of events and contributing the skills and efforts to improve the local community through knowledge exchange.
- Compassion – The institution grows teachers who care for humanity and are concerned about the sufferings of others.
- Cooperation – The institution follows house practices and we have four houses. The students are allocated to each house according to rotation sampling. The UG and PG students get a chance to work together and compete together in different competitions.
- Critical Thinking – The institution provides opportunities for critical thinking through various teaching-learning activities. We teach students how to learn and be analytical and critical in thought to solve the

centurion problems.

- Excellence – The institution strives to excellence in scholastic and co-scholastic aspects.
- Goal-Oriented – The students of the institution sets personal goals for attaining growth and excellence.
- Humility-The institution is humble and understands that behind every success hard work and love of parents, teachers and community is must.
- Inclusion – The institution welcomes all types of students.
- Integrity – The institution has a clear moral compass and students strive to do the right things at all times.
- Multiculturalism – The institution has a history and intake of student's majority from middle and northern districts of Kerala.
- Punctuality – The institution keeps punctuality in all activities.
- Reflectiveness – Reflection is a way for improvement. Reflection about our actions is the ways to improve.
- Respect – The institution respects all cultures and student diversities.
- Sustainability – The institution is located in the Ernakulum rural area and strives to attain SDG by 20230. The institution consistently seeks new ways to be more sustainable and to protect our local, national, and global environment.
- Teamwork – The members of the college work together because we know that we can achieve more as a team than as individuals.
- Thankfulness – We are thankful for our teachers, peers, and community. We remember to express our sincere thanks to one another in our daily interactions.

Mission

Mission- “Excellence, Wisdom and Commitment to the Society”. The mission of the institution is to emphasize on delivering quality, progressing to be a center of excellence and become an instrument for social change.

Institutional Objectives

- To set a clear vision and mission for the institution that aligns with NEP 2020, NCF and SDG.
- To assess and implement academic plan through a consultative process.
- To maintain transparency in academic, administrative and financial aspects.
- To establish a system for cultivating holistic and inclusive growth and development by applying all relevant opportunities.
- To sustain quality in teaching-learning process.
- To undertake appropriate measures for continuous improvement.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- A self-financing institution offering UG and PG programme in Education affiliated to Mahatma Gandhi University.
- An institution offering UG in six streams and PG in five streams in Education.

- History of bringing excellent teachers from 2005.
- Upgraded to UGC 2f in the year 2023.
- Situated in the green campus of Ernakulum rural sector on Perumbavoor-Puthencruz road.
- Very good support from active teaching and non-teaching staff and local community in the scholastic and non-scholastic activities.
- N-listed library facility, computer lab, language lab and science lab.
- Pedestrian friendly road and green campus.
- Affordable PG accommodation inside and nearby campus.
- MoU with a number of affiliated educational institutions and Government bodies.
- Anytime transport facility.
- More than ninety five percentages pass out rate from its beginning.
- Availability of schools for internship in the 10 kilometer surroundings.
- Support of GTA in the smooth conduct of the college.
- Support from authorities of the nearby schools for the smooth conduct of internship.
- Support from Vengola Block Panchayath for organizing community related activities.
- Support from Anti narcotic cell, Perumbavoor, Bethseda Hospital, Vengola, DLSA, Kaloore, AIDS control society.
- Establishment of National TTI for DI.Ed. Internship and the presence of National Public School for secondary internship.

Institutional Weakness

- Lack of permanent teachers.
- Insufficient community related research projects.
- Lack of sufficient number of student exchange programmes for global learning experience.
- The much difference in scale of pay for Self-financing college teachers.

Institutional Opportunity

- Opportunity for placement of teachers to Kerala, different states of India, Gulf countries and UK.
- Training for KTET examinations.
- Opportunities for community related and outreach activities.
- Students initiated best practices.
- Opportunity to evolve as a multidisciplinary institution offering ITEP (Integrated Teacher Education Programme) in alignment with NEP 2020.
- Providing MOOC (Massive Online Open Courses) in organic farming for fostering a culture for healthy living.

Institutional Challenge

- To develop as a Research Centre with limited Government funds.
- Securing funds from Philanthropists and other agencies.
- Low enrollment rate in PG.
- Providing teachers with UGC Scale of Pay.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

National College for Teacher Education as an affiliated institution of Mahatma Gandhi University follows the curriculum of the University. Every year annual in-house meeting for curriculum planning is held with Principal, H.O.D. M.Ed. Department, teaching faculties, GTA representative, student representatives and community members in the month of May. Semester wise scholastic and non-scholastic activities such as celebrating days of importance, community related and extension activities are decided at the meeting. The IQAC takes initiative for organizing curricular activities. Duties are allocated to teachers for volunteering scholastic and non-scholastic events.

There is flexibility in curriculum planning. The institution often selects blended modes of learning according to the need and demand due to weather conditions. So even though timetabling is set for offline mode of learning, online learning often prevails with convenient and flexible timings for students and teachers.

Majority of students belongs to OBC community particularly from Ernakulum and northern districts of Kerala. So all activities are enriched with cultural and linguistic diversities. Minority students are provided with hostel facility inside the campus for female students and PG accommodation for male students. The SC/ST grants are available to students. The grants are provided for EWS students also. Sometimes the management also facilitates learning by providing stipends to students belonging to Muslim category.

There is integration of psychological, philosophical, sociological and pedagogical aspects of the curriculum through core courses and pedagogical courses. The institution provides UG programme in six optional subjects and Guidance and Counseling is the elective subject. For PG programme there are five optional subjects and two elective subjects: Environmental Education and Guidance and Counseling. Experiential learning is adopted and theoretical knowledge is enhanced through field-based practical activities. Academic and extension activities foster the curriculum and provide a holistic learning environment.

Apart from value added course (MOOC on Organic Farming) students do different online courses according to their convenience. The faculties participate in a number of workshops and seminars for enriching professional competence. The institution honors eminent teachers. Rank holders and toppers are given mementos and cash prize.

Teaching-learning and Evaluation

National College for Teacher Education was established in the year 2005. There is consistency in cent percentage entry at B.Ed. level. The intake is 50. But at M.Ed. level there is decline in enrollment after 2015 due to extension of duration of completion of the course. The institution adopts following measures for keeping quality in teaching-learning and evaluation at B.Ed. level.

For the first semester:

- Orientation programme for motivating freshers. A week session handled by experts and motivational classes, career orientation etc. are focused.
- Communicative English sessions taken by experts.
- Community related projects.

- Students create blogs and upload content in it.
- School based Guidance and Counseling activities.
- E-content development.
- Yoga sessions.

For the second semester:

- Two weeks internship in schools and creating school profile.
- Awareness class on adolescent problems is taken by each student.
- Training for lesson planning is done in three modes; discussion lesson plans by peers mentored by faculty, watching demonstration classes by seniors and school teachers, and taking criticism classes in the peer group.
- Students organize sports meet and arts events, conduct interview with eminent artists.

For the third semester:

- Students undergo internship for 16 weeks (nearly four months)
- Become competent in self-assessment, peer assessment, preparation of teaching aids, organizing club activities, achievement testing, diagnostic testing and remediation.

For the fourth semester:

- Students initiated community living camps and study tours for enhancing social and emotional skills,
- Review articles from electronic journals enhancing research skills.
- Prepares SWOT analysis by themselves.
- Interviews an eminent teacher educator.
- Carries out extension activities.
- Prepares job profile and learns communication skills for the profession.

A number of students qualify KTET Category 2& 3, SET while completing the course.

For the M.Ed. programme the institution adopts lectures by experts, group discussion sessions, seminars, assignments, research talks, visit to university libraries, field visits for fostering the curriculum. In each year one or two students qualify UGC/NET examination.

The maximum experience for the teaching faculty is 18 years and majority are freshers. They undergo workshops and seminars at the international level. Some of the teachers are members of CTEF.

Infrastructure and Learning Resources

The institution has 35 rooms including Office, Principal's room, Managers room, Chairman's Room, Science lab, Library, Rest room for girls, prayer room for boys, Sports room, Art and Craft room, ICT room, ICT supported general halls, Auditorium with a seating capacity of 500 persons. The library is now nlisted. The LMS of the library is open access and minimum twenty persons refer library daily. The loan facility provided by the library is feasible for students and faculties. A number of journals, periodicals, reference materials and past evaluated theses are available for reference. The rooms are ventilated with ceiling fans, tube light etc. Each room is having sufficient number of furniture. There is Divyangjan friendly corridor, classrooms and toilets.

The computer lab and language lab are situated inside National Public School for safety.

The institution is a free Wi-Fi campus with CCTV surveillance and biometric attendance keeping.

Student Support and Progression

The college has a well-functioning NSS unit that trains students for acquiring hard skills. Soft skills are trained through communicative sessions. The Ministry of Minority Welfare organizes Pre Marital Counseling programmes and PSC coaching for minorities in the college. The institution adopts differentiated learning strategies for the student diversity.

A number of clubs are functioning in the college.

- Aura-The literary club is organizing debates, discussions, dramas and plays, extempore for language students. Expert talks are organized by the club on International Mother Tongue Day.
- Kigali-The psychology club is organizing seminar sessions, working group sessions for students annually to deal with classroom problems.
- Eureka-Science club is organizing quiz competitions and poster competitions and presentations on National and International Science days for students of National Public School. The club helps in organizing science exhibitions at the school.
- Agricola-The Natural Science club with the help of NSS is organizing Snehamam project of plantation in Vengola Block Panchayath and organizes MOOC organic farming activities.
- Social Science –the club organizes teachers day, Gurupoornima days with presentations of great teachers and honoring eminent teachers and teacher educators.

The Grievance Cell of the college has Principal as head, Vice Principal, teachers in charge for B.Ed. and M.Ed. students. The rules and regulations of the college and hostel are signed by the student and parent at the time of admission itself. Any grievance from students is dealt with due importance and suggestions and remedies are provided with two days' time.

The Students Council members are elected according to the University rules. The elected members took oath and functions for the smooth conduct of all activities of the college.

The college has a history of keeping minimum 50 percentages of students passing KTET examinations. Google forms are collected from previous students regarding their placement in job and career. Nearly 60% enroll for job and higher studies after completing the course.

NOSA-National Old Students Association is active in the college and it is organizing Alumni meets, supports in extension activities, community living camp and internship activities of the college.

Governance, Leadership and Management

National College for Teacher Education is functioning under the management of AIMNET (Allama Iqbal Memorial National Foundation for Education and Training). The institution is dedicated to creating a nurturing environment where every student can grow academically, intellectually, and personally. Education is for spreading character and fostering a sense of purpose. The institution is committed to promoting leadership,

cultural enrichment, and a civilizational shift that encourages students to make a positive impact in their communities and beyond. The institution upholds the values of excellence, integrity and compassion.

There are strict rules and regulations for teaching and non-teaching staff. Biometric punching is compulsory. The institution functions under the organogram. There are several committees for Curriculum planning, Admission Examination, Guidance and Counselling, Tour programmes, Staff welfare, Students Council, Grievance Redressal, Sports committee, arts committee, Organic farming committee, organizing GTA, AADYA, AntiDrug, SUPW etc. All committees work under the leadership of the Principal and a teacher in charge.

The institution receives fund from students as University fee and Management fee. The annual budgeting is carried out by the Manager, Principal and Office bearers. Annual auditing is done in the month of April and May. The Income Expenditure Statement for all activities including the salary are available in the office. The institution keeps transparency in admission procedure, teacher's recruitment and managerial functions of the college. The feedbacks are collected from students, concerned institutions, parents and other stake holders.

The IQAC functions diligently to maintain transparency and quality culture of the college. The institution is under UGC 2F. It is enrolled in AISHE and KIRF. The institution promotes professional growth by organizing FDP activities and National Seminars. Faculties of the institutions are members of CTEF and they participate in State level, National level and International Level seminars and workshops.

Institutional Values and Best Practices

The institution has a green protocol for environmental preservation and energy conservation. There is a pedestrian free road and a green campus. The main source of energy is hydel electric energy. There is separate collection of electronic, plastic, paper and food waste. For collecting paper waste the institution has a MoU with community dealer. The food waste from hostel is collected by kudumbasree members for making biogas. There is cultivation of paddy, tapioca and other vegetables inside the college campus. There are more than hundred varieties of trees inside the campus. The equipment's are energy efficient. The source of water is well and bore well. The wastewater is collected in septic tanks. Sanitary napkin winding machine is available in the ladies toilet.

The institution actively participates in Swatch Bharath Abhiyan through campus cleaning, AIDS awareness programmes, and NSS activities. Each year two themes are selected for best practices. AADYA, the charitable association organizes two or three activities every year for extension. They are taken as best practices.

Research and Outreach Activities

The institution provides PG course in Education. A number of research talks are organized in the institution. There is Faculty Exchange Programmes with other colleges and NGOS like Kerala AIDS Control Society, Blood Bank, DLSA, Anti Narcotic Cell, District Taluk Hospital, Bethseda Old age home etc. There are a number of research journals available in the library for reference and creating quality culture in research. Students often visit School of Pedagogical Science for reference.

The institution has organized outreach programmes like Street Walk for antidrug campaign, beat the Plastic pollution, Community activities on COVID pandemic, Clean Meprathupady campaign, Food Donation to the

poor and needy, and Visit to old age homes, for fostering a sense for community and attaining SDG goals.

The institution is at the stage of blooming research as a number of teachers are ready for joining Ph.D. programmes and two permanent teachers having Ph.D.

2. PROFILE

2.1 BASIC INFORMATION

| Name and Address of the College | |
|---------------------------------|--|
| Name | NATIONAL COLLEGE FOR TEACHER EDUCATION |
| Address | IQBAL SQUARE, MEPRATHUPADY |
| City | VENGOLA PERUMBAAVOOR |
| State | Kerala |
| Pin | 683556 |
| Website | nationalcollege.edu.in |

| Contacts for Communication | | | | | |
|----------------------------|-------------------|-------------------------|------------|-----|-----------------------------|
| Designation | Name | Telephone with STD Code | Mobile | Fax | Email |
| Principal | N. SETHUM ADHAVAN | 0484-2522583 | 9447295266 | - | nationalcollege09@gmail.com |
| IQAC / CIQA coordinator | SREEJA V | 0484-2525603 | 7034510382 | - | vishnulekshmi6@gmail.com |

| Status of the Institution | |
|---------------------------|----------------|
| Institution Status | Self Financing |

| Type of Institution | |
|---------------------|--------------|
| By Gender | Co-education |
| By Shift | Regular |

| | |
|--|--|
| Recognized Minority institution | |
| If it is a recognized minority institution | Yes New Doc 09-03-2024 14.05 compressed.pdf |
| If Yes, Specify minority status | |
| Religious | |
| Linguistic | |
| Any Other | charitable |

| Establishment Details | | | | | | | | | | |
|---|--|---|-------------------------------|--------------------------------------|-------|-----------------|----------|--------|---------------------------|-------------------------------|
| <table border="1"> <tr> <th>State</th> <th>University name</th> <th>Document</th> </tr> <tr> <td>Kerala</td> <td>Mahatma Gandhi University</td> <td>View Document</td> </tr> </table> | | | | | State | University name | Document | Kerala | Mahatma Gandhi University | View Document |
| State | University name | Document | | | | | | | | |
| Kerala | Mahatma Gandhi University | View Document | | | | | | | | |
| Details of UGC recognition | | | | | | | | | | |
| Under Section | | Date | View Document | | | | | | | |
| 2f of UGC | | 25-07-2023 | View Document | | | | | | | |
| 12B of UGC | | | | | | | | | | |
| Details of recognition/approval by stationary/regulatory bodies like AICTE, NCTE, MCI, DCI, PCI, RCI etc (other than UGC) | | | | | | | | | | |
| Statutory Regulatory Authority | Recognition/Approval details Institution/Department programme | Day, Month and year (dd-mm-yyyy) | Validity in months | Remarks | | | | | | |
| NCTE | View Document | 04-08-2015 | 120 | The validity period is not mentioned | | | | | | |

| | |
|--|----|
| Recognitions | |
| Is the College recognized by UGC as a College with Potential for Excellence (CPE)? | No |
| Is the College recognized for its performance by any other governmental agency? | No |

| Location and Area of Campus | | | | |
|-----------------------------|----------------------------|-----------|----------------------|--------------------------|
| Campus Type | Address | Location* | Campus Area in Acres | Built up Area in sq.mts. |
| Main campus area | IQBAL SQUARE, MEPRATHUPADY | Rural | 3.95 | 3042 |

2.2 ACADEMIC INFORMATION

| Details of Programmes Offered by the College (Give Data for Current Academic year) | | | | | | |
|--|--------------------------|--------------------|---------------------|-----------------------|---------------------|-------------------------|
| Programme Level | Name of Programme/Course | Duration in Months | Entry Qualification | Medium of Instruction | Sanctioned Strength | No.of Students Admitted |
| UG | BEd, Education, | 24 | B.AB.ScM.Com | English | 50 | 0 |
| PG | MEd, Education, | 24 | B.Ed | English | 50 | 0 |

Position Details of Faculty & Staff in the College

| Teaching Faculty | | | | | | | | | | | | |
|---|-----------|--------|--------|-------|---------------------|--------|--------|-------|---------------------|--------|--------|-------|
| | Professor | | | | Associate Professor | | | | Assistant Professor | | | |
| | Male | Female | Others | Total | Male | Female | Others | Total | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | 0 | | | | 0 | | | | 0 | | | |
| Recruited | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Yet to Recruit | 0 | | | | 0 | | | | 0 | | | |
| Sanctioned by the Management/Society or Other Authorized Bodies | 0 | | | | 0 | | | | 12 | | | |
| Recruited | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 7 | 0 | 12 |
| Yet to Recruit | 0 | | | | 0 | | | | 0 | | | |

| Non-Teaching Staff | | | | |
|---|------|--------|--------|-------|
| | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | | | | 0 |
| Recruited | 0 | 0 | 0 | 0 |
| Yet to Recruit | | | | 0 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 9 |
| Recruited | 3 | 6 | 0 | 9 |
| Yet to Recruit | | | | 0 |

| Technical Staff | | | | |
|---|------|--------|--------|-------|
| | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | | | | 0 |
| Recruited | 0 | 0 | 0 | 0 |
| Yet to Recruit | | | | 0 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 12 |
| Recruited | 5 | 6 | 0 | 11 |
| Yet to Recruit | | | | 1 |

Qualification Details of the Teaching Staff

| Permanent Teachers | | | | | | | | | | |
|------------------------|-----------|--------|--------|---------------------|--------|--------|---------------------|--------|--------|-------|
| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | | |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | Total |
| D.sc/D.Litt/LLD/DM/MCH | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 2 | 0 | 3 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 2 | 0 | 3 |
| UG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| Temporary Teachers | | | | | | | | | | |
|------------------------|-----------|--------|--------|---------------------|--------|--------|---------------------|--------|--------|-------|
| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | | |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | Total |
| D.sc/D.Litt/LLD/DM/MCH | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 0 | 3 |
| UG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| Part Time Teachers | | | | | | | | | | |
|------------------------|-----------|--------|--------|---------------------|--------|--------|---------------------|--------|--------|-------|
| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | | |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | Total |
| D.sc/D.Litt/LLD/DM/MCH | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 2 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 1 | 0 | 3 |
| UG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| Details of Visting/Guest Faculties | | | | |
|--|--------|--|--------|--|
| Number of Visiting/Guest Faculty engaged with the college? | Male | | Female | |
| | Others | | Total | |
| | 0 | | 0 | |

Provide the Following Details of Students Enrolled in the College During the Current Academic Year

| Programme | | From the State Where College is Located | From Other States of India | NRI Students | Foreign Students | Total |
|-----------|--------|---|----------------------------|--------------|------------------|-------|
| UG | Male | 0 | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 | 0 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| PG | Male | 0 | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 | 0 |
| | Others | 0 | 0 | 0 | 0 | 0 |

| Provide the Following Details of Students admitted to the College During the last four Academic Years | | | | | |
|---|--------|--------|--------|--------|--------|
| Category | | Year 1 | Year 2 | Year 3 | Year 4 |
| SC | Male | 1 | 0 | 0 | 1 |
| | Female | 2 | 2 | 3 | 3 |
| | Others | 0 | 0 | 0 | 0 |
| ST | Male | 0 | 0 | 1 | 0 |
| | Female | 0 | 0 | 2 | 1 |
| | Others | 0 | 0 | 0 | 0 |
| OBC | Male | 6 | 3 | 4 | 3 |
| | Female | 29 | 32 | 17 | 25 |
| | Others | 0 | 0 | 0 | 0 |
| General | Male | 0 | 1 | 0 | 0 |
| | Female | 10 | 20 | 0 | 26 |
| | Others | 0 | 0 | 0 | 0 |
| Others | Male | 0 | 0 | 4 | 0 |
| | Female | 5 | 0 | 25 | 0 |
| | Others | 0 | 0 | 0 | 0 |
| Total | | 53 | 58 | 56 | 59 |

Institutional preparedness for NEP

| | |
|---|---|
| 1. Multidisciplinary/interdisciplinary: | <p>National College for Teacher Education is functioning under Allama Iqbal Memorial National Foundation for Education and Training Trust. The trust has three institutions in the campus. National School- educates children from Pre-Kindergarten to grade X. It is a co-educational institution and the medium of instruction is English. National Institute for Teacher Education-The institute provides a two-year DEl.Ed.programme. An aspirant who completed the twelfth grade with stipulated grades can join the programme. National College for Teacher Education-The institution offers two-year B.Ed and M.Ed programmes. The UG courses are provided in the following streams: ?English Education ?Mathematics</p> |
|---|---|

| | |
|------------------------------------|--|
| | <p>Education ?Physical Science Education ?Natural Science Education ?Social Science Education ?Commerce Education The PG courses have specializations in the following streams: ?Language Education ?Mathematics Education ?Science Education ?Social Science Education ?Commerce Education 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 trips, club activities etc. For creating awareness regarding NEP following programmes were organised by the institution: ?Class on NEP 2020 was held on February 21, 2022. ?NEP Talk Series 1-August 23,2023. ?NEP Talk Series 2-September 20,2023 ?One Day National Seminar on ‘NEP: A Pathway for Holistic & Multidisciplinary held on November 8,2023. The institution offers value added courses, self study courses, soft skill training programmes, community related programmes, interdisciplinary projects at PG level, setting linkages with other educational institutions, providing financial support for teachers in participating FDP, workshops, seminars, collaborative teaching approaches, project-based learning for fostering critical thinking, problem-solving and ethical reasoning skills.</p> |
| 2. Academic bank of credits (ABC): | <p>According to NEP 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</p> |

| | |
|--|---|
| | <p>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. ABC will be followed as per the implementation of the same by the affiliating University.</p> |
| 3. Skill development: | <p>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 behaviour 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 organising curricular and co curricular activities 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 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.</p> |
| 4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course): | <p>The IKS approach seeks to blend traditional knowledge with modern education, enriching the learning experience for students. The key aspects of integration are given below: ?Interdisciplinary approach-the IKS is integrated into various subjects, linking traditional knowledge with contemporary science, mathematics and social studies. ?Medium of instruction-teaching in Malayalam enhances accessibility especially for our rural students. It helps in preserving and promoting regional languages. ?Translation and adaptation-educational materials and textbooks are being translated into Malayalam .The contents are adapted to suit local context. ?MOOC platform- the online platform provides course on organic farming where the student can</p> |

| | |
|--|---|
| | <p>submit the project in Malayalam. ?Interactive contents- the students are using interactive contents ,such as videos, quizzes and educational materials to engage learners.The format allows self-paced learning, making education more flexible. ?Capacity building-the workshops,FDP of the institution and digital tools and platforms provide effective delivery to integrate IKS. ?NEP 2020-emphasises the inclusion of IKS in the curriculum and promotion of Indian languages as medium of instruction.</p> |
| 5. Focus on Outcome based education (OBE): | <p>4. All the programs offered by the institution follow the OBE pattern stipulated by the University. The PLO's and CLO's are clearly described at the beginning of each semester and all teaching learning activities are focused on attaining OBE. The OBE follows the following pattern: ?Design down-faculties as mentors help in designing the desired management techniques and PLO's 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 CLO's and PLO's and student satisfaction surveys through google forms are part of the curriculum. ?Teachers immediately take student reflections in all activities. ?The feedback collected from GTA and Alumni of the college reflects the ethos of following OBE.</p> |
| 6. Distance education/online education: | <p>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. The PG students and several UG students are enrolled in different distance programmes offered by IGNOU</p> |

and other Universities.

Institutional Initiatives for Electoral Literacy

| | |
|---|--|
| <p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p> | <p>Electoral Literacy Club (ELC) was established in India on January 25, 2018 by the Election Commission of India on the occasion of National Voters Day to promote electoral literacy and encourage active participation in the democratic process among young citizens. The ELC club is established in the institution to educate students and youth about the electoral process, importance of voting, and democratic rights and responsibilities. The club also promotes ethical voting behavior, leadership skills and inclusivity. The club is functioning from the year 2019-20 academic years. The club conducts mock elections, debates and discussions, creative competitions and quizzes and games.</p> |
| <p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p> | <p>The ELC of the institution offers hands-on experience and knowledge about voting procedures. The Vice Principal of the institution is in charge of ELC. ELC selects students council. The student council is apolitical, nominated representative body of the students who are competent enough to play a decisive and an enriching role in organizing and coordinating different events and programs conducive for the student life and progress in the institution. The Following members will oversee the functions as stipulated: Secretary, Treasurer, Representatives of Academic, Sports, Literary, and Cultural events. There are faculty representatives as advisor and student advisor. 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.</p> |
| <p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of</p> | <p>The student council of this college is instituted with the pertinent aim to ensure the fluid functioning of the college with optimal student participation, involvement, and deliberation. The academic, professional, and personal development of the students being the motto, the council is constituted to</p> |

poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.

bring the best from the young minds in spirit and thinking from an arena of talents budding from sports, arts and other cultural, educational, and recreational activities that are incidental and conducive for student teachers' creativity and proclivity. Over the years the institution has prioritized the student representation and student voices significantly. The council was formed from time to time through distinct and transparent mechanisms adopted, that guarantee the fluid functioning of the institution. The responsibilities the students are entitled to have always played crucial roles of engagement in varied avenues of excellence such as sports, cultural, community and social welfare programs. The council has always been a strong advocate and champion of initiatives and activities promoting the progression of the institution. The student council for the year was constituted through electoral processes quite systematically and vigilantly and has adhered to University norms and procedures. Everything that the institution upholds and embarks has found to be deliberated, by the mutual cooperation and zeal of the Student Council. 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. |
| 4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc. | <p>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.</p> <p>• 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.</p> <p>• 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 following programs were initiated by the ELC:</p> <ul style="list-style-type: none"> • Observance of commemorative days • Conduct of Cultural celebrations • Community Integrated Programs • Student Engagement Initiatives • Academic Enrichment Resource Talks • Institutional support for diverse club and cell activities • Establishment of campus related technical workshops • Encouragement for Activities promoted during School Internship phases • Student Consultancy and Additional support during school induction and orientation • Alumni interaction for the conduct of various in house activities <p>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.</p> |

| | |
|--|---|
| <p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p> | <p>The enrolled students are voters of the institution and awareness activities are organized by the club to ensure all students as voters in electoral roll.</p> |
|--|---|

Extended Profile

1 Students

1.1

Number of students on roll year-wise during the last five years..

| | | | | |
|---|---------|-------------------------------|---------|---------|
| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
| 110 | 114 | 114 | 112 | 107 |
| File Description | | Document | | |
| Institutional data in prescribed format | | View Document | | |
| Any other relevant information | | View Document | | |
| Other Upload Files | | | | |
| 1 | | View Document | | |

1.2

Number of seats sanctioned year wise during the last five years..

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|--|---------|-------------------------------|---------|---------|
| 100 | 100 | 100 | 100 | 100 |
| File Description | | Document | | |
| Letter from the authority (NCTE / University / R | | View Document | | |
| Institutional data in prescribed format | | View Document | | |

1.3

Number of seats earmarked for reserved category as per GOI/ State Govt. rule year wise during the last five years..

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|--|---------|-------------------------------|---------|---------|
| 26 | 26 | 26 | 26 | 26 |
| File Description | | Document | | |
| Institutional data in prescribed format | | View Document | | |
| Central / State Govt. reservation policy for adm | | View Document | | |

1.4

Number of outgoing/ final year students who appeared for final examination year wise during the last five years..

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|--|---------|-------------------------------|---------|---------|
| 103 | 60 | 52 | 54 | 55 |
| File Description | | Document | | |
| List of final year students with seal and signat | | View Document | | |
| Institutional data in prescribed format | | View Document | | |

1.5

Number of graduating students year-wise during last five years..

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|--|---------|-------------------------------|---------|---------|
| 102 | 60 | 49 | 54 | 55 |
| File Description | | Document | | |
| Institutional data in prescribed format | | View Document | | |
| Consolidated result sheet of graduating students | | View Document | | |

1.6

Number of students enrolled(admitted) year-wise during the last five years..

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|--|---------|-------------------------------|---------|---------|
| 53 | 58 | 56 | 59 | 53 |
| File Description | | Document | | |
| Institutional data in prescribed format | | View Document | | |
| Enrollment details submitted to the state / univ | | View Document | | |

2 Teachers**2.1**

Number of full time teachers year wise during the last five years..

| | | | | |
|--|---------|-------------------------------|---------|---------|
| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
| 12 | 12 | 12 | 12 | 12 |
| File Description | | Document | | |
| Institutional data in prescribed format | | View Document | | |
| Copy of the appointment orders issued to the tea | | View Document | | |

2.2

Number of Sanctioned posts year wise during the last five years..

| | | | | |
|---|---------|-------------------------------|---------|---------|
| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
| 12 | 12 | 12 | 12 | 12 |
| File Description | | Document | | |
| University letter with respect to sanction of p | | View Document | | |
| Any other relevant information | | View Document | | |

3 Institution

3.1

Total expenditure excluding salary year wise during the last five years (INR in lakhs)..

| | | | | |
|--|---------|-------------------------------|---------|---------|
| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
| 67.60 | 31.19 | 17.26 | 23.47 | 16.76 |
| File Description | | Document | | |
| Audited Income Expenditure statement year wise d | | View Document | | |

3.2

Number of Computers in the institution for academic purposes..

Response: 32

| | |
|--|-------------------------------|
| File Description | Document |
| Invoice bills of purchase of computers | View Document |
| Copy of recent stock registers | View Document |

4. Quality Indicator Framework(QIF)

Criterion 1 - 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.

Response:

National College for Teacher Education, a self-financing institution affiliated with Mahatma Gandhi University, adheres to the University's curriculum for its UG and PG courses. The college is dedicated to providing knowledge and value-based education to the potential teachers. The B.Ed. and M.Ed. courses offered align with the institutions vision and mission, incorporating curricular and extracurricular activities designed to foster a global outlook and develop strong personalities. All curriculum activities are facilitated through a well-planned documentation process. At National College for Teacher Education, we prioritize the continuous enhancement and contextualization of our curriculum through evidence-based pedagogy, ensuring that it meets the evolving needs of our students and the local community. Our institution has established a robust, systematic process for curriculum development, grounded in pedagogical principles that are embedded in our academic culture.

- **Regular Planning and Review:** We conduct regular curriculum planning and review sessions at various levels—departmental, institutional, and cross-functional committees. Our curriculum review process includes:
 1. Backward Design: We employ the backward design approach in curriculum development, starting with the identification of desired learning outcomes and working backward to design assessments and instructional activities that support those outcomes.
 2. Constructive Alignment: Our curriculum is designed and regularly reviewed to ensure constructive alignment between learning objectives, teaching methods, and assessment strategies, providing a coherent learning experience for students.
 3. Bloom's Taxonomy: We utilize Bloom's Taxonomy to structure course objectives and assessments, ensuring a progression from foundational knowledge to higher-order thinking skills, such as analysis, evaluation, and creation.
- **Adapting to Local Context:** Our curriculum is not only designed to meet global academic standards but is also tailored to address the unique socio-economic, cultural, and environmental needs of our local community. To achieve this, we implement the following pedagogical practices:
 1. Differentiated Instruction: We incorporate differentiated instruction strategies to address the diverse learning needs of our students, ensuring that our curriculum is accessible and meaningful for all learners, regardless of their backgrounds.
 2. Experiential Learning: Our curriculum emphasises experiential learning through local case studies, project-based learning, and community-based projects, allowing students to apply theoretical knowledge to real-world situations within their local context.
 3. Culturally Responsive Pedagogy: We integrate culturally responsive teaching practices to honour and reflect the cultural backgrounds of our students in the curriculum. This approach

fosters an inclusive learning environment and enhances student engagement and success.

- **Outcome-Oriented Approach:** Our curriculum review and adaptation process is outcome oriented, focusing on the development of competencies that prepare our students for both local and global challenges. By regularly revising our curriculum through formative and summative assessments, and incorporating feedback from diverse stakeholders, we ensure that our graduates are well-equipped to contribute positively to society and excel in their chosen fields.

The institution follows these steps for planning, implementing, reviewing, and revising the curriculum:

- Curriculum Planning Meeting
- Academic Calendar:
- Semester-wise Syllabus
- Timetable,
- Duty List
- ,Events and Activities,
- Continuous and Comprehensive Evaluation,
- Teaching-Learning Materials and Methods
- , Examinations and Feedback,
- PTA Meetings

These are prepared according to the University Calendar and the decisions made during the in-house curriculum planning meeting.

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

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 last completed academic year

1. Faculty of the institution

2. **Head/Principal of the institution**
3. **Schools including Practice teaching schools**
4. **Employers**
5. **Experts**
6. **Students**
7. **Alumni**

Response: A. Any 5 or more of the above

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

1.1.3

While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes(CLOs) for all Programmes offered by the institution, which are stated and communicated to teachers and students through

1. **Website of the Institution**
2. **Prospectus**
3. **Student induction programme**
4. **Orientation programme for teachers**

Response: A. All of the above

| File Description | Document |
|--|-------------------------------|
| Report and photographs with caption and date of teacher orientation programmes | View Document |
| Report and photographs with caption and date of student induction programmes | View Document |
| Prospectus for the last completed academic year | View Document |
| Data as per Data Template | View Document |
| Any other relevant information | View Document |
| URL to the page on website where the PLOs and CLOs are listed | View Document |
| Paste link for additional information | View Document |

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

Response: 100

1.2.1.1 Number of optional/ elective courses including pedagogy courses offered programme - wise during the last five years.

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 06 | 06 | 06 | 06 | 06 |

1.2.1.2 Number of optional / elective courses including pedagogy courses programme wise as per the syllabus during the last five years..

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 06 | 06 | 06 | 06 | 06 |

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

1.2.2**Average Number of Value-added courses offered during the last five years****Response: 2.2****1.2.2.1 Number of Value – added courses offered during the last five years**

| | | | | |
|---------|---------|---------|---------|---------|
| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
| 03 | 03 | 02 | 02 | 01 |

| File Description | Document |
|--|-------------------------------|
| Data as per Data Template | View Document |
| Brochure and course content along with CLOs of value-added courses | View Document |
| Brochure and course content along with CLOs of value-added courses | View Document |
| Any other relevant information | View Document |
| Paste link for additional information | View Document |

1.2.3**Percentage of Students enrolled in the Value-added courses mentioned at 1.2.2 during the last five years**

Response: 44.7**1.2.3.1 Number of students enrolled in the Value – added courses mentioned at 1.2.2 during the last five years**

| | | | | |
|---------|---------|---------|---------|---------|
| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
| 49 | 50 | 52 | 48 | 50 |

| File Description | Document |
|---|-------------------------------|
| Upload any additional information | View Document |
| List of the students enrolled in the value-added course as defined in 1.2.2 | View Document |
| Course completion certificates | View Document |
| Paste link for additional information | View Document |

1.2.4

Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through

- 1.Provision in the Time Table**
- 2.Facilities in the Library**
- 3.Computer lab facilities**
- 4.Academic Advice/Guidance**

Response: A. All of the above

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

1.2.5

Percentage of students who have completed self-study courses (online /offline, beyond the curriculum) during the last five years

Response: 0

1.2.5.1 Number of students who have completed self-study course(s) (online /offline, beyond the curriculum) during the last five years

| | | | | |
|---------|---------|---------|---------|---------|
| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
| 0 | 0 | 0 | 0 | 0 |

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

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

Response:

At National College for Teacher Education, curriculum enrichment involves enhancing the regular academic curriculum with additional learning experiences, activities, and opportunities that cater to the diverse interests, needs, and abilities of students. Our focus includes:

1. **Competency-Based Learning:** We utilize a competency-based framework that emphasizes the mastery of critical skills such as problem-solving, critical thinking, effective communication, and leadership, ensuring students are fully prepared for professional challenges.
2. **Experiential and Applied Learning:** Through immersive experiences like internships, fieldwork, laboratory work, and project-based assignments, students have the opportunity to apply theoretical knowledge to real-world situations, reinforcing their learning and skill acquisition.
3. **Digital and Technological Proficiency:** Recognizing the importance of digital literacy in today's world, our curriculum integrates modern educational technologies, equipping students with the necessary tools and skills to excel in technology-driven environment.
4. **Values and Attitudes:** In alignment with our commitment to nurturing well-rounded individuals, our curriculum places significant emphasis on the cultivation of ethical values, positive attitudes, and social responsibility. This is achieved through:

- **Ethical and Moral Education:** We infuse ethical considerations into our curriculum, encouraging students to engage with moral dilemmas and reflect on the ethical implications of their decisions.
 - **Culturally Responsive Pedagogy:** Our curriculum is designed to be culturally inclusive, promoting respect for diversity and encouraging students to adopt a global mindset. This exposure helps students to develop empathy, cultural sensitivity, and a commitment to social justice.
 - **Character and Leadership Development:** Through a variety of co-curricular and extra-curricular activities, leadership programs, community service, and team-based projects, aim to instill a sense of purpose, resilience, and civic responsibility in our students.
5. **Demonstration and Assessment of Outcomes:** To ensure that students are able to effectively demonstrate the knowledge, skills, values, and attitudes acquired through our curriculum, we employ a rigorous and multi-faceted assessment strategy.
- **Authentic Assessment Practices:** We utilize a range of authentic assessments, including case studies, simulations, presentations, and capstone projects, that require students to apply their learning in real-world contexts, demonstrating their mastery of content and competencies.
 - **Reflective Practices:** Students are encouraged to engage in reflective practices, such as maintaining learning journals and portfolios, where they document and critically assess their own learning journey, including the development of values and attitudes.
 - **Comprehensive Feedback Systems:** Our feedback mechanisms are designed to be constructive and continuous, providing students with detailed insights into their performance, areas for growth, and ways to enhance their learning experience.

This approach aims to:

- **Develop Comprehensive Knowledge and Skills:** Our curriculum is designed to ensure students gain a wide range of knowledge and practical skills, preparing them for various professional and personal

challenges.

- **Foster Creativity, Critical Thinking, and Problem-Solving:** Through active learning strategies, we encourage students to think critically, solve complex problems, and approach challenges with creativity.
- **Promote Exploration and Innovation:** We provide ample opportunities for students to explore new ideas, engage in innovative projects, and push the boundaries of conventional learning.
- **Cultivate Essential Life Skills:** Our curriculum emphasizes the development of communication, collaboration, leadership, and other crucial life skills.
- **Integrate Real-World Applications:** Ensure that learning extends beyond theoretical knowledge by incorporating real-world applications, enabling students to apply their learning to practical scenarios through the "learning by doing" approach.
- **Support Personal Growth and Development:** Focus on the holistic development of students, helping them grow personally and professionally.

Key Curriculum Enrichment Activities

- **SUPW (Socially Useful Productive Work):** This activity provides hands-on experiences, allowing students to translate abstract concepts into concrete projects.
- **Seminars and Workshops:** Regular seminars and workshops on various curricular and co-curricular topics enhance students' critical thinking and problem-solving abilities. For example, a national seminar on "NEP: A Pathway for Holistic and Multidisciplinary Education" was held on 08/11/2023 in collaboration with Farook Training College.
- **Expert Lectures:** Educational experts deliver lectures on specialized topics, such as Dr. N.K. Arjunan's sessions on SPSS and research methodology, Dr. Malini's class on inferential statistics, Dr. Vijayan's class on NEP talk series I and Dr. Shakeela Shamsu's lectures on NEP and its educational significance. These sessions provide deep insights and advanced knowledge.
- **Field Trips:** Annual field trips to museums, science centers, historical sites, and nature reserves offer experiential learning opportunities. These trips help students understand theoretical concepts in real-world contexts and foster a sense of cultural and environmental awareness.
- **Community-Based Projects:** Projects addressing socially relevant issues, conducted under mentor supervision, encourage inquiry, critical thinking, and problem-solving. These projects promote the practical application of classroom knowledge.
- **Tours and Educational Excursions:** Multi-day tours for B.Ed. and M.Ed. students' visits to significant educational and historical sites, promoting hands-on learning and group cohesiveness.
- **Community Service Activities:** Initiatives like blood donation camps, dental check-ups, and visits to old age homes cultivate social responsibility and empathy among students. For instance, a blood donation camp on 07/02/2023, in association with Taluk Government Hospital, Aluva, saw 49 donations.
 - **Arts and Cultural Activities:** Integration of arts and music into the curriculum promotes aesthetic development and cultural appreciation.
 - **Health and Physical Education:** Regular classes and activities focus on instilling healthy habits and lifestyles. Celebrations like Yoga Day emphasize the importance of physical well-being.
- **Value-Added Courses:** Courses and activities selected by teachers make learning relevant and engaging, connecting classroom lessons to real-life situations and fostering a deeper understanding of the material. **Highlights and Achievements**
- **National Seminar on NEP:** Conducted in collaboration with Farook Training College, this seminar provided valuable insights into holistic and multidisciplinary education.
- **Innovative Teaching Workshops:** Workshops on innovative teaching aids, like the one conducted by

Raman Master, enhance classroom teaching effectiveness.

- **Research and Methodology Classes:** Expert-led sessions on research methodologies and educational software, such as those by Dr. N.K. Arjunan and Dr. Malini, offer advanced learning opportunities.
- **Cultural and Environmental Awareness:** Field trips and community service activities promote a broader understanding of cultural practices and environmental conservation.
- **Community Engagement:** Activities like the blood donation camp and old age home visits foster a strong sense of community and social responsibility among students.

| File Description | Document |
|--|-------------------------------|
| Photographs indicating the participation of students, if any | View Document |
| Photographs indicating the participation of students, if any | View Document |
| List of activities conducted in support of the above | View Document |
| Documentary evidence in support of the claim | View Document |
| Documentary evidence in support of the claim | View Document |
| Any other relevant information | View Document |
| Any other relevant information | View Document |
| Paste link for additional information | View Document |

1.3.2

Institution familiarizes students with the diversities in school system in India as well as in an international and comparative perspective.

Response:

National College for Teacher Education prioritizes the development of future educators who are well-versed in the diverse educational landscapes of both India and the world. Through a carefully crafted curriculum and a variety of hands-on experiences, the institution ensures that students gain a deep understanding of different school systems, fostering a global and comparative perspective in their teaching practice. The curriculum is designed to equip students with the competencies and skills essential for the 21st century, ensuring that even students from remote areas have access to diverse learning experiences and opportunities. The program places a strong emphasis on understanding the various educational systems in India and abroad, providing students with a comprehensive and comparative perspective.

1. Understanding Indian School System Diversity: Our institution places a strong emphasis on familiarizing students with the rich diversity of school systems across India. Understanding Indian

Educational Boards is essential. Students are introduced to the different boards of school education in India, such as CBSE, ICSE, and State Boards. Special classes are conducted to familiarize them with the evaluation systems of these boards. As part of the curriculum, B.Ed. students engage in practicum activities during their second semester, where they study and submit reports on the CBSE, ICSE, and state syllabi, gaining in-depth knowledge of these systems. Additionally, they are required to compare the results of Grade X board examinations across three different boards, further enhancing their understanding of these educational frameworks. This is achieved through comprehending:

A. **Regional and Cultural Variations:** We incorporate studies that explore the wide range of school systems across different states and regions of India, highlighting variations in curriculum, pedagogy, language of instruction, and administrative structures. This helps students understand how socio-cultural, economic, and geographic factors influence educational practices.

B. **Public vs. Private Education:** The curriculum includes a detailed analysis of the public and private education sectors in India, covering government schools, aided and unaided private schools, and alternative education models.

C. **Policy and Reforms:** We engage students in discussions on significant educational policies and reforms in India, such as the Right to Education (RTE) Act, the National Education Policy (NEP), and various state-level initiatives. This allows them to critically assess the impact of policy changes on the diverse school systems.

2. International and Comparative Perspective: To broaden students horizons, our institution also integrates an international and comparative perspective into the curriculum, enabling them to draw parallels and contrasts between Indian and global educational practices. This is facilitated through: Comparative Education Courses:

3. Reflective and Critical Analysis: We encourage our students to engage in reflective and critical analysis of both Indian and international school systems.

4. Preparing for Global Citizenship: By familiarizing students with the diversities in both Indian and international school systems.

5. School Induction Program: The school induction program offers student teachers a comprehensive introduction to the functioning of schools.

6. ICT-Enabled Global Learning: The college integrates Information and Communication Technology (ICT) into the learning process, encouraging students to create blogs, upload study materials, and engage with global educational content.

| File Description | Document |
|--|-------------------------------|
| Documentary evidence in support of the claim | View Document |
| Any other relevant information | View Document |
| Any other relevant information | View Document |
| Action plan indicating the way students are familiarized with the diversities in Indian school systems | View Document |
| Paste link for additional information | View Document |

1.3.3

Students derive professionally relevant understandings and consolidate these into professional acumen from the wide range of curricular experiences provided during Teacher Education Programme

Response:

The mission of National College for Teacher Education is to deliver quality education that not only strives for excellence but also serves as a catalyst for social change. At the start of each academic year, the college meticulously plans activities align with its vision and mission. These activities are designed to provide value-based education and promote socially relevant programs, ensuring that students are well-prepared to make meaningful contributions to society as future educators. The teaching and learning processes are tailored to foster strong teacher-student relationships, promoting individual growth while catering to the diverse needs and interests of students. This holistic approach allows to develop their unique strengths and talents, making their educational journey meaningful and enjoyable.

1. Theoretical Foundations and Pedagogical Knowledge: The programme provides a strong grounding in the theoretical aspects of education, which are essential for informed teaching practice. Key components include:

- Educational Psychology: Courses in educational psychology help students understand the cognitive, emotional, and social development of learners, enabling them to tailor their teaching strategies to meet the diverse needs of students.
- Curriculum and Instructional Design: Students gain expertise in curriculum development and instructional design, learning how to create effective lesson plans, assessments, and learning materials that align with educational standards and cater to diverse learning styles.
- Pedagogical Theories: Exposure to a range of pedagogical theories and models, such as constructivism, behaviorism, and inquiry-based learning, allows students to develop a versatile teaching approach that can be adapted to different classroom contexts.

2. Practical and Experiential Learning: To bridge the gap between theory and practice, our programme places a strong emphasis on practical, hands-on experiences that are integral to professional development. This includes:

- Student Teaching Practicum and practicals: The practicum is a cornerstone of our Teacher Education Programme, where students engage in supervised teaching experiences in real classroom settings. This allows them to apply theoretical knowledge, experiment with different teaching methods, and develop

classroom management skills under the guidance of experienced mentors.

- **Micro-Teaching , Link practice Sessions:** Through micro-teaching and link practice sessions, students practice specific teaching techniques in a controlled environment, receiving feedback from peers and instructors. This iterative process helps them refine their instructional strategies and build confidence in their teaching abilities.

- **Discussion, Demonstration, Criticism sessions:** These interactive sessions enhance the pedagogical skills of prospective teachers by allowing them to engage in reflective discussions, observe and demonstrate effective teaching methods, and receive constructive feedback, ultimately refining their instructional practices.

- **Action Research Projects:** Students are encouraged to conduct action research on educational challenges they encounter during their practicum. This empowers them to adopt a reflective and inquiry-based approach to teaching, fostering continuous improvement and innovation in their professional practice.

3. **Professional Development and Reflective Practice:** Our programme emphasizes the importance of continuous professional growth and reflective practice, which are critical for developing professional acumen. We achieve this through:

- **Professional Learning Communities (PLCs):** Students participate in PLCs where they collaborate with peers and faculty to discuss educational issues, share best practices, and engage in collective

| File Description | Document |
|--|-------------------------------|
| Documentary evidence in support of the claim | View Document |
| Documentary evidence in support of the claim | View Document |
| Any other relevant information | View Document |
| Any other relevant information | View Document |
| Paste link for additional information | View Document |

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

1. Students
2. Teachers
3. Employers
4. Alumni
5. Practice teaching schools/TEI

Response: A. All of the above

| File Description | Document |
|--|-------------------------------|
| Sample filled-in feedback forms of the stake holders | View Document |
| Any other relevant information | View Document |
| Paste link for additional information | View Document |

1.4.2

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

Response: B. Feedback collected, analysed and action has been taken

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Average Enrollment percentage of students during the last five years..

Response: 55.8

| File Description | Document |
|---|-------------------------------|
| Document relating to Sanction of intake from University | View Document |
| Data as per Data Template | View Document |
| Approved admission list year-wise/ program-wise | View Document |
| Approval letter of NCTE for intake for all programs | View Document |
| Any other relevant information | View Document |
| Any additional link | View Document |

2.1.2

Percentage of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the last five years..

Response: 58.46

2.1.2.1 Number of students enrolled from the reserved categories during last five years..

| | | | | |
|---------|---------|---------|---------|---------|
| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
| 15 | 15 | 17 | 15 | 14 |

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

2.1.3**Percentage of students enrolled from EWS and Divyangjan categories during last five years****Response:** 1.08**2.1.3.1 Number of students enrolled from EWS and Divyangjan categories during last five years**

| | | | | |
|---------|---------|---------|---------|---------|
| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
| 3 | 0 | 0 | 0 | 0 |

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

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..

Response:

The institution has an assessment process in place at the entry level to identify the diverse learning needs of students and readiness for the professional education program. To support this, a one week orientation program titled “EduIgnite: Spark the Educator in You” is conducted for new B.Ed.and M.Ed. students. This program includes brainstorming sessions, talks by professional experts,group discussions, and focus group discussions. The assessment of students’ learning needs at entryis carried out by the optional subject teachers, who employ the following strategies:

- Mathematics: An entry-level test is administered.
- Other Subjects: Optional subject teachers guide students through the first unit within a week and then conduct a unit test. The results of these tests serve as indicators of the students’ readiness to learn.
- A friendly and open classroom atmosphere is maintained to encourage expression, especially since students come from various parts of Kerala, including the northern districts.
- Both teaching and non-teaching staff create a supportive environment to foster positive learning and growth.
- Peer Mentoring: Senior students are paired with newcomers to provide guidance and support during the initial phase, helping them adjust to the academic environment.
- Cultural Integration Activities: Sessions that focus on understanding and respecting the diverse cultural backgrounds of students are conducted to promote inclusivity. Programmes like Talents day are organised to help them overcome the initial hindrances and to promote bonding.
- Continuous Feedback Mechanism: Regular feedback is collected from students throughout the orientation week to make real-time adjustments to the program and address any immediate concerns.
- Learning Style Assessment: Tools like VARK (Visual, Auditory, Reading/Writing, Kinesthetic) assessments are used to understand the preferred learning styles of students, allowing for more personalized instruction.
- Library Orientation: Students are introduced to the library resources, including digital databases, to encourage early research and self-directed learning.

- **Mental Health and Well-being Sessions:** Workshops on stress management, time management, and mental health awareness are included to help students cope with the demands of professional education.
- **Language Support Workshops:** Additional workshops or classes are provided to students who require further assistance in English or Malayalam to ensure they can fully engage with the curriculum.
- **Orientation to Professional Ethics:** Sessions that introduce students to the professional ethics and responsibilities associated with the teaching profession.
- **Parental Involvement:** Information sessions or workshops for parents/guardians to help them understand the demands of the program and ways they can support their children's learning journey.
- **Individual Learning Plans (ILPs):** Create personalized learning plans for each student based on their entry-level assessment results.
- **Collaborative Learning Projects:** Initiate small group projects early on to encourage collaboration and peer learning among students.
- **Holistic Skill Development:** Incorporate sessions on soft skills, such as communication, leadership, and time management, as part of the orientation.
- **Student Learning Communities:** or study groups where students can support each other academically and socially.
- **Reflective Journaling:** Encourage students to maintain a reflective journal throughout the orientation, fostering self-awareness and goal setting.

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

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

- 1. Mentoring / Academic Counselling**
- 2. Peer Feedback / Tutoring**
- 3. Remedial Learning Engagement**
- 4. Learning Enhancement / Enrichment inputs**
- 5. Collaborative tasks**
- 6. Assistive Devices and Adaptive Structures (for the differently abled)**
- 7. Multilingual interactions and inputs**

Response: A. Any 5 or more of the above

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

2.2.3

There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students

Response: As an institutionalized activity in accordance with learner needs

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

2.2.4**Student-Mentor ratio for the last completed academic year****Response:** 13.75**2.2.4.1 Number of mentors in the Institution**

Response: 08

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

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

Response:

The institution's teachers adopt a multiple-mode approach to teaching and learning, which includes experiential learning, participative learning, problem-solving methodologies, brainstorming, focused group discussions, and blended learning to enhance student outcomes. The university syllabus outlines various learning strategies for each core and pedagogic course, and the following approaches are implemented by the teachers:

- **Experiential Learning:** This includes activities such as community living camps, field trips, Socially Useful Productive Work (SUPW), health and physical education, art and drama classes, and laboratory activities.
- **Participative Learning:** Group discussions are actively encouraged in all classes to promote student engagement and collaboration.
- **Problem-Solving Methodologies:** Students engage in projects, practicums, and practicals that follow a problem-solving approach.
- **Brainstorming:** Motivational and counselling classes are conducted using brainstorming techniques to foster creative thinking.
- **Focused Group Discussions:** Postgraduate students develop their research proposals after approval through focused group discussions.
- **Blended Learning:** A combination of online and offline teaching modes is used, with online sessions complementing the majority of in-person classes to ensure comprehensive syllabus coverage.
- **Flipped Classroom:** Students review content at home through videos or readings, allowing class time for active problem-solving and discussion.
- **Case-Based Learning:** Real-world scenarios are used to apply theoretical knowledge, enhancing critical thinking and decision-making skills.
- **Peer Teaching:** Students take on the role of teacher to explain concepts to their peers, reinforcing their own understanding.
- **Simulations and Role-Playing:** Simulated environments and role-playing activities help students experience and analyze real-life situations in a controlled setting.
- **Service Learning:** Integrate community service projects that connect academic content with societal needs, promoting civic responsibility.

- **Gamification:** Use game-based elements, such as quizzes and competitions, to increase student engagement and motivation.
- **Inquiry-Based Learning:** Encourage students to ask questions and explore topics deeply, driving their learning through curiosity and investigation.
- **Digital Collaboration Tools:** Utilize platforms like Google Classroom, Microsoft Teams, or collaborative wikis to facilitate teamwork and knowledge sharing.
- **Interdisciplinary Learning:** Combine content from different subject areas to provide a more holistic understanding of complex topics.
- **Adaptive Learning Technologies:** Incorporate adaptive learning tools that personalize content based on student performance and learning pace.
- **Project-Based Learning (PBL):** Students work on long-term projects that integrate multiple subject areas, encouraging deep learning and application of knowledge.
- **Learning Stations:** Create different learning stations in the classroom where students rotate through various activities and topics.
- **Reflective Practice:** Incorporate regular reflection sessions where students assess their learning process and outcomes.
- **Cross-Age Tutoring:** Older students mentor younger students, fostering leadership skills and reinforcing their own knowledge.
- **Hybrid Learning Models:** Combine synchronous and asynchronous learning experiences to provide flexibility while maintaining engagement.
- **Mind Mapping:** Use mind maps to help students organize and visually represent their thoughts and ideas.
- **Interactive Multimedia Resources:** Incorporate videos, interactive simulations, and digital storytelling to cater to various learning styles and enhance understanding.

In addition to these approaches, other methods such as assignments, lecture demonstrations, and seminars are routinely used to support student learning.

| File Description | Document |
|---|-------------------------------|
| Course wise details of modes of teaching learning adopted during last completed academic year in each Programme | View Document |
| Any other relevant information | View Document |
| Link for additional information | View Document |

2.3.2

Percentage of teachers integrating ICT (excluding use of PPT) for effective teaching with Learning Management Systems (LMS), Swayam Prabha, e-Learning Resources and others during the last five years

Response: 50

2.3.2.1 Number of teachers integrating ICT for effective teaching with Learning Management Systems (LMS), e-Learning Resources and others excluding PPT..

| | | | | |
|---------|---------|---------|---------|---------|
| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
| 06 | 06 | 06 | 06 | 06 |

| File Description | Document |
|--------------------------------|-------------------------------|
| Data as per Data Template | View Document |
| Any other relevant information | View Document |
| Link of LMS | View Document |

2.3.3

Students are encouraged to use ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning including on field practice..

Response: 100**2.3.3.1 Number of students using ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning, for the last completed academic year**

Response: 110

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

2.3.4**ICT support is used by students in various learning situations such as**

- 1.Understanding theory courses**
- 2.Practice teaching**
- 3.Internship**
- 4.Out of class room activities**
- 5.Biomechanical and Kinesiological activities**
- 6.Field sports**

Response: A. Any 4 or more of the above

| File Description | Document |
|--|-------------------------------|
| Lesson plan /activity plan/activity report to substantiate the use of ICT by students in various learning situations | View Document |
| Geo-tagged photographs wherever applicable | View Document |
| Data as per Data Template | View Document |
| Any other relevant information | View Document |
| Link of resources used | View Document |

2.3.5**Continual mentoring is provided by teachers for developing professional attributes in students**

Response:

The teachers at the institution serve as dedicated mentors, guiding students in all their academic and extracurricular activities. Each teacher is responsible for overseeing at least one club and other academic events within the college. Students are organized into four houses, with working teams selected from within these groups to ensure the smooth execution of all college programs. All events are student-initiated, fostering leadership and collaboration. While student diversity is primarily based on locality and vernacular language, linguistic and social differences are effectively managed through group integration and collaborative activities. Self-assessment and peer assessment practices are in place, promoting continuous self-improvement and accountability. The institution also upholds a strict code of conduct, ensuring that students maintain respectful and professional relationships with peers and authorities. Mentors assign modular tasks on a monthly basis throughout each semester, regularly monitoring and assessing student progress. This approach helps prevent students from feeling overwhelmed by academic or non-academic demands. Additional support is provided to married students who may experience stress, allowing them extra time for assignments when necessary. Teachers at the institution consistently utilize mobile learning (m-learning) platforms and participate in frequent Faculty Development Programs (FDPs), both within the institution and through professional organizations. This ongoing professional development ensures that both teachers and students remain informed about the latest advancements in education and life skills.

- Individualized Mentorship Plans: Each student is paired with a mentor who tailors guidance and support to their unique strengths, goals, and needs.
- Professional Development Workshops: Regular workshops on professional skills such as communication, leadership, and ethical decision-making are conducted by mentors.
- Career Counselling and Guidance: Mentors provide ongoing career advice, helping students

align their academic activities with future professional aspirations.

- **Leadership Training:** Mentors facilitate leadership development programs, encouraging students to take on leadership roles in clubs and events.
- **Networking Opportunities:** Mentors connect students with industry professionals, alumni, and guest speakers to expand their professional networks.
- **Ongoing Feedback and Reflection:** Continuous feedback sessions between mentors and students help identify areas for improvement and celebrate successes.
- **Peer Mentoring Programs:** Senior students are trained and assigned as peer mentors to provide additional support and guidance to their juniors.
- **Life Skills Coaching:** Mentors provide coaching on essential life skills, such as time management, stress management, and work-life balance.
- **Ethics and Integrity Sessions:** Regular sessions focused on professional ethics and integrity help instill strong moral values in students.
- **Personalized Academic Support:** Mentors provide extra academic support through one-on-one tutoring or tailored study plans for students facing challenges.
- **Mentorship Circles:** Create small groups led by a mentor to foster peer learning and collective problem-solving.
- **Portfolio Development:** Mentors assist students in creating professional portfolios that showcase their achievements, skills, and growth.
- **Goal Setting and Tracking:** Mentors work with students to set clear academic and professional goals and regularly track progress.
- **Mentor-Led Capstone Projects:** Mentors guide students through capstone projects that synthesize their learning and demonstrate professional competence.

| File Description | Document |
|--|-------------------------------|
| Documentary evidence in support of the claim | View Document |
| Any additional information | View Document |
| Link for additional information | View Document |

2.3.6

Institution provides exposure to students about recent developments in the field of education through

- 1. Special lectures by experts**
- 2. 'Book reading' & discussion on it**
- 3. Discussion on recent policies & regulations**
- 4. Teacher presented seminars for benefit of teachers & students**
- 5. Use of media for various aspects of education**
- 6. Discussions showcasing the linkages of various contexts of education- from local to regional to national to global**

Response: A. Any 5 or more of the above

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

2.3.7

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

Response:

At National College for Teacher Education, a minority institution under the Allama Iqbal Memorial National Foundation for Education and Training Trust, the teaching-learning process is designed to nurture creativity, innovation, intellectual and critical thinking skills, empathy, and life skills among students enrolled in UG, PG, and diploma courses.

- **Creativity:** Students express their creative talents through activities such as developing PowerPoint presentations, creating blogs, building portfolios, engaging in artistic projects, producing SUPW (Socially Useful Productive Work) items, participating in club activities, and designing lesson plans.
- **Innovativeness:** Students demonstrate their innovative abilities by designing brochures for various college events, as well as through their practicum and practical work, which showcase original and creative solutions.
- **Intellectual and Critical Thinking Skills:** The teaching-learning process fosters intellectual growth and critical thinking through diverse methods that promote cooperative and collaborative learning.
- **Empathy:** The collaborative learning environment encourages students to develop empathy by working closely with their peers and understanding different perspectives. They also integrate community service projects that cultivate empathy and social responsibility.
- **Life Skills:** Life skill training is embedded throughout the curriculum and is reinforced through special motivational classes. Essential skills such as effective communication, time management, interpersonal skills, self-assertiveness, empathy, and emotional intelligence are cultivated through various teaching-learning activities.
- **Project-Based Learning:** Engages students in real-world projects that foster creativity and innovation.
- **Artistic Expression Opportunities:** Incorporates art, music, and drama into the curriculum to

stimulate creative thinking.

- Collaborative Problem Solving: Encourages teamwork through group projects that require innovative solutions.
- Critical Thinking Workshops: Provides workshops focused on developing critical thinking and analysis skills.
- Innovative Teaching Methods: Employs diverse instructional strategies, such as flipped classrooms and gamification, to stimulate creativity.
- Cross-Disciplinary Projects: Facilitates projects that integrate multiple subject areas, encouraging innovative thinking and collaboration.
- Digital Literacy Programs: Teaches students how to effectively use technology to enhance creativity and communication skills.

| File Description | Document |
|--|-------------------------------|
| Documentary evidence in support of the claim | View Document |
| Any other relevant information | View Document |
| Link for additional information | View Document |

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

- 1.Organizing Learning (lesson plan)**
- 2.Developing Teaching Competencies**
- 3.Assessment of Learning**
- 4.Technology Use and Integration**
- 5.Organizing Field Visits**
- 6.Conducting Outreach/ Out of Classroom Activities**
- 7.Community Engagement**
- 8.Facilitating Inclusive Education**
- 9.Preparing Individualized Educational Plan(IEP)**

Response: A. Any 8 or more of the above

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

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

- 1. Formulating learning objectives**
- 2. Content mapping**
- 3. Lesson planning/ Individualized Education Plans (IEP)**
- 4. Identifying varied student abilities**
- 5. Dealing with student diversity in classrooms**
- 6. Visualising differential learning activities according to student needs**
- 7. Addressing inclusiveness**
- 8. Assessing student learning**
- 9. Mobilizing relevant and varied learning resources**
- 10. Evolving ICT based learning situations**
- 11. Exposure to Braille /Indian languages /Community engagement**

Response: A. Any 8 or more of the above

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

2.4.3

Competency of effective communication is developed in students through several activities such as

- 1. Workshop sessions for effective communication**
- 2. Simulated sessions for practicing communication in different situations**
- 3. Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’**
- 4. Classroom teaching learning situations along with teacher and peer feedback**

Response: A. All of the above

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

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

- 1. Teacher made written tests essentially based on subject content**
- 2. Observation modes for individual and group activities**
- 3. Performance tests**
- 4. Oral assessment**
- 5. Rating Scales**

Response: A. All of the above

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

2.4.5

Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of

- 1. Preparation of lesson plans**
- 2. Developing assessment tools for both online and offline learning**
- 3. Effective use of social media/learning apps/adaptive devices for learning**
- 4. Identifying and selecting/ developing online learning resources**
- 5. Evolving learning sequences (learning activities) for online as well as face to face situations**

Response: A. All of the above

| File Description | Document |
|---|-------------------------------|
| Sample evidence showing the tasks carried out for each of the selected response | View Document |
| Documentary evidence in respect of each response selected | View Document |
| Data as per Data Template | View Document |
| Any other relevant information | View Document |
| Link for additional information | View Document |

2.4.6

Students develop competence to organize academic, cultural, sports and community related events through

- 1.Planning and scheduling academic, cultural and sports events in school**
- 2.Planning and execution of community related events**

- 3. Building teams and helping them to participate**
- 4. Involvement in preparatory arrangements**
- 5. Executing/conducting the event**

Response: A. All of the above

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

2.4.7

A variety of assignments given and assessed for theory courses through

- 1. Library work**
- 2. Field exploration**
- 3. Hands-on activity**
- 4. Preparation of term paper**
- 5. Identifying and using the different sources for study**

Response: A. Any 4 or more of the above

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

Other Upload Files

1

[View Document](#)

2.4.8

Internship programme is systematically planned with necessary preparedness..

Response:

The B.Ed. internship program is systematically organized and lasts for four months, encompassing 16 weeks of teaching practice. A teaching practice committee oversees the program, with a designated supervisor for guidance. Students can choose schools located within a 25 km radius of the college. Each student receives a letter from the institution to seek permission for their internship. After obtaining permission, a list is compiled that includes the schools and the number

of students assigned to each. Students select schools from four educational districts in Ernakulam: Aluva, Kothamangalam, Moovattupuzha, and Eranakulam. Strong partnerships with local schools facilitate better integration of student teachers into the educational community. The District Educational Officer (DEO) of the respective districts grants permission for students to undertake their internships, and the signed consent letter is submitted to the chosen schools. Additionally, attendance registers and teacher evaluation sheets are provided to the supervising teachers at the schools. Faculty members visit the schools two to three times to monitor students' progress, using an observation schedule to provide constructive feedback for improvement. Students complete their third-semester practical and practicum assignments at the school. Second-semester undergraduate students participate in a two-week induction program at selected schools, where they create a school profile and develop and practice five lesson plans. Postgraduate students also undergo internship programs in both elementary and secondary institutions.

- **Supportive Mentorship:** Supervising teachers in schools provide mentorship and guidance, fostering professional relationships.
- **Reflective Practice Opportunities:** Students are encouraged to reflect on their experiences, promoting self-assessment and growth.

| File Description | Document |
|--|-------------------------------|
| Documentary evidence in support of the claim | View Document |
| Any other relevant information | View Document |
| Link for additional information | View Document |

2.4.9

Average number of students attached to each school for internship during the last completed academic year

Response: 5.15

2.4.9.1 Number of schools selected for internship during the last completed academic year

Response: 20

| File Description | Document |
|--|-------------------------------|
| Plan of teacher engagement in school internship | View Document |
| Internship certificates for students from different host schools | View Document |
| Data as per Data Template | View Document |
| Copy of the schedule of work of internees in each school | View Document |
| Any other relevant information | View Document |

2.4.10**Nature of internee engagement during internship consists of**

- 1. Classroom teaching**
- 2. Mentoring**
- 3. Time-table preparation**
- 4. Student counseling**
- 5. PTA meetings**
- 6. Assessment of student learning – home assignments & tests**
- 7. Organizing academic and cultural events**
- 8. Maintaining documents**
- 9. Administrative responsibilities- experience/exposure**
- 10. Preparation of progress reports**

Response: A. Any 8 or more of the above

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

2.4.11**Institution adopts effective monitoring mechanisms during internship programme.****Response:**

The institution implements effective monitoring/mentoring mechanisms during the internship program, ensuring comprehensive support and evaluation. The roles and responsibilities of various stakeholders are outlined as follows:

- **Teacher Educators:** Students consult teacher educators to prepare lesson plans after receiving their teaching topics. The first five lesson plans, including teaching aids, are approved and signed by the teacher educators before the internship begins. Subsequently, students prepare 5 to 10 lesson plans each week, obtaining signatures from the educators. This process continues until a total of 50 lesson plans are completed. Teacher educators assess each internee by observing their classes using a structured observation schedule.
- **School Principal:** The principal oversees the daily attendance of internee throughout the internship period. They are responsible for managing discipline within the school and arranging seating for the internee. Additionally, the principal maintains communication with the college principal regarding the interns' progress.
- **School Teachers:** School teachers observe nearly all of the interns' classes, providing support throughout the teaching-learning process. They also thoroughly check the teaching aids used by the interns.
- **Peer Support:** Peer assessment is integrated into the practical work, allowing students to provide support and feedback to one another during their internships. This collaborative environment enhances the overall internship experience.

Overall, the institutions' structured approach ensures that all participants are actively involved in monitoring and supporting the interns' development.

| File Description | Document |
|---|-------------------------------|
| Documentary evidence in support of the response | View Document |
| Any additional information | View Document |
| Link for additional information | View Document |

2.4.12

Performance of students during internship is assessed by the institution in terms of observations of different persons such as

- 1. Self**
- 2. Peers (fellow interns)**
- 3. Teachers / School* Teachers**
- 4. Principal / School* Principal**
- 5. B.Ed Students / School* Students**

(* 'Schools' to be read as "TEIs" for PG programmes)

Response: A. All of the above

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

2.4.13

Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include

- 1. Effectiveness in class room teaching**
- 2. Competency acquired in evaluation process in schools**
- 3. Involvement in various activities of schools**
- 4. Regularity, initiative and commitment**
- 5. Extent of job readiness**

Response: A. All of the above

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

2.5 Teacher Profile and Quality

2.5.1

Percentage of fulltime teachers against sanctioned posts during the last five years

Response: 100

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

2.5.2

Percentage of fulltime teachers with Ph. D. degree during the last five years

Response: 58.33

2.5.2.1 Number of full time teachers in the institution with Ph.D. degree during last five years

Response: 07

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

2.5.3

Average teaching experience of full time teachers for the last completed academic year.

Response: 5.42

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

Response: 65

| File Description | Document |
|--|-------------------------------|
| Copy of the appointment letters of the fulltime teachers | View Document |
| Any other relevant information | View Document |

2.5.4

Teachers put-forth efforts to keep themselves updated professionally through

- **In house discussions on current developments and issues in education**
- **Sharing information with colleagues and with other institutions on policies and regulations**

Response:

Teachers at National College for Teacher Education are committed to staying professionally updated through various initiatives:

- **In-House Discussions:** Faculty members regularly engage in discussions about current developments and issues in education, ensuring they remain informed about the latest trends and challenges in the field.
- **Information Sharing:** Educators actively share information with colleagues and other institutions, particularly regarding policies and regulations, fostering a collaborative learning environment.
- **The teacher educators are also active members of various subject groups where they exchange the latest information and insights. Weekly Faculty Development Programmes (FDPs) are held to discuss emerging developments and issues in education.**

- **Examiner Roles:** Faculty members are selected as additional examiners for key examinations, reflecting their expertise. Mr. Jayakrishnan P V, Dr. Smitha Kunjappan, and Ms. Sreeja V served as additional examiners for the third-semester B.Ed. practical examination in January 2024. The faculties of the institution served as additional and chief examiner position in Centralised Valuation camps organised by Mahatma Gandhi University.
- **International Participation:** Ms. Sreeja V, Dr. Smitha Kunjappan, and Dr. Rajeswari K V participated in international workshops and seminars during the 2023-24 academic year.
- **Workshops:** All faculty members attended an AKTCTA workshop on B.Ed. practicals conducted online.
- **MOOC Achievement:** Ms. Sreeja V completed a MOOC course on Mental Health and Wellbeing with an A grade. She also participated in a workshop on Research Methodology.

| File Description | Document |
|--|-------------------------------|
| Documentary evidence to support the claims | View Document |
| Any other relevant information | View Document |
| Link for additional information | View Document |

2.6 Evaluation Process

2.6.1

Continuous Internal Evaluation(CIE) of student learning is in place in the institution

Response:

The institution diligently implements the Continuous Internal Evaluation (CIE) system in alignment with the University syllabus. At the beginning of each semester, the evaluation criteria for practicum and practical work across core subjects, optional subjects, Health and Physical Education, Art and Drama, SUPW, and others are thoroughly discussed. Both undergraduate and

postgraduate students are provided ample time to submit their internal assignments. Internal marks are then uploaded to the university portal (MGU Pareeksha). Before submission, the internal practicum marks are published on noticeboard for the awareness of the students. Practical work is assessed based on established submission guidelines. Additionally, teachers conduct internal examinations after each module to assess student learning progress. Based on the results, diagnostic assessments and remedial instructions are provided as needed. Any grievances related to CIE are addressed by the Principal and faculty members. Strict oversight is maintained in thesis submissions, and credits are awarded according to university regulations. Link is given in the college website to submit any grievances in this regard and confidentiality is strictly adhered to. CIE is effectively implemented through:

- **Peer Review Process:** Incorporation of a peer review process for certain assignments to foster collaborative learning and critical thinking among students.
- **Feedback Mechanism:** Implementation of a structured feedback mechanism where students receive constructive comments on their work, allowing for continuous improvement.
- **Use of Digital Tools:** Integration of digital tools and platforms for submission and evaluation, ensuring transparency and efficiency in the CIE process.
- **Student Self-Assessment:** Encouragement of self-assessment practices where students reflect on their learning progress and set goals for improvement.
- **Transparent Rubrics:** Use of transparent and detailed rubrics for grading, so students clearly understand how their work is evaluated.
- **Student Participation:** Involving students in the evaluation process by allowing them to suggest areas where they need more focus or help, creating a more personalized learning experience.
- **Parental Involvement:** Regular communication with parents or guardians about student progress through the CIE, fostering a supportive learning environment both at home and in the institution.

| File Description | Document |
|--|-------------------------------|
| Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal | View Document |
| Any other relevant information | View Document |
| Link for additional information | View Document |

2.6.2

Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation

- 1.Display of internal assessment marks before the term end examination**
- 2.Timely feedback on individual/group performance**
- 3.Provision of improvement opportunities**
- 4.Access to tutorial/remedial support**
- 5.Provision of answering bilingually**

Response: A. Any 4 or more of the above

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

2.6.3

Mechanism for grievance redressal related to examination is operationally effective

Response:

The grievance redressal mechanism related to examinations at National College for Teacher

Education is both operationally effective and comprehensive. The college is committed to fostering

spiritually awakened and morally upright individuals, and this principle extends to its approach to handling grievances. The following measures are in place to address examination-related grievances:

- Separate committees are established to oversee examinations at the PG and UG levels. PG-level examinations are supervised by Ms. Sreeja V, while UG-level examinations are under the supervision of Ms. Saranya Devi K S.
- Internal marks for all semesters are published prior to the University examinations, allowing time for any grievances to be addressed.
- Model examinations are conducted to ensure the accurate and objective entry of internal marks.
- University examinations are conducted under strict surveillance, including CCTV monitoring, to maintain the integrity of the process.
- Internal test scores are meticulously reviewed before being entered, adhering strictly to the University's guidelines for internal marks.
- The examination commissions operate in a cooperative and transparent manner.
- For PG-level courses, mock vivas are conducted with the involvement of 3 to 4 experts in the field of education, ensuring thorough assessment and fair evaluation.
- Digital Grievance Portal: A link is available in the college website where students can submit grievances related to examinations, ensuring easy access and quick resolution. Strict confidentiality is maintained throughout the grievance redressal process to protect student privacy.
- Post-Examination Review: Provision for students to request a review of their exam papers by an independent faculty member if they believe there has been an error in grading.

| File Description | Document |
|--|-------------------------------|
| Relevant documents reflecting the transparency and efficiency related to examination grievances with seal and signature of the Principal | View Document |
| Any other relevant information | View Document |
| Link for additional information | View Document |

2.6.4

The Institution adheres to academic calendar for the conduct of Internal Evaluation

Response:

The institution strictly adheres to the academic calendar for conducting internal evaluations. The academic calendar for the entire year is prepared in May, detailing the number of teaching days, evaluation periods, and co-curricular activities. A flexibility of 5 to 10 days is built in, allowing adjustments based on University examination notifications. A continuous monitoring system is in place to track adherence to the academic calendar, with mid-semester reviews allowing for timely adjustments and feedback to students and faculty. The evaluation process and academic calendar are communicated clearly to students at the beginning of each semester through multiple channels, including orientation sessions, digital platforms, and departmental meetings.

For UG-level students, internal evaluations are conducted as follows:

- Each core paper includes a practicum, which accounts for 50% of the internal evaluation score.
- An internal test is also conducted for each core paper, with the teacher choosing the best score from either the internal test or a comprehensive model examination, contributing another 50% to the internal evaluation score.
- The combined scores from the practicum and internal test are recorded for internal evaluation.
- Students must maintain an attendance rate of at least 80% to be eligible for the University examination and course completion. Students who do not meet this requirement must submit

condonation charges on medical grounds.

- For PG-level students, internal evaluations are structured as follows:
- Each core paper includes one assignment (weight=1) two seminars(each weight=1, total 2), and two internal tests (each weight 1, total=2).The total internal evaluation weightage for each core paper 5.

| File Description | Document |
|---|-------------------------------|
| Any other relevant information | View Document |
| Academic calendar of the Institution with seal and signature of the Principal | View Document |
| Link for additional information | View Document |

2.7 Student Performance and Learning Outcomes

2.7.1

The teaching learning process of the institution are aligned with the stated PLOs and CLOs.

Response:

National College for Teacher Education has established its own Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs). These outcomes are carefully aligned with the objectives of the affiliating university's programs. The following measures are implemented to enhance student performance and learning outcomes:

- **Morning Assembly Participation:** Students are required to participate in the morning assembly, which includes prayers from various religions, fostering secularism and a sense of unity.
- **Charitable Initiatives:** The institution's student's wing, AADYA, organizes community service activities such as blood donation drives, food donation camps, and community awareness programs.
- **Civic Responsibility:** Students are encouraged to develop civic responsibility through activities

like tour programs, community living experiences, SUPW (Socially Useful Productive Work) activities, and campus cleaning initiatives.

- **Holistic Development:** A balanced approach to education is promoted through a combination of curricular and co-curricular activities, ensuring students' all-around development.
- **Physical Fitness:** Regular yoga sessions and sports activities are organized to promote physical well-being among students.
- **Community Engagement:** Students engage in community surveys as part of their project work, gaining practical insights and contributing to societal development.
- **Technological Proficiency:** Hands-on training workshops are conducted to enhance students' technological skills, preparing them for the modern workforce.
- **Pre-Marital Counselling:** The Department of Minority Welfare, Government of Kerala organizes PMC (Pre-Marital Counselling) classes to prepare students for personal and family life.
- **Internship Program:** A four-month internship program provides students with practical experience and equips them with the necessary skills to meet the demands of the teaching profession.
- **Creative Expression:** The institution offers various platforms for students to showcase their creative talents through a range of activities.
- **Continuous Assessment:** Student performance is continuously assessed by teacher mentors, ensuring personalized guidance and support throughout their academic journey.
- **Skill Enhancement Workshops:** Regular organization of skill enhancement workshops, focusing on both soft skills and technical skills, to better prepare students for their future careers.
- **Interdisciplinary Projects:** Promotion of interdisciplinary projects that encourage students to collaborate across different fields, enhancing their critical thinking and problem-solving skills.
- **Cultural Competency Development:** Programs aimed at developing cultural competency, enabling students to work effectively in diverse environments and appreciate global perspectives.

- Reflective Practices: Encouragement of reflective practices, such as journals and portfolios, where students regularly document and reflect on their learning experiences.
- Recognition and Rewards: Implementation of a recognition and rewards system for outstanding student achievements in both academic and extracurricular activities, motivating excellence.

| File Description | Document |
|--|-------------------------------|
| Documentary evidence in support of the claim | View Document |
| Any other relevant information | View Document |
| Link for additional information | View Document |

2.7.2

Average pass percentage of students during the last five years

Response: 99.07

2.7.2.1 Total number of students who passed the university examination during the last five years

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 103 | 60 | 49 | 54 | 55 |

| File Description | Document |
|---|-------------------------------|
| Result sheet for each year received from the Affiliating University | View Document |
| Data as per Data Template | View Document |
| Certified report from the Head of the Institution indicating pass percentage of students programme-wise | View Document |
| Any additional information | View Document |
| Link for additional information | View Document |

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

Response:

The progressive performance of students and their development of professional and personal attributes, aligned with the PLOs (Program Learning Outcomes) and CLOs (Course Learning Outcomes), is systematically monitored and utilized for continuous improvement.

To achieve this, several measures are implemented:

- Each semester, the Vice Principal clarifies the PLOs and CLOs to students during a general meeting.
- Student performance is assessed through internal evaluations, including practicums and practical work.

In Semester 1, the focus is on general awareness of the course and technology, with students engaging in project and community-related work supported by technology. Creativity and citizenship are promoted through field trips and initiatives like Swachh Bharat Abhiyan (campus cleaning). The institution aims to cultivate culturally and morally upright teachers. Additionally, nearly fifty percent of the students reside in hostels or as paying guests nearby. Motivational classes by field experts are provided, and students organize various college programs themselves. PG students are exposed to research and extension opportunities at their university as well as other state universities.

- Regular Feedback Mechanisms: Regular feedback from students and faculty is taken to assess the effectiveness of PLOs and CLOs.
- Student Support Services: Additional academic and personal support services, such as counselling and tutoring are given to help students achieve their goals.
- Innovative Teaching Methods: Innovative teaching methods and technologies are incorporated to enhance learning experiences.

- Continuous Professional Development: Encourage faculty participation in continuous professional development to stay current with educational best practices.
- Assessment of Learning Outcomes: Regularly assess the attainment of learning outcomes through comprehensive reviews and adjustments to the curriculum as needed.

| File Description | Document |
|--|-------------------------------|
| Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved | View Document |
| Any other relevant information | View Document |
| Link for additional information | View Document |

2.7.4

Performance of outgoing students in internal assessment

Response: 100

2.7.4.1 Number of students achieving on an average 70% or more on internal assessment activities during last completed academic year

Response: 103

| File Description | Document |
|--|-------------------------------|
| Record of student-wise /programme-wise/semester-wise Internal Assessment of students during the last completed academic year | View Document |
| Data as per Data template | View Document |
| Any other relevant information | View Document |
| Link for additional information | View Document |

2.7.5

Performance of students on various assessment tasks reflects how far their initially identified learning needs are catered to.

Response:

Student performance on various assessment tasks indicates how well their initially identified learning needs are being met. At the start of the course, both UG and PG students are provided with the CLOs (Course Learning Outcomes) and PLOs (Program Learning Outcomes). The facilitator monitors all activities related to the core paper, identifying learning needs during academic activities. Efforts are made to minimize risks in the academic environment. Mentors maintain a supportive and approachable attitude, offering both internal and external assistance. Overall assessment is conducted by a team of teachers, including the Principal, and encompasses both curricular and co-curricular activities. The institution prioritizes transparency in assessments, supported by a grievance redressal mechanism that encourages open expression of concerns. Students consistently achieve at least an 80% score each semester. The institution's high rankings and results in university examinations, as well as successful career placements, further support these achievements.

- Individual Learning Plans: Develop and monitor individual learning plans based on student performance and identified needs.
- Regular Progress Reviews: Conduct regular progress reviews to ensure ongoing alignment with CLOs and PLOs.
- Enhanced Feedback Systems: Implement a robust feedback system for both students and teachers to address learning needs promptly.
- Peer Assessments: Include peer assessments to provide diverse perspectives on student performance.
- Career Counselling: Offer career counselling services to align academic achievements with career goals.
- Benchmarking: Benchmark performance against similar institutions to ensure high standards and continuous improvement.

- Professional Development Workshops: Organize workshops to help students and faculty stay updated with best practices and emerging trends.

| File Description | Document |
|--|-------------------------------|
| Documentary evidence in respect to claim | View Document |
| Any additional information | View Document |
| Link for additional information | View Document |

2.8 Student Satisfaction Survey

2.8.1

Online student satisfaction survey regarding teaching learning process

Response: 3.11

Criterion 3 - Research and Outreach Activities

3.1 Resource Mobilization for Research

3.1.1

Average number of research projects funded by government and/ or non-government agencies during the last five years

Response: 0

3.1.1.1 Number of research projects funded by government and non- government agencies during the last five years..

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 00 | 00 | 00 | 00 | 00 |

| File Description | Document |
|---|-------------------------------|
| Sanction letter from the funding agency | View Document |
| Data as per Data Template | View Document |
| Any other relevant information | View Document |
| Link for additional information | View Document |

3.1.2

Average grants received for research projects from government and / or non-government agencies during the last five years (INR in Lakhs)

Response: 0

3.1.2.1 Total grants received for research projects from government and / or non-government agencies during the last five years (INR in Lakhs)

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 00 | 00 | 00 | 00 | 00 |

| File Description | Document |
|--|-------------------------------|
| Sanction letter from the funding agency | View Document |
| Income expenditure statements highlighting the research grants received, duly certified by the auditor | View Document |
| Any additional information | View Document |
| Link for additional information | View Document |

3.1.3

In-house support is provided by the institution to teachers for research purposes during the last five years in the form of:

- 1. Seed money for doctoral studies / research projects**
- 2. Granting study leave for research field work**
- 3. Undertaking appraisals of institutional functioning and documentation**
- 4. Facilitating research by providing organizational supports**
- 5. Organizing research circle / internal seminar / interactive session on research**

Response: C. Any 2 of the above

| File Description | Document |
|--|-------------------------------|
| Sanction letters of award of incentives | View Document |
| Institutional policy document detailing scheme of incentives | View Document |
| Income-Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal | View Document |
| Documentary proof for each of the claims | View Document |
| Data as per Data Template | View Document |
| Any additional information | View Document |
| Link for additional information | View Document |

3.1.4

Institution has created an eco-system for innovations and other initiatives for creation and transfer of knowledge that include

- 1.Participative efforts (brain storming, think tank,etc.) to identify possible and needed innovations**
- 2.Encouragement to novel ideas**
- 3.Official approval and support for innovative try-outs**
- 4.Material and procedural supports**

Response: C. Any 2 of the above

| File Description | Document |
|--|-------------------------------|
| Reports of innovations tried out and ideas incubated | View Document |
| Documentary evidences in support of the claims for each effort | View Document |
| Details of reports highlighting the claims made by the institution | View Document |
| Copyrights or patents filed | View Document |
| Any additional information | View Document |
| Link for additional information | View Document |

3.2 Research Publications

3.2.1

Average number of research papers / articles per teacher published in Journals notified on UGC website during the last five years

Response: 0.08

3.2.1.1 Number of research papers / articles per teacher published in the Journals notified on UGC website during the last five years

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 01 | 00 | 00 | 00 | 00 |

| File Description | Document |
|---|-------------------------------|
| First page of the article/journals with seal and signature of the Principal | View Document |
| E-copies of outer jacket/content page of the journals in which articles are published | View Document |
| Data as per Data Template | View Document |
| Any additional information | View Document |
| Link for additional information | View Document |

3.2.2

Average number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the last five years

Response: 0.08

3.2.2.1 Total number of books and / or chapters in edited books, papers in National / International conference proceedings published during the last five years

| | | | | |
|---------|---------|---------|---------|---------|
| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
| 01 | 00 | 00 | 00 | 00 |

| File Description | Document |
|--|-------------------------------|
| First page of the published book/chapter with seal and signature of the Principal | View Document |
| 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 year-wise | View Document |
| Data as per Data Template | View Document |
| Any additional information | View Document |
| Link for additional information | View Document |

3.3 Outreach Activities

3.3.1

Average number of outreach activities organized by the institution during the last five years..

Response: 6

3.3.1.1 Total number of outreach activities organized by the institution during the last five years.

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 10 | 6 | 6 | 2 | 6 |

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

3.3.2

Percentage of students participating in outreach activities organized by the institution during the last five years

Response: 77.02

3.3.2.1 Number of students participating in outreach activities organized by the institution during the last five years

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 82 | 85 | 67 | 76 | 119 |

| File Description | Document |
|---|-------------------------------|
| Report of each outreach activity with seal and signature of the Principal | View Document |
| Event-wise newspaper clippings / videos / photographs with captions and dates | View Document |
| Any additional information | View Document |
| Link for additional information | View Document |

3.3.3

Percentage of student participation in national priority programmes such as Swachh Bharat, AIDs awareness, Gender sensitivity, Yoga, Digital India, National Water Mission during the last five years

Response: 69.66

3.3.3.1 Number of students participated in activities as part of national priority programmes during last five years

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 61 | 80 | 70 | 99 | 78 |

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

3.3.4

Outreach activities in the community in terms of influencing and sensitizing students to social issues and contribute to community development

Response:

National College for Teacher Education selects outreach activities that are initiatives designed to engage with and support communities, often with the aim of improving access to education, raising awareness, and providing resources or services. Majority of activities from 2023 are initiated by the NSS unit of college. During the past five years the institution arranged following programs:

- Workshops and training sessions-The institution has arranged workshops and training sessions for:
- Skill development and Community Engagement Programs.
- GTA- GaurdianTeacher Associations are organized at the beginning of every new academic sessions. The contact number of guardians are collected and watts app groups are created for conveying important messages.
- Cultural events-the institution organises cultural events during Onam and Christmas and invited

guests from community participates and promotes cultural exchange.

- Research events-Annually two classes by experts are arranged in the institution for creating and maintaining qualitative research culture. Faculties and students participate in a number of webinars,seminars,workshops and training sessions organized at the State Level,National Level and International Level.The institution has organized Prasikshan for Anganwadi teachers and National seminar on NEP in this regard.
- Involvement of Vengola Block Panchayath- Members of Block Panchayath to which the institution belongs plays a significant role in arranging and smooth conduct of outreach activities of the college.They provide full support for curriculum planning, PG accommodation, support for research and community related events,waste management, maintaining green energy initiatives etc.
- AADYA-the charity association of the institution annually conducts food donation programs,cloth and fund for the old age home,medical camps ets.
- NSS-the unit of the college organises Snehamam project (Cultivation of ornamental plants in the surroundings of Vengola),medical camps,cleaning activities associated with Harithakarma sena etc.
- AIDS awareness programs organised by KSACS (Kerala State AIDS Control Society).
- Pre Marital Counselling programs and PSC coaching organized by Department of Minority Welfare,Government of Kerala.
- Awareness classes on organic farming,biowasting organised by Kerala Shastra Sahithya Parishad.
- Programs offered by DLSA(District Legal Service Authority), Eranakulam for anti-drug activities.
- Activities of cells and clubs of the institution-the institution under Guidance and Counselling cell,and other clubs especially ELC organizes a number of community related activities in the college.
- Inclusive Education
- Disaster Management programs-the institution had arranged programs for rural support in disasters like COVID pandemic and flood in Idukki district.
- Linkages with institutions and other organisations- the institution has functional MoU with Farooq Training College, Adi Sankara College of Teacher Education,Auxilium College of Teacher Education,SN College of Teacher Education and a few NGO agencies for faculty exchange and student exchange.
- Environmental and Health Education-students and community are educated about organic farming,waste managing,mental health,gender education,yoga education etc.
- Alumni networks-leveraging the experience of alumni association NOSA (National Old Students Association) of the institution for organising school internship,demonstration classes,community related events,fund raising programs for community living camp,and providing scholarships etc.
- Awareness campaigns-Blood Donation Camp,Dental chekups,Health check ups,Swatch Bharath Campaign for cleaning the locality,Beat the Plastic Pollution etc are arranged as part of awareness campaign.
- Social media campaigns-the institution uses social media platforms to raise awareness about outreach programs and educational programs.

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

3.3.5

Number of awards and honours received for outreach activities from government/ recognized agency during the last five years

Response: 0

3.3.4.1 Total number of awards and honours received for outreach activities from government/ recognized agency during the last five years.

| | | | | |
|---------|---------|---------|---------|---------|
| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
| 0 | 0 | 0 | 0 | 0 |

| File Description | Document |
|---|-------------------------------|
| Data as per Data Template | View Document |
| Appropriate certificates from the awarding agency | View Document |
| Any additional information | View Document |
| Link for additional information | View Document |

3.4 Collaboration and Linkages

3.4.1

Average number of linkages for Faculty exchange, Student exchange, research etc. during the last five years

Response: 3.2

3.4.1.1 Number of linkages for faculty exchange, student exchange, research etc. during the last five years

| | | | | |
|---------|---------|---------|---------|---------|
| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
| 01 | 09 | 03 | 02 | 01 |

| File Description | Document |
|--|-------------------------------|
| Report of each linkage along with videos/ photographs | View Document |
| List of teachers/students benefited by linkage exchange and research | View Document |
| Data as per Data Template | View Document |
| Any additional information | View Document |
| Link for additional information | View Document |

3.4.2

Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years

Response: 6

3.4.2.1 Number of functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years

Response: 06

| File Description | Document |
|--|-------------------------------|
| Data as per Data Template | View Document |
| Copies of the MoUs with institution / industry/ corporate houses | View Document |
| Any additional information | View Document |
| Link for additional information | View Document |

3.4.3

Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes

- 1. Local community base activities**
- 2. Practice teaching /internship in schools**

- 3. Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education**
- 4. Discern ways to strengthen school based practice through joint discussions and planning**
- 5. Join hands with schools in identifying areas for innovative practice**
- 6. Rehabilitation Clinics**
- 7. Linkages with general colleges**

Response: A. All of the above

| File Description | Document |
|--|-------------------------------|
| Report of each activities with seal and signature of the Principal | View Document |
| Data as per Data Template | View Document |
| Any additional information | View Document |
| Link for additional information | View Document |

Criterion 4 - 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

Response:

The institution meets the NCTE standards for physical infrastructure, occupying 3042 square meters of constructed space on a 3.95-acre campus. This area is well-equipped to support a diverse range of educational programs, administrative functions, and extension services. The college building is designed with efficient lighting and ventilation systems to reduce electricity consumption and is surrounded by a beautifully maintained garden. To support the teaching-learning process, the institution offers the following infrastructure facilities:

1. Well-maintained classrooms
2. Natural Science Lab
3. Physical Science Lab
4. Psychology Lab
5. ICT Resource Centre
6. Language Lab
7. Partially automated library with a reading room
8. Art and Craft Resource Centre
9. Multipurpose hall
10. Lecture halls
11. Seminar hall
12. Women's waiting room
13. Counselling room
14. Media Centre
15. NSS Room

16. Principal's Office
17. Administrative Office
18. Health and Physical Education Resource Centre
19. Fitness Centre
20. Faculty Room
21. Indoor Stadium
22. Store Room
23. Multipurpose playfield
24. Visitors' Lounge
25. Separate toilet facilities for students and staff
26. Disabled-friendly toilet
27. Water purifiers
28. Sanitary pad incinerator
29. Waste bins for paper, plastic, and food waste
30. CCTV surveillance system
31. Rest rooms for both boys and girls
32. Hostel
33. Canteen
34. Ramp
35. Biogas plant
36. Power Backup
37. Basketball court
38. Shuttle court
39. Volleyball court

40. Parking lot

Additional facilities include:

1. Green practices such as rainwater harvesting and an eco-friendly campus.
2. Biometric attendance systems for students, teachers, and non-teaching staff.
3. A semi-automated library with 6112 volumes, including reference books, books for the physically challenged, yearbooks, educational encyclopedias, digital resources, e-resources, educational periodicals, magazines, NList, a database for question papers, Calibre-Digital Archive, and daily newspapers, with ample seating arrangements.
4. Faculty rooms designated for mentoring and guiding students.
5. Conveniently located partner institutions for student teachers to complete their fieldwork and teaching experience.
6. Affiliated institutions, such as National High School and National Teacher Training Institute, provide practical work opportunities.
7. Science experiments are conducted in the Physical Science and Natural Science Labs as preparation for demonstration and criticism classes.
8. Classrooms are well-ventilated and equipped with high-speed WiFi connectivity and LCD projectors.
9. Reprographic facilities are available for both staff and students.
10. The institution is equipped with reliable UPS inverters and batteries to ensure an uninterrupted power supply.
11. A fully functional language lab is available for students to receive instruction in English speaking, listening, and reading.
12. The fitness centre is well-equipped with various machines.
13. Multipurpose Auditorium with 500 seating capacity
14. The college features a multipurpose playground and a comprehensive resource centre for physical and health education.
15. Integration of sustainable practices like energy-efficient lighting and waste management systems.
16. Availability of smart classrooms with interactive boards and advanced teaching aids.

17. The institution is equipped with fire safety systems.
18. Regular feedback from students and faculty on infrastructure adequacy and quality, with a system in place for addressing concerns.
19. Ongoing and planned infrastructure projects to support new programs or increasing student intake.

| File Description | Document |
|---|-------------------------------|
| List of physical facilities available for teaching learning | View Document |
| Geo tagged photographs | View Document |
| Any additional information | View Document |
| Link for additional information | View Document |

4.1.2

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

Response: 46.67

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

Response: 7

4.1.2.2 Number of Classrooms and seminar hall(s) in the institution

Response: 15

| File Description | Document |
|--|-------------------------------|
| Geo-tagged photographs | View Document |
| Data as per Data Template | View Document |
| Any additional information | View Document |
| Link to relevant page on the Institutional website | View Document |

4.1.3

Percentage of expenditure excluding salary for infrastructure augmentation during the last five years

Response: 22.59

4.1.3.1 Expenditure for infrastructure augmentation excluding salary during the last five years (INR in lakhs)

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|----------|---------|---------|---------|
| 9.02063 | 20.54384 | 4.92340 | .7 | .11 |

| File Description | Document |
|---|-------------------------------|
| Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal | View Document |
| Data as per Data Template | View Document |
| Any additional information | View Document |
| Link for additional information | View Document |

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****Response:**

The college library is a central resource for students, offering an extensive range of materials and services. Housing over 6,112 books, periodicals, references, journals, theses, research projects, newspapers, CDs, and more, it functions as an integrated knowledge resource centre. The library system is partially automated with OPAC capabilities and includes a reprographic centre. The reading space, which accommodates up to 50 students, provides a conducive study environment and is open on all working days. Notice boards located outside the library and inside the reading room facilitate easy dissemination of important information, and a visitor record is maintained by students and faculty.

New book and journal arrivals are prominently displayed, and students can access internet services, e-books, and e-journals to extend their research. The library is automated with an Integrated Library Management System (ILMS) and Library EX+ software, offering a barcode-based issue and return process. The Online Public Access Catalog (OPAC) allows users to search for books by title, author, or subject easily. The Library EX+ software, developed by Top Score Solutions, is employed for library automation. It includes features such as barcode integration, stock verification, and book transaction management (issue, return, reservation, renewal). This reduces manual errors and administrative tasks, streamlining catalog management and enabling effective resource management.

The software also supports comprehensive inventory management with tools for regular stock verification and acquisition management. Robust member management features allow detailed tracking of user profiles, borrowing histories, and fines. The intuitive, customisable interface minimises the learning curve for both staff and users. Additional functionalities, like reprographic services and digital resource management, meet diverse user needs. With comprehensive training and ongoing technical support, Library EX+ ensures smooth operation and enhances the overall efficiency and user experience.

Library users can access computerised bibliographic details of various materials, including books, theses, CDs, bound volumes, reference books, and journals. The database is searchable using multiple criteria:

Books: Author, Title, Subject, Publisher, Accession Number

Journals: Title, Publisher, Volume Number

Member-wise issue and return details

A barcode scanner is used for scanning spine labels and barcodes, improving the efficiency of book management within the library system.

Through the e-ShodhSindhu program of INFLIBNET, the library provides access to e-journals and full-text databases from reputable publishers. Additionally, an annual user orientation is conducted to familiarize students with the library's facilities and resources. Upon admission, students are granted immediate library membership, which includes access to reprographic services, internet, and Wi-Fi connectivity both on-campus and remotely.

The Integrated Library Management System (ILMS) and its associated software are regularly updated and maintained to ensure optimal performance and the inclusion of new features. The system incorporates strong data backup and security measures to safeguard user data and library resources. Additionally, a feedback mechanism is integrated into the college website to collect user suggestions and continually enhance library services.

| File Description | Document |
|--|-------------------------------|
| Bill for augmentation of library signed by the Principal | View Document |
| Any additional information | View Document |
| Link for additional information | View Document |
| Web-link to library facilities | View Document |

4.2.2

Institution has remote access to library resources which students and teachers use frequently

Response:

National College for Teacher Education offers a fully equipped and functional library with remote access to a vast array of e-resources for students and teachers. The library operates on a partially automated system featuring Online Public Access Catalog (OPAC) capabilities and includes a reprographic centre. With a well-furnished reading space accommodating up to 50 students at a time, the library provides an ideal environment for study and is open on all working days. Notice boards inside the Reading Room and outside the library ensure that important information is easily accessible. A visitor record, managed by students and faculty, is maintained to keep track of library usage.

The OPAC facility allows for easy browsing of books and subscribed e-resources. The college employs Library Ex+ Software, developed by Top Score Solutions, for comprehensive library automation. This software integrates features such as barcode integration for books, stock verification, and handling book transactions like issue, return, reservation, and renewal. It significantly reduces manual errors and administrative burdens while facilitating efficient catalog management. This multi-user, user-friendly software covers all aspects of effective library management and provides users with seamless access to resources at their fingertips.

Faculty and students frequently use the digital library to access library resources. The library offers e-resources through its membership in the INFLIBNET N-LIST programme, which includes over 6000 e-journals and 199,500 e-books. Users are provided with separate IDs and passwords to access these resources. The N-LIST programme enhances the research and learning experience by offering access to a wide range of scholarly content, including e-books, journals, databases, and more, extending the reach beyond physical library boundaries.

Under the e-ShodhSindhu programme of INFLIBNET, the library provides access to e-journals and full-text databases from reputable publishers. Orientation programs are conducted at the beginning of each academic year to familiarize students with the available facilities and resources. Students are granted immediate library membership upon admission, ensuring they benefit from reprographic services,

internet access, and Wi-Fi connectivity both on-campus and remotely.

Calibre- E-Book Management

To enhance the digital reading experience, Calibre offers expanded options for accessing and managing e-books.

Question Paper Repository

The institution manages an extensive question paper repository that includes B.Ed. exams from four major universities in Kerala.

Library Website

National College for Teacher Education has made a major advancement in centralising information and library resources by introducing a dedicated Google Site page called EduInfo. This initiative is designed to simplify access to educational materials, boost collaboration, and offer a convenient gateway for students and faculty to explore relevant resources.

Digital library resources enabled via N-List and in the college website are accessible 24/7 from any location through mobile devices. We conduct training sessions to help students and faculty effectively use these e-resources. Usage analytics are employed to monitor how frequently and extensively e-resources are accessed by students and faculty. Additionally, the college collaborates with other institutions to share library resources and subscribes to various other databases and digital libraries. Braille books and headsets are provided to ensure inclusivity for differently-abled students.

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

4.2.3

Institution has subscription for e-resources and has membership/ registration for the following

- 1.e-journals**
- 2.e-Shodh Sindhu**
- 3.Shodhganga**
- 4.e-books**
- 5.Databases**

Response: A. Any 4 or more of the above

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

4.2.4

Average annual expenditure for purchase of books, journals, and e-resources during the last five years (INR in Lakhs)

Response: 0.74

4.2.3.1 Annual expenditure for purchase of books, journals and e-resources during the last five years. (INR in Lakhs)

| | | | | |
|---------|---------|---------|---------|---------|
| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
| 1.42497 | .76570 | .64220 | .65070 | .22424 |

| File Description | Document |
|--|-------------------------------|
| Income Expenditure statements highlighting the expenditure on books, journals, e- resources with seal and signature of both the Principal and Chartered Accountant | View Document |
| Data as per Data Template | View Document |
| Any additional information | View Document |
| Link for additional information | View Document |

4.2.5

Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year

Response: 14.98

4.2.5.1 Number of teachers and students using library for Month 1(not less than 20 working days) during the last completed academic year

Response: 394

4.2.5.2 Number of teachers and students using library for Month 2 (not less than 20 working days) during the last completed academic year

Response: 370

4.2.5.3 Number of teachers and students using library for Month 3 (not less than 20 working days) during the last completed academic year

Response: 293

4.2.5.4 Number of teachers and students using library for Month 4 (not less than 20 working days) during the last completed academic year.

Response: 429

4.2.5.5 Number of teachers and students using library for Month 5 (not less than 20 working days) during the last completed academic year.

Response: 341

| File Description | Document |
|--|-------------------------------|
| 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 last completed academic year with seal and signature of both the librarian and principal | View Document |
| Any other relevant information | View Document |
| Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution | View Document |

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

- 1.Relevant educational documents are obtained on a regular basis**
- 2.Documents are made available from other libraries on loan**

3.Documents are obtained as and when teachers recommend

4.Documents are obtained as gifts to College

Response: B. Any 3 of the above

| File Description | Document |
|---------------------------------|-------------------------------|
| Data as per Data Template | View Document |
| Any additional information | View Document |
| Link for additional information | View Document |

4.3 ICT Infrastructure

4.3.1

Institution updates its ICT facilities including Wi-Fi

Response:

ICT Facilities:

The institution is equipped with high-speed internet, Wi-Fi, and LAN connections. There are six LCD projectors, smart boards, laptops, computers, overhead projectors (OHP), a digital camera, video camera, and CCTV. The office is furnished with high-performance systems connected to the internet via Wi-Fi and LAN, and features a biometric system and close-circuit cameras. Computer systems are regularly upgraded to meet the college's requirements.

The available ICT facilities available in the institution include:

1. Highly configured desktops, laptops, and computer systems for use by teachers and students. These resources support the integration of digital learning in classrooms, complemented by fast Wi-Fi connectivity throughout the campus.
2. Classrooms, multipurpose hall, lecture hall, and seminar hall equipped with Wi-Fi facilities.
3. A multipurpose hall with an LCD projector, public address system, ICT resources, and high-speed internet access with power backup.
4. Learning Management System (LMS).
5. Multimedia projectors with screens.
6. Public addressing system including speakers, microphones, amplifiers, and mixers.
7. CCTV surveillance.
8. A user-friendly institutional website.

9. Desktops, laptops and projectors.

These ICT resources collectively create a conducive environment for learning.

ICT Resource Centre:

The institution's ICT Resource Centre is equipped with 15 computers, an LCD projector, high-speed internet connectivity, headphones, and essential learning software. The projector in the ICT Resource Centre is instrumental in organizing hands-on training sessions and workshops.

The multipurpose hall is equipped with an LCD projector, public address system, ICT facilities, and high-speed internet connectivity. Additionally, two lecture halls are fully equipped with the latest technological devices. These ICT resources enhance the learning environment.

Media Facility:

The institution has a studio facility for developing e-content, utilized by teacher educators. The studio is equipped with a computer with an audio interface, studio headphones, microphones, audio cables, recording facilities, and editing software. Wi-Fi routers are strategically placed in key locations, such as the Principal's room, staff room, seminar hall, and library, to extend signal coverage across larger areas. The institution uses a 100 Mbps broadband connection provided by BSNL.

Robust cybersecurity measures, including firewalls and antivirus software, are in place to protect our digital infrastructure. We offer regular training sessions for staff and students to improve ICT skills. Our institution adheres to environmentally responsible practices for e-waste disposal of outdated ICT equipment. Automated attendance systems with biometric devices are effectively utilized to promote regularity and punctuality among students. We provide access to a broad range of digital learning resources and educational apps. The institution's ICT policy is regularly updated to keep pace with technological advancements and educational needs.

| File Description | Document |
|--|-------------------------------|
| Document related to date of implementation, and updation, receipt for updating the Wi-Fi | View Document |
| Any additional information | View Document |
| Link for additional information | View Document |

4.3.2**Student – Computer ratio for last completed academic year**

Response: 3.44

| File Description | Document |
|---|-------------------------------|
| Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal | View Document |
| Data as per Data Template | View Document |
| Any additional information | View Document |
| Link for additional information | View Document |

4.3.3**Internet bandwidth available in the institution****Response:** 100**4.3.3.1 Available bandwidth of internet connection in the institution, in MBPS**

Response: 100

| File Description | Document |
|---|-------------------------------|
| Receipt for connection indicating bandwidth | View Document |
| Bill for any one month during the last completed academic year indicating internet connection plan, speed and bandwidth | View Document |
| Any other relevant Information | View Document |
| Link for additional information | View Document |

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

- 1.Studio / Live studio**
- 2.Content distribution system**
- 3.Lecture Capturing System (LCS)**
- 4.Teleprompter**
- 5.Editing and graphic unit**

Response: D. Any 1 of the above

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

4.4 Maintenance of Campus and Infrastructure

4.4.1

Percentage expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in Lakhs)

Response: 60.26

4.4.1.1 Expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in lakhs)

| | | | | |
|----------|----------|----------|----------|----------|
| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
| 24.68230 | 31.26297 | 14.65259 | 11.04721 | 12.52251 |

| File Description | Document |
|---|-------------------------------|
| Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant | View Document |
| Data as per Data Template | View Document |
| Any additional information | View Document |
| Link for additional information | View Document |

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

Response:

Infrastructure:

The institution follows established protocols for the upkeep and utilisation of physical, academic, and support facilities, which include laboratories, libraries, sports equipment, computers, and classrooms. New infrastructure requirements, proposed by various stakeholders, are discussed at multiple levels before final approval. Upon approval, procurement of the necessary items is initiated.

The stock register for infrastructural facilities is regularly updated. Annual inventory verification is conducted, and necessary upgrades, expansions, repairs, and renovations are carried out in line with student needs. The institution ensures the optimal utilization of its physical, academic, and support facilities.

Complaints related to the maintenance of facilities can be reported. Posters, banners, or billboards are not permitted in campus without the Principal's approval. College infrastructure facilities, such as classrooms and seminar rooms, are shared with sister institutions and the local community, provided academic activities are not disrupted, and approval is obtained from the Principal and Manager. Any tools or equipment taken outside the college for repairs must be recorded in the appropriate register. ICT facilities are accessible to all staff and students. An Annual Maintenance Contract (AMC) is maintained for all technical equipment, including servers, computers, and other ICT devices.

Sports Facilities:

The college provides top-tier sports facilities, including a fitness centre, sports courts, and grounds, which are regularly maintained and improved. These facilities are accessible to both staff and students. The Physical Education faculty is responsible for the proper utilisation and maintenance of the sports infrastructure, with a stock register maintained for sports equipment. Annual stock verification is conducted.

Classrooms:

Classrooms are designed and furnished according to NCTE standards. Their maintenance and renovation are based on student needs. Students are encouraged to take care of classroom amenities and maintain total cleanliness.

Labs:

Lab equipment is periodically purchased and maintained. Equipment used outside the institution during internships is recorded in the issue register. The condition of consumable and perishable goods in the laboratory is regularly checked and recorded in the stock register. Annual stock registration and verification are conducted, and repairs are carried out promptly.

Library:

Library data is managed using library management software. Everyone entering the library must sign the gate register. The Library Advisory Committee sets guidelines for the use, maintenance, and expansion of library resources. The college has N-LIST subscription, providing access to faculty, staff, and students. Annual stock verification is performed every year. Researchers and students from other universities can use the library resources upon request.

Green Policy:

The institution implements a green policy to maintain a green campus. Cleanliness and sanitation are overseen by the office attendants. Adequate colour-coded dustbins are available for waste collection.

We encourage feedback from students and staff to report issues or suggest improvements concerning both physical and academic facilities. Regular inspections are performed to ensure that facilities adhere to safety and quality standards. An asset management system is in place to track and manage the institution's physical assets. Additionally, the institution supports the collaborative use of its facilities with other institutions or community organizations.

| File Description | Document |
|--|-------------------------------|
| Any additional information | View Document |
| Link for additional information | View Document |
| Appropriate link(s) on the institutional website | View Document |

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

A range of capability building and skill enhancement initiatives are undertaken by the institution such as:

1. Career and Personal Counseling
2. Skill enhancement in academic, technical and organizational aspects
3. Communicating with persons of different disabilities: Braille, Sign language and Speech training
4. Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two
5. E-content development
6. Online assessment of learning

Response: A. All of the above

| File Description | Document |
|--|-------------------------------|
| Upload any additional information | View Document |
| Sample feedback sheets from the students participating in each of the initiative | View Document |
| Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal | View Document |
| Photographs with date and caption for each initiative | View Document |
| Data as per Data Template | View Document |
| Paste link for additional information | View Document |

5.1.2

Available student support facilities in the institution are:

1. Vehicle Parking
2. Common rooms separately for boys and girls
3. Recreational facility
4. First aid and medical aid
5. Transport
6. Book bank
7. Safe drinking water
8. Hostel

9.Canteen**10.Toilets for girls****Response:** A. Any 8 or more of the above

| File Description | Document |
|---------------------------------------|-------------------------------|
| Upload any additional information | View Document |
| Geo-tagged photographs | View Document |
| Paste link for additional information | View Document |

5.1.3

The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases such as

- 1.Institution has guidelines regarding redressal mechanism approved by appropriate statutory/regulatory bodies**
- 2.Details of members of grievance redressal committees are available on the institutional website**
- 3.Awareness programmes are conducted to communicate the guidelines for redressal of student grievances to teachers and students**
- 4.Provision for students to submit grievances online/offline**
- 5.Grievance redressal committee meets on a regular basis**
- 6.Students' grievances are addressed within 7 days of receiving the complaint**

Response: A. All of the above

| File Description | Document |
|--|-------------------------------|
| Upload any additional information | View Document |
| Samples of grievance submitted offline | View Document |
| Institutional guidelines for students' grievance redressal | View Document |
| Data as per Data Template for the applicable options | View Document |
| Composition of the student grievance redressal committee including sexual harassment and ragging | View Document |
| Paste link for additional information | View Document |

5.1.4

Institution provides additional support to needy students in several ways such as:

- 1. Monetary help from external sources such as banks**
- 2. Outside accommodation on reasonable rent on shared or individual basis**
- 3. Dean student welfare is appointed and takes care of student welfare**
- 4. Placement Officer is appointed and takes care of the Placement Cell**
- 5. Concession in tuition fees/hostel fees**
- 6. Group insurance (Health/Accident)**

Response: B. Any 3 or 4 of the above

| File Description | Document |
|---|-------------------------------|
| Upload any additional information | View Document |
| Report of the Placement Cell | View Document |
| Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter | View Document |
| Data as per Data template | View Document |
| Paste link for additional information | View Document |

5.2 Student Progression

5.2.1

Percentage of placement of students as teachers/teacher educators

Response: 33.75

5.2.1.1 Number of students of the institution placed as teachers/teacher educators during the last five years

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 21 | 27 | 20 | 24 | 16 |

| File Description | Document |
|--|-------------------------------|
| Upload any additional information | View Document |
| Data as per Data Template | View Document |
| Appointment letters of 10% graduates for each year | View Document |
| Annual reports of Placement Cell for five years | View Document |
| Paste link for additional information | View Document |

5.2.2

Percentage of student progression to higher education during the last completed academic year

Response: 14.71

5.2.2.1 Number of outgoing students progressing from Bachelor to PG.

Response: 15

5.2.2.2 Number of outgoing students progressing from PG to M.Phil.

5.2.2.3 Number of outgoing students progressing from PG / M.Phil to Ph.D.

| File Description | Document |
|---|-------------------------------|
| Upload any additional information | View Document |
| Documentary evidence in support of the claim | View Document |
| Details of graduating students and their progression to higher education with seal and signature of the principal | View Document |
| Data as per Data Template | View Document |
| Paste link for additional information | View Document |

5.2.3

Percentage of students qualifying state/national level examinations during the last five years (eg: NET/SLET/ TET/ CTET)

Response: 42.81

5.2.3.1 Number of students qualifying in state/ national level examinations (eg: NET/SLET/ TET/ CTET) during the last five years

| | | | | |
|---------|---------|---------|---------|---------|
| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
| 35 | 38 | 15 | 29 | 20 |

| File Description | Document |
|---|-------------------------------|
| Upload any additional information | View Document |
| Data as per Data Template | View Document |
| Copy of certificates for qualifying in the state/national examination | View Document |
| Paste link for additional information | View Document |

5.3 Student Participation and Activities

5.3.1

Student council is active and plays a proactive role in the institutional functioning

Response:

Electoral Literacy Club is in charge of the student council, which is apolitical, nominated representative body of the students who are competent enough to play a decisive and an enriching role in organizing and coordinating different events and programs conducive for the student life and progress in the institution. ELC of this college is instituted with the pertinent aim to ensure the fluid functioning of the college with optimal student participation, involvement, and deliberation. The academic, professional, and personal development of the students being the motto, the council is constituted to bring the best from the young minds in spirit and thinking from an arena of talents budding from sports, arts and other cultural, educational, and recreational activities that are incidental and conducive for student teachers' creativity and proclivity.

The institution has prioritized the student representation and student voices significantly. The council was formed from time to time through distinct and transparent mechanisms adopted, that guarantee the successful functioning of the institution. The responsibilities the students are entitled to have always played crucial roles of engagement in varied avenues of excellence such as sports, cultural, community and social welfare programs. The council have always been a strong advocate and champion of initiatives and activities promoting the progression of the institution. It is constituted through electoral processes quite systematically and vigilantly and have adhered to University norms and procedures. Everything that the institution upholds and embarks have found to be deliberated, by the mutual cooperation and zeal of the Student Council.

.Programs initiated during the year:

- Observance of commemorative days
- Conduct of Cultural celebrations

- Community Integrated Programs
- Student Engagement Initiatives
- Academic Enrichment Resource Talks
- Institutional support for diverse club and cell activities
- Establishment of campus related technical workshops
- Encouragement for Activities promoted during School Internship phases
- Student Consultancy and Additional support during school induction and orientation
- Alumni interaction for the conduct of various in house activities

ELC serves as a crucial platform for nurturing talents beyond the classroom. and, 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 | Document |
|---|-------------------------------|
| Upload any additional information | View Document |
| List of students represented on different bodies of the Institution signed by the Principal | View Document |
| Documentary evidence for alumni role in institution functioning and for student welfare | View Document |
| Copy of constitution of student council signed by the Principal | View Document |
| Paste link for additional information | View Document |

5.3.2

Average number of sports and cultural events organized at the institution during the last five years

Response: 11.4**5.3.2.1 Number of sports and cultural events organized at the institution during the last five years**

| | | | | |
|---------|---------|---------|---------|---------|
| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
| 10 | 15 | 11 | 5 | 16 |

| File Description | Document |
|--|-------------------------------|
| Upload any additional information | View Document |
| Reports of the events along with the photographs with captions and dates | View Document |
| Data as per Data Template | View Document |
| Copy of circular / brochure indicating such kind of events | View Document |
| Paste link for additional information | View Document |

5.4 Alumni Engagement**5.4.1**

Alumni Association/Chapter (registered / non-registered but functional) contributes significantly for the development of the institution.

Response:

The Alumni Association **NOSA (NATIONAL OLD STUDENTS ASSOCIATION)** 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 former students. This connection facilitates mentorship opportunities where alumni can offer guidance, and support to current students, motivating them to excel academically and professionally. 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. 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 offer expertise, resources, 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.

NOSA has proven to be an invaluable asset in enhancing the educational experience of current students. Through their active engagement, they contribute significantly to various aspects of student life, including academic, cultural, and extracurricular activities.

- **Alumni support during theyear 2023-2024**

- **During School Induction:**

They offer demonstration classes, providing real-world insights and practical knowledge. Additionally, their assistance in developing teaching manuals and refining classroom transaction that substantially equips effective instruction methods tailored to the needs of the students.

- **Organizing Arts, Sports, and Cultural Events:**

They render support in the organization of arts, sports, and cultural events, providing students with platforms to showcase their talents and foster holistic development. The involvement fosters and promotes teamwork, creativity, and leadership among students.

- **Engagement of Alumni Educators:**

A notable aspect of alumni support is the active participation of former students who have pursued careers in significant educational field. These alumni, now teachers and college professors, wholeheartedly engage in discussions, reflections, and scheduling of curricular and co-curricular activities. Drawing from their own experiences as students, they offer valuable insights into effective teaching methodologies and curriculum design.

The impact of alumni support on the educational experience is profound. Students benefit from exposure to real-world applications of academic concepts, fostering a deeper understanding and appreciation for their studies. Furthermore, the collaborative efforts of alumni educators result in shaping the perspectives of students towards teaching quite passionately and enthusiastically. The institution ensures the active involvement of alumni in supporting the educational journey of current students and feels their engagement as worthwhile and commendable. Their contributions in various aspects, including school induction, event organization, and curriculum development, significantly enhance the overall educational experience expected. The strong bond between past and present members of the institution fosters a sense of community and continuity, ensuring continued growth and success.

NATIONAL OLD STUDENTS ASSOCIATION (NOSA) Alumni Meet –on 13th January 2024

The Alumni meet for the year 2024 was organised on 13th of January 2024 at College Auditorium. The highlight of the event was the presence of Shri Sudheesh Payyoli, an Alumni of 2005-2006 batch and equally the Guest of Honour. The meet up commenced with registration and the inaugural function followed by 10 am. With invocation to Almighty, by college choir the programme began with welcome note rendered by Shri Jayakrishnan P.V, Vice Principal. The presidential address was delivered by Dr N Sethumadhavan, Principal. The event was graciously inaugurated by most honourable and esteemed

Chairman AIMNET, Shri T.A. Ahmed Kabeer Sir. The felicitations for the event were rendered by Dr Achamma P. Mathew , HoD, Department of M.Ed. and College Dean Dr. Kunjumuhammed Pulavath . The Official meet up concluded with gratitude expressed heart fully by Programme Co-ordinator Mrs Anjaly R.

Post -lunch Session -The post lunch session was quite enthralling and amusing to ignite the audience. The interaction led by Shri Sudheesh Payyoli was a pleasant bonding adventure inviting willing students to participate and share their experiences. The magic show was filled with awe and curiosity and the viewers could expand their mind to the unexplainable.

Alumni Interaction -The event was designed to facilitate a meaningful exchange between Alumni, current students, faculty and management. The alumni interaction session proved to be an enriching and informative experience for both the alumni and the students who have inspiringly joined the institution. The session was structured to encourage active participation, with students given the opportunity to raise queries and seek advice from the alumni.

Calling of ALUMNI Executive Committee Meeting- The Executive Committee Meeting of Alumni was officially called to order by 2pm in the presence of Chairman, College Principal, Vice Principal, HoD, NOSA Co-ordinator. The Principal Chaired the meeting. The primary Agenda set for the meeting was the Formation of Executive Committee .

| File Description | Document |
|--|-------------------------------|
| Upload any additional information | View Document |
| Details of office bearers and members of alumni association | View Document |
| Certificate of registration of Alumni Association, if registered | View Document |
| Paste link for additional information | View Document |

5.4.2

Alumni has an active role in the regular institutional functioning such as

- 1. Motivating the freshly enrolled students**
- 2. Involvement in the in-house curriculum development**
- 3. Organization of various activities other than class room activities**
- 4. Support to curriculum delivery**
- 5. Student mentoring**

6. Financial contribution**7. Placement advice and support****Response:** A. Any 6 or more of the above

| File Description | Document |
|--|-------------------------------|
| Report of alumni participation in institutional functioning for last completed academic year | View Document |
| Income Expenditure statement highlighting the alumni contribution | View Document |
| Documentary evidence for the selected claim | View Document |
| Any other relevant information | View Document |
| Any additional link | View Document |

5.4.3**Number of meetings of Alumni Association held during the last five years****Response:** 5**5.4.3.1 Number of meetings of Alumni Association held during the last five years**

| | | | | |
|---------|---------|---------|---------|---------|
| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
| 1 | 1 | 1 | 1 | 1 |

| File Description | Document |
|---|-------------------------------|
| Upload any additional information | View Document |
| Data as per Data Template | View Document |
| Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association | View Document |
| Paste link for additional information | View Document |

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.

Response:

The institution holds a record of outgoing students who had showcased exceptional talents during their graduation time. Since the communication between the Alumni is maintained amicably and continuously, the community upon request and convenience visits the institution. This may include providing support and resources for events like Talents day, Student Induction Days, Arts and cultural events, Sports and Community Fests etc. Alumni groups provide both online and in- person events hosted, in recognising, nurturing and facilitating the talents with quite dedication and involvement. The alumni network over the years is found to be a resource and is a gold mine of talent in pooling skills of students. A fair number of members are ever willing and approachable in giving lectures associated with syllabus and competitive examinations. Students are given opportunities to interact with the Alumni during meet ups and bud their talents quite constructively and productively. The acquiescence shown by the community in enhancing both the intellectual and capability pursuits of the students is worth mentioning and defining. There are currently over 1500 alumni registered with the institution. Alumni groups are coordinated with the able cooperation and mentorship of Shri Jayakrishnan P. V, Vice Principal of the institution and volunteers who maintains a vital connection with the institution.

| File Description | Document |
|--|-------------------------------|
| Upload any additional information | View Document |
| Documentary evidence in support of the claim | View Document |
| Paste link for additional information | View Document |

Criterion 6 - 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

Response:

Vision Statement

The vision of National College for Teacher Education, Vengola, is encapsulated in the phrase "**Power of Knowledge and Fortitude of Values.**" This vision underscores the institution's belief in the transformative potential of knowledge combined with strong ethical values. It aims to empower individuals with the intellectual tools necessary to excel in their fields while instilling a profound sense of moral responsibility and integrity.

Mission Statement

The mission of National College for Teacher Education, Vengola, is built on three pillars: **excellence, wisdom, and commitment to society.** This mission statement serves as a guiding principle for all activities and initiatives undertaken by the college, directing its efforts towards achieving comprehensive educational goals that benefit both individuals and the broader community.

National College for Teacher Education is a progressive, co-educational institution dedicated to shaping exceptional educators. Affiliated with Mahatma Gandhi University, Kottayam, and managed by the **Allama Iqbal Memorial National Foundation for Education and Training (AIMNET)**, the college has been a cornerstone of Teacher Education since its establishment in 2005. Nestled amidst serene surroundings near Meprathupady junction, the institution offers **B.Ed and M.Ed** programs with a sanctioned intake of 50 students each.

At the heart of the college lies a strong commitment to participatory governance. A dedicated administrative team, comprising experienced professionals, oversees the institution's operations. The college fosters a collaborative environment where faculty, staff, and students work in tandem to achieve academic excellence. Various committees, led by experienced faculty members, ensure smooth academic functioning. The institution's unwavering focus on quality is reflected in its adherence to rigorous academic planning and evaluation processes, guided by IQAC.

The college's vision is to empower individuals with knowledge and strong moral values, while its mission centers on achieving excellence, realizing this vision, and contributing meaningfully to society. It is within this framework that the institution strives to create a dynamic learning environment where students are not only academically proficient but also possess the character and compassion essential for

effective teaching.

The curriculum is meticulously designed to blend theoretical knowledge with practical pedagogy. Students are exposed to innovative teaching methodologies and are encouraged to develop critical thinking and problem-solving skills. Beyond the classroom, the college emphasizes the importance of community engagement. Through various extension activities, students actively participate in addressing societal challenges, fostering a sense of social responsibility and empathy.

By nurturing a holistic approach to education, National College for Teacher Education prepares its graduates to be not just competent educators but also compassionate leaders who can inspire and transform young minds. The institution's unwavering dedication to quality, coupled with its focus on character building and community engagement, positions it as a premier center for teacher education, committed to producing educators who can make a lasting impact on society.

Regular meetings of the Governing Body, IQAC, and various academic and administrative committees ensure alignment with the institution's vision and mission. Leadership initiatives, such as the annual strategic planning retreats and feedback mechanisms engage faculty, students, and alumni in continuous improvement processes.

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

6.1.2

Institution practices decentralization and participative management

Response:

The college operates on a foundation of decentralized and participative management principles across both academic and administrative domains. This organizational structure is designed to effectively implement the institution's vision and mission, ensuring that all decisions and actions are aligned with its educational goals and values.

- **Administrative Structure:** The administrative team of the college includes prominent positions such as the Chairman, Manager, Principal, Administrative Officer, Head of Department for M.Ed, Staff Secretary, and Superintendent. This structured hierarchy facilitates clear lines of authority

while also promoting participatory decision-making and decentralized management practices.

- **Committees for Coordinated Efforts:** To manage various academic and non-academic activities, the institution has established several committees. These committees, led by faculty members, oversee different facets of college life including curriculum development, student welfare, cultural events, and community outreach programs. Each committee operates with the goal of enhancing overall educational quality and student experience.
- **Role of IQAC (Internal Quality Assurance Cell):** The IQAC plays a pivotal role in coordinating the activities of different committees to ensure adherence to academic standards and institutional policies. It organizes regular meetings involving various stakeholders to review and improve the quality of education and administrative services offered by the college.
- **Participative Decision-Making:** A cornerstone of the institution's governance philosophy is participative decision-making. At all levels, from committee meetings to strategic planning sessions, faculty, staff, and students are encouraged to contribute their ideas and perspectives. This collaborative approach not only fosters innovation but also strengthens ownership and commitment among stakeholders and gives a sense of collective responsibility.
- **Academic Planning and Implementation:** The institution's academic plans are meticulously crafted through collaborative efforts during annual planning sessions. These plans encompass both scholastic and co-scholastic activities aimed at nurturing holistic development among students. Faculty members are assigned specific responsibilities at the outset of each academic year to ensure effective execution of these plans.
- **Administrative Support and Evaluation:** In terms of administrative operations, the college office functions under the guidance of the Office Superintendent, supported by administrative staff. Regular meetings are conducted to evaluate the performance of administrative personnel and to provide necessary support and training for professional growth.
- **Continuous Improvement:** The institution promotes a culture of continuous improvement. Feedback mechanisms, including surveys and feedback sessions, are utilized to gather insights from stakeholders, which are then used to refine and enhance institutional practices and services.

The institution empowers various departments and committees to independently plan and execute activities, ensuring that decisions are made at the closest level to implementation. For example, the Curriculum Committee has the autonomy to design and update syllabi in consultation with faculty and industry experts, leading to a more relevant and dynamic curriculum. Additionally, the Student Council plays a significant role in decision-making related to student affairs, ensuring that student voices are heard and acted upon. These decentralized practices have resulted in a more responsive and adaptable institution, with improved academic outcomes and increased stakeholder satisfaction.

| File Description | Document |
|--|-------------------------------|
| Relevant documents to indicate decentralization and participative management | View Document |
| Any additional information | View Document |
| Link for additional information | View Document |

6.1.3

The institution maintains transparency in its financial, academic, administrative and other functions

Response:

At National College for Teacher Education, transparency stands as a cornerstone of its operational philosophy across all facets of its existence. The college is dedicated to fostering an environment where openness and accountability prevail in financial, academic, administrative, and other institutional functions. This commitment to transparency ensures that every decision and action undertaken by the college reflects its core values of integrity, fairness, and responsible stewardship of resources.

1. Financial Transparency

NCFTE maintains a stringent approach to financial transparency, adhering closely to university regulations for the collection of tuition fees. All funds received are meticulously recorded and documented through receipts to ensure transparency and accountability. Salaries for staff members are disbursed in accordance with government norms, and detailed records of financial expenses related to various college programs are maintained within the college office providing a clear overview of financial activities.

Regular internal and external financial audits are conducted to ensure that all financial activities are accurately recorded and compliant with regulations. The Finance wing also develops an annual budget and all key stakeholders are involved in this budget preparation. A financial management software that allows for real-time tracking of financial transactions and reporting is used. This ensures accuracy and provides easy access to financial data. The stakeholders are informed of regular updates on the institution's financial status. A whistleblower policy is in place that encourages employees and stakeholders to report any financial irregularities without fear of retaliation.

2. Academic Transparency

The institution promotes academic transparency through structured governance and inclusive decision-making processes. Under the leadership of the Principal, various committees oversee and plan activities. Regular feedback mechanisms are employed to gather insights from students and educators, ensuring continuous improvement and responsiveness to educational needs. The institution also prioritizes student involvement in decision-making processes and celebratory events, emphasizing inclusivity and transparency in academic operations.

- **Admission procedure :** The institution upholds strict academic transparency by adhering to the admission guidelines mandated by the university. The principal, as the institution's head, oversees the entire admission process to ensure its integrity.

The institution is committed to maintaining academic transparency throughout the admission process.

- **Adherence to University Guidelines:** All admission procedures strictly comply with university regulations.

- **Principal Oversight:** The principal, as the institution's head, exercises direct supervision over the entire admission process.
- **Admission Committee Verification:** A university-registered admission committee rigorously verifies all procedures to ensure fairness and accountability.
- **Seat Distribution:** The institution offers 50 seats each for B.Ed and M.Ed programs, divided into:
 - 25 merit-based seats allocated through the university's centralized allotment process (CAP)
 - 25 management quota seats filled based on a rank list

3. Administrative Transparency

Administrative decisions at NCFTE are characterized by collaboration and openness. The Administrative officer, Manager, and Principal collectively oversee critical administrative functions, including staff recruitment and overall management. Finance staff are responsible for annual budgeting and expense management, ensuring fiscal responsibility and transparency in administrative operations. Furthermore, financial statements undergo thorough auditing processes overseen by the Management, reinforcing the institution's commitment to transparency and adherence to regulatory standards.

| File Description | Document |
|--|-------------------------------|
| Reports indicating the efforts made by the institution towards maintenance of transparency | View Document |
| Any additional information | View Document |
| Link for additional information | View Document |

6.2 Strategy Development and Deployment

6.2.1

The institutional Strategic plan is effectively deployed

Response:

The strategic plan at National College for Teacher Education is effectively deployed through a systematic approach that aligns with the institution's mission and vision. Over the years, several strategic initiatives have been successfully implemented, contributing to the overall development of the institution. Key components include:

- Comprehensive Faculty and Student Development Programs
- Robust Infrastructure Development
- Use of Technology in Administration and Learning
- Regular Monitoring and Evaluation
- Focus on Research and Innovation
- Community Engagement and Social Responsibility
- Collaborations and Partnerships
- Sustainability Initiatives
- Alumni Relations and Networking
- Career Services and Placement Support
- Financial Planning and Resource Management etc.

One of the initiative in the strategic plan is described in detail:-

"Prospect with Respect"

Our society is often riddled with stereotypical thinking, where men and women are viewed as unequal and confined to separate spaces. This program challenges these outdated notions and strives to create a more inclusive environment. National College for Teacher Education, Vengola, is spearheading a campaign titled "Prospect with Respect" to foster a culture of gender equality and respect among students. This initiative aims to enhance the Gender Respect Quotient (GRQ) within the educational community.

Why Gender Sensitization Matters

- **Breaking Biases:** We aim to dismantle gender-biased practices and encourage logical behavior in both men and women.
- **Empowering Future Generations:** By fostering positive attitude towards gender issues, we can prevent discrimination against women in the future.
- **Women's Empowerment:** Gender sensitization is a crucial step towards women's empowerment, encompassing economic independence, social transformation, and equal access to resources.

Programme Phases

1. Gender Respect Quotient Survey:

- Students and faculty will collaborate with the local Panchayat (governing body) to design and conduct a survey.
- This survey will assess the current understanding of gender equality within the community.

2. Data Analysis and Collaboration:

- College faculty and students will analyze the survey findings.
- The anonymized data will be shared with UN Women's expert team.

3. Programme Development:

- Based on the survey results and UN Women's guidance, a multi-phase action plan will be developed to address specific gender-related issues.

Transparency and Collaboration

The institution is committed to transparency, will not accept any financial grants from the Panchayat or UN Women. The collaboration is based on expertise sharing, guidance, and in-kind support.

Implementation:

The college conducted various programs on '**Prospect with Respect**', including;

- **Back to School:** A program conducted in collaboration with Kudumbasree to provide classes for empowerment to its members.
- **'Prashikshan' Training Programme:** This hands-on training program equipped Anganwadi teachers (early childhood educators) with essential teaching tools and childcare knowledge.
- **Premarital Counselling:** Offered in collaboration with the Minority Development Department, Government of Kerala. This program promotes healthy relationships.
- **Gender Sensitization Activities:** conducted seminars, self-defense classes, and classroom discussions to raise awareness about gender issues.

The "**Prospect with Respect**" program is a testament to the unwavering commitment of National College for Teacher Education, Vengola to creating a more just and equitable society.

| File Description | Document |
|---|-------------------------------|
| Documentary evidence in support of the claim | View Document |
| Any additional information | View Document |
| Link to the page leading to Strategic Plan and deployment documents | View Document |
| Link for additional information | View Document |

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.

Response:

The National College for Teacher Education operates within a stringent framework of governance, adhering strictly to the guidelines of regulatory bodies such as the University Grants Commission (UGC), National Council for Teacher Education (NCTE), and the affiliated university. This unwavering commitment to compliance ensures the institution aligns its operations with national educational standards, fostering a culture of quality assurance and accountability.

• Participatory Governance and Strategic Direction

The college embraces a participatory approach to decision-making, with the Management Committee and Academic Committee playing pivotal roles. These governing bodies convene annually to conduct comprehensive reviews of the institution's performance, gather stakeholder feedback, and formulate strategic plans. This collaborative process ensures that the college's direction aligns with the evolving needs of its stakeholders. This helps to integrate stakeholder feedback into strategic planning, and adjust goals to meet emerging educational trends and community needs.

The college operates on a decentralized governance model where responsibilities are distributed across various committees and departments. This structure enables participative management, encouraging input from all stakeholders in decision-making processes. Faculty, staff, and students participate in decision-making processes, especially on issues that affect them directly. Transparent reports on administrative activities, including financials, academic progress, and policy changes are reported at scheduled intervals. Clear channels for feedback and grievances, ensure that responses and resolutions are timely and communicated effectively. Ethical behavior and integrity at all levels of administration is promoted, setting a standard for transparency and accountability.

• Human Resource Management and Development

The college prioritizes human resource development through a decentralized management style that empowers staff at all levels. Recruitment processes are rigorous, emphasizing qualifications,

competencies, and transparency. The college employs regular performance appraisals and feedback mechanisms. Ongoing professional development initiatives are implemented to enhance staff capabilities and support the delivery of high-quality education.

- **Financial Stewardship and Resource Optimization**

Effective financial management is a cornerstone of the college's operations. The institution adheres to stringent financial regulations, maintaining transparent accounting practices. Resources are allocated strategically to support academic programs, infrastructure development, and student support services. Regular financial audits and performance evaluations ensure accountability and optimize resource utilization.

- **Quality Assurance and Continuous Improvement**

The college is committed to maintaining and enhancing the quality of education through a dedicated Internal Quality Assurance Cell (IQAC). The IQAC conducts regular assessments of teaching-learning processes, student outcomes, and overall institutional performance. By identifying areas for improvement and implementing corrective measures, the IQAC contributes to the college's ongoing pursuit of excellence.

Through a combination of robust governance, effective management, and a strong focus on quality assurance, the National College for Teacher Education has established itself as a leading institution in the field. The college's commitment to transparency, accountability, and stakeholder engagement has created a conducive environment for teaching, learning, and research.

| File Description | Document |
|---|-------------------------------|
| Documentary evidence in support of the claim | View Document |
| Any additional information | View Document |
| Link for additional information | View Document |
| Link to Organogram of the Institution website | View Document |

6.2.3

Implementation of e-governance are in the following areas of operation

- 1.Planning and Development**
- 2.Administration**
- 3.Finance and Accounts**
- 4.Student Admission and Support**
- 5.Examination System**
- 6.Biometric / digital attendance for staff**

7. Biometric / digital attendance for students

Response: A. Any 6 or more of the above

| File Description | Document |
|--|-------------------------------|
| Screen shots of user interfaces of each module | View Document |
| Geo-tagged photographs | View Document |
| Data as per Data Template | View Document |
| Any additional information | View Document |
| Annual e-governance report | View Document |
| Link for additional information | View Document |

6.2.4

Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions / decisions.

Response:

Curriculum Transaction Planning Committee:

- **Decision:** Develop a master timetable
- **Action Taken:** The committee successfully prepared a master timetable at the beginning of the academic year, ensuring a smooth and organized academic schedule.

Nature Club- Eco shikshak sangh:

- **Decision:** Promote environmental awareness and sustainability.
- **Action Taken:** Organized various initiatives, including Environment Day celebrations, campus clean-ups, and waste management programs. They also encouraged students to participate in carpooling and adopt eco-friendly practices.

Grievance Cell:

- **Decision:** Establish a quick response mechanism to address student concerns.
- **Action Taken:** The Cell ensured that reported grievances were addressed within two weeks of

receipt. They provided a platform for students to raise their concerns and worked diligently to resolve them in a timely and fair manner.

SC/ST Cell:

- **Decision:** Promote the welfare and academic success of minority students.
- **Action Taken:** Conducted regular meetings to discuss the issues faced by minority students. They provided mentorship, academic support, and guidance to help these students overcome challenges and achieve their full potential.

Women's Cell:

- **Decision:** Create a safe and inclusive environment for female students and promote gender equality.
- **Action Taken:** Organized awareness campaigns on issues such as sexual harassment and gender-based discrimination.

Theatre and Music Club:

- **Decision:** Foster artistic expression and develop student talents.
- **Action Taken:** The club organized annual arts festivals, inter-college competitions, and talent shows. They provided a platform for students to showcase their creativity and develop their artistic skills.

Psychology Club:

- **Decision:** Promote mental well-being and provide support to students.
- **Action Taken:** Organized workshops on stress management, time management, and problem-solving. They also offered counselling services to students who face mental health challenges.

Literary Club:

- **Decision:** Enhance students' literary skills and foster a love for reading and writing.

- **Action Taken:** The Literary Club organized various literary competitions, including essay writing, poetry contests, and book reviews. They also invited guest speakers and authors to interact with students.

Anti-Ragging Cell:

- **Decision:** Create a safe and harassment-free campus environment.
- **Action Taken:** The Anti-Ragging Cell conduct awareness campaigns and workshops to educate students about the harmful effects of ragging.

Guidance and Counselling Cell:

- **Decision:** Provide comprehensive counselling services to students and staff.
- **Action Taken:** The Guidance and Counselling Cell offers individual and group counselling sessions to address a wide range of issues, including academic concerns, personal problems, and career guidance.

Placement Cell:

- **Decision:** Assist students in securing employment opportunities.
- **Action Taken:** Organize placement drives, conduct career counselling sessions, and provide students with resources to prepare for job interviews. They also facilitate industry-academia collaborations to create more job opportunities.

NOSA (National Old Students Association):

- **Decision:** Support the college's welfare and engage with the community.
- **Action Taken:** NOSA contribute financially to support student progression. They also organize alumni events and facilitate connections between current students and alumni.

These committees have played a vital role in enhancing the overall student experience at the National College for Teacher Education, Vengola. Their efforts have contributed to create a *supportive, inclusive, and academically enriching environment, preparing students for successful careers and meaningful contributions to society.*

| File Description | Document |
|---|-------------------------------|
| Minutes of the meeting with seal and signature of the Principal | View Document |
| Any additional information | View Document |
| Action taken report with seal and signature of the Principal | View Document |
| Link for additional information | View Document |

6.3 Faculty Empowerment Strategies

6.3.1

Effective implementation of welfare measures for teaching and non-teaching staff is in place

Response:

The National College for Teacher Education has prioritized the well-being and job satisfaction of its employees by implementing a comprehensive suite of welfare measures. Recognizing that a thriving workforce is essential for institutional success, the college has carefully crafted a system of support that caters to the diverse needs of both teaching and non-teaching staff. This strategic approach aims to create a positive and supportive work environment that fosters professional growth, work-life balance, and overall employee satisfaction.

Fostering Professional Growth

Recognizing the importance of continuous learning and development, the college has implemented several initiatives to support staff in their professional journey. The college prioritizes the professional growth of its staff by providing:

- **Financial Assistance:** Support for attending seminars, workshops, and conferences.
- **Duty Leave:** Time off to engage in professional development activities.
- **Faculty Development Programs:** Regular programs to enhance teaching and research capabilities.
- **Recognition of Achievements:** Acknowledgment of staff accomplishments.
- **Research Funding:** Support for initiating and conducting research projects.
- **Publication Support:** Financial assistance for publishing research in academic journals.
- **Professional Memberships:** Coverage for memberships in professional organizations and

associations.

- **Online Learning Platforms:** Access to premium online courses and certifications.

Enhancing Work-Life Balance and Well-being

A harmonious balance between work and personal life is crucial for employee satisfaction and productivity. To foster a healthy work-life balance, the college offers:

- **Residential Facilities:** Separate accommodations for male and female staff.
- **Medical Benefits:** Healthcare support for staff.
- **Loan Facility:** Financial assistance for staff needs.
- **Maternity Leave:** Support for new mothers.
- **Inclusive Facilities:** Restroom and prayer room facilities.
- **Refreshment Breaks:** Opportunities for relaxation and social interaction.
- **On-site Childcare:** Daycare facilities at LightMount kindergarten in the campus.
- **Employee Assistance Program:** Counselling services and support for personal and professional challenges.
- **Wellness Programs:** Regular health and wellness programs, including fitness classes and health screenings.
- **Recreational Facilities:** On-campus recreational amenities such as a gym, sports facilities, and relaxation spaces.
- **Workplace Ergonomics:** Ergonomically designed workspaces and furniture to enhance comfort and prevent strain.

Empowering Staff through Additional Support

To optimize staff efficiency and productivity, the college has implemented several supplementary measures such as :

- **Financial Security:** Provident fund and insurance schemes, vacation salary.
- **Essential Resources:** Stationery and books for work-related tasks.

- **Digital Infrastructure:** Free internet access for research and communication, printing facility and computers for faculty members.
- **Administrative Support:** Secretarial assistance for research activities.
- **Academic Resources:** Library facilities and free printing services.
- **Transport Facilities:** Subsidized or organized transportation options to ease commuting challenges.
- **Professional Networking Opportunities:** Platforms and events to connect with industry professionals and peers.
- **Legal Assistance:** Access to legal advice and support for personal or work-related issues.

Measurable Impact

The effectiveness of these welfare measures is evident in the enhanced job satisfaction, increased productivity, and improved retention rates among the college's staff. The college is committed to continuously evaluating and refining its welfare programs to meet the evolving needs of its employees. By investing in the well-being of its employees, NCFTE has created a thriving and supportive work environment that fosters professional growth, job satisfaction, and institutional excellence.

| File Description | Document |
|--|-------------------------------|
| List of welfare measures provided by the institution with seal and signature of the Principal | View Document |
| List of beneficiaries of welfare measures provided by the Institution with seal and signature of the Principal | View Document |
| Any additional information | View Document |
| Link for additional information | View Document |

6.3.2

Percentage of teachers provided with financial support to attend seminars / conferences / workshops and towards membership fees of professional bodies during the last five years

Response: 26.67

6.3.2.1 Number of teachers provided with financial support to attend seminar / conferences / workshops and towards membership fees of professional bodies during the last five years

| | | | | |
|---------|---------|---------|---------|---------|
| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
| 2 | 4 | 1 | 2 | 7 |

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

6.3.3

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

Response: 43

6.3.3.1 Total number of professional development /administrative training programmes organized by the institution for teaching and non-teaching staff during the last five years

| | | | | |
|---------|---------|---------|---------|---------|
| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
| 16 | 9 | 7 | 6 | 5 |

| File Description | Document |
|--|-------------------------------|
| List of participants of each programme | View Document |
| Data as per Data Template | View Document |
| Brochures / Reports along with Photographs with date and caption | View Document |
| Any additional information | View Document |
| Link for additional information | View Document |

6.3.4

Percentage 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

Response: 28.33

6.3.4.1 Total 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 during the last five years

| | | | | |
|---------|---------|---------|---------|---------|
| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
| 7 | 5 | 1 | 1 | 3 |

| File Description | Document |
|--|-------------------------------|
| Data as per Data Template | View Document |
| Copy of Course completion certificates | View Document |
| Any additional information | View Document |
| Link for additional information | View Document |

6.3.5

The institution has a performance appraisal system for teaching and non-teaching staff

Response:

The National College for Teacher Education has implemented a comprehensive performance appraisal system to evaluate the performance of both teaching and non-teaching staff. This system is designed to provide a holistic assessment of employee contributions, identify areas for improvement, and foster

professional growth.

Evaluation Process

The performance appraisal process at the college employs a multi-source feedback approach. This involves gathering input from various stakeholders including students, alumni, peers, and the employees themselves. The appraisal process is conducted annually at the end of the academic year, allowing for a comprehensive evaluation of performance over a specific period. Each employee completes a self-assessment to reflect on their performance and achievements. For instance, teaching staff might evaluate their effectiveness in curriculum delivery and student engagement based on their own reflections and teaching goals. Mid-year reviews are conducted by the academic-committee.to monitor progress.

Evaluation Criteria

The performance appraisal is based on a set of well-defined criteria that cover various aspects of an employee's role. The evaluation process assesses the effectiveness of the teaching-learning process, including classroom management, student engagement, and curriculum delivery. For faculty members, research productivity, including publications, presentations, and grants, is a key evaluation criterion. Additionally, the overall contribution of staff members to the institution, such as committee work, administrative responsibilities, and community engagement, is considered. Both teaching and non-teaching staff are evaluated on their involvement in curricular and co-curricular activities, demonstrating the college's commitment to holistic development. Non-teaching staff are evaluated on administrative efficiency and customer service skills.

Recognizing the unique roles of non-teaching staff, the appraisal system includes specific training modules in areas such as front office management, customer service, and administrative procedures. This ensures that non-teaching staff have the necessary skills to perform their duties effectively. The college recognizes staff who demonstrate innovation. For instance, a faculty member who introduces a new pedagogical approach or a non-teaching staff member who streamlines administrative processes receives special recognition. The impact on students is measured through surveys and feedback. For example, improvements in student satisfaction scores and academic performance are used to assess the effectiveness of teaching staff.

Outcomes and Impact

The data collected through the performance appraisal process is analyzed to identify areas for improvement in teaching, research, administrative services, and overall institutional functioning. This information is used to develop targeted development plans for individual employees and to inform institutional planning and resource allocation.

The appraisal process is also designed to motivate and develop staff by providing constructive feedback and recognizing achievements. By identifying strengths and weaknesses, employees can set clear goals for professional growth. Furthermore, the system allows for performance monitoring, enabling the management to track employee progress and identify high-performing individuals. Appraisal data is used to inform decisions such as promotions and salary adjustments. For instance, high-performing faculty with consistently positive feedback might be considered for promotions or additional responsibilities.

By implementing a comprehensive performance appraisal system, the National College for Teacher Education aims to create a culture of continuous improvement, enhance employee engagement, and ultimately achieve institutional excellence.

| File Description | Document |
|--|-------------------------------|
| Proforma used for Performance Appraisal for teaching and non-teaching staff signed by the Principal | View Document |
| Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal | View Document |
| Any additional information | View Document |
| Link for additional information | View Document |

6.4 Financial Management and Resource Mobilization

6.4.1

Institution conducts internal or/and external financial audit regularly

Response:

National College for Teacher Education appears to have a well-structured financial management system with a strong emphasis on transparency and accountability.

Revenue Streams:

- **Course Fees:** The primary source of income is student tuition fees, indicating financial sustainability without relying heavily on external funding.
- **Management Support:** Additional financial support from the management indicates the college is a private institution where the management is vested interested in its success.

Financial Management Practices:

- **Budgeting:** Preparing a budget ensures planned expenditure and helps manage operational costs within the available income.
- **Risk Management:** The college has established a risk management framework to identify and mitigate financial risks.

- **Financial Training:** Regular training sessions for staff on financial management practices, compliance requirements, and the use of financial systems help maintain high standards of financial management.
- **Financial Policies and Procedures:** Clearly defined financial policies and procedures are in place, covering procurement, expense management, and financial reporting, to standardize practices and ensure compliance.

Accounting and Record-Keeping:

- **Computerized Accounting:** The college utilizes Tally Prime ERP, a popular accounting software, to manage its financial records. This streamlines accounting processes, improves efficiency, and enhances data accuracy.
- **Data Backup:** To safeguard critical financial data, regular backups of the accounting system are made using external storage devices. This helps to protect against data loss due to hardware failures, software errors, or other unforeseen events.
- **Physical Records:** While the college primarily relies on computerized records, physical bills and source documents are maintained in organized files. This provides a tangible record of financial transactions and serves as a backup in case of electronic data loss.

Financial Audits:

- **Internal Audits:** Conducted by Chartered accountants authorized by the management, these audits provide an internal check on financial processes and identify potential areas for improvement. To maintain strong internal controls, two internal audits are conducted annually, one in October and another in April. This provides regular monitoring of financial practices and helps to identify potential issues early on.
- **External Audits:** Engaging a reputable external auditor, M.A. Moideen and Associates chartered accountants, for annual audits, adds credibility and ensures compliance with external regulations. The annual statutory audit is conducted & filing is done in October each year, ensuring compliance with statutory bodies and providing an independent assessment of the college's financial position.
- **Transparency:** The emphasis on using bank cheques for all payments suggests a commitment to transparency and reducing the risk of misuse of funds.

Additional Considerations:

- **Segregation of Duties:** To minimize the risk of fraud and errors, the college should ensure that

there is a clear separation of duties among staff involved in financial transactions, authorization, and record-keeping.

- **Reconciliations:** Regular reconciliations of bank accounts, accounts receivable, and accounts payable should be performed to verify the accuracy of financial records and identify any discrepancies.

| File Description | Document |
|--|-------------------------------|
| Report of Auditors of last five years signed by the Principal | View Document |
| List of audit objections and their compliance with seal and signature of the Principal | View Document |
| Any additional information | View Document |
| Link for additional information | View Document |

6.4.2

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

Response: 0.31

6.4.2.1 Total funds received from non-government bodies, individuals, philanthropists during the last five years (INR in Lakhs)

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 1.05 | .5 | 0 | 0 | 0 |

| File Description | Document |
|--|-------------------------------|
| Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal | View Document |
| Data as per Data Template | View Document |
| Copy of letter from the NGO / Individual / Philanthropists stating the Fund / Donation given | View Document |
| Any additional information | View Document |
| Link for additional information | View Document |

6.4.3

Institutional strategies for mobilization of funds and the optimal utilization of resources are in place.

Response:

National College for Teacher Education's (NCFTE) approach to generating funds and using them effectively.

Revenue Generation:

- **Primary Source:** The college primarily relies on student tuition fees, reflecting its self-financing model.
- **Management Support:** Additional financial aid from the management provides stability and supports institutional needs.
- **Alumni Contributions:** The college fosters relationships with alumni to encourage donations and contributions for scholarships, infrastructure, and program enhancements.
- **Auxiliary Services:** Revenue from campus facilities such as hostel accommodations, and cafeteria.
- **Legitimate Income:** The college emphasizes that all income is legitimate and accounted for.

Resource Mobilization Process:

- **Planned Approach:** The college has a well-defined system for mobilizing funds and resources.
- **Committee Involvement:** Various committees within the institute are likely involved in the process

Resource Utilization:

- **Financial Oversight:** The finance committee oversees the allocation and use of funds for both recurring and non-recurring expenses, ensuring financial prudence.
- **Transparent Procurement:** The purchase committee is responsible for obtaining quotes from vendors for equipment, computers, books, and other resources. This process ensures competitive pricing and quality.

- **Collaborative Decision-Making:** Both the finance and purchase committees review and approve purchases based on factors such as cost, quality, and service terms to ensure informed decision-making.
- **Budgetary Control:** The accounts department manages expenditures to stay within the allocated budget, maintaining financial discipline.
- **Investment in Teaching-Learning:** Funds are allocated to enhance teaching and learning through orientation programs, workshops, interdisciplinary activities, and training initiatives.
- **Infrastructure Development:** Resources are directed towards the development and maintenance of physical infrastructure, including classroom renovations, library expansions, and campus facilities upgrades.
- **Student Support Services:** Funding for scholarships, financial aid, career services, counselling, and extracurricular activities. Ensuring that resources are directed towards enhancing student experience and success.
- **Energy Efficiency and Sustainability:** Investments are made in energy-efficient technologies and sustainable practices to reduce operational costs and promote environmental responsibility.
- **Risk Management:** The College has a risk management framework in place to identify, assess, and mitigate financial risks, including insurance coverage and Annual Maintenance Contract(AMC) for key assets and liabilities.
- **Stakeholder Feedback:** The college actively seeks feedback from students, faculty, and staff regarding resource allocation and utilization to ensure that funds are used effectively and in alignment with institutional needs.

Through these strategies, National college for Teacher Education effectively mobilizes and utilizes funds to support its educational mission and operational requirements.

| File Description | Document |
|---|-------------------------------|
| Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal | View Document |
| Any additional information | View Document |
| Link for additional information | View Document |

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

Response:

The IQAC functions as a catalyst for continuous quality enhancement. By establishing quality benchmarks, disseminating information about higher education standards, and conducting regular monitoring and evaluation, it ensures the teacher education program adheres to stringent quality parameters. The cell's emphasis on feedback mechanisms, involving students, parents, and stakeholders, fosters a culture of transparency and responsiveness.

The IQAC's structured meeting schedule underscores its commitment to proactive quality enhancement. The triennial meetings, strategically timed for the beginning, middle, and end of the academic year address specific areas, such as outcome-based education, continuous evaluation, curricular and co-curricular activities, and performance review.

The formation of an IQAC committee, comprising the coordinator, principal, and representatives from teaching and non-teaching staff, ensures broad-based participation and decision-making. The committee's active involvement in setting parameters, monitoring progress, and recommending improvements strengthens the cell's impact. The IQAC has played a pivotal role in enhancing the overall quality of education and institutional performance in following sectors;

- **Teaching-Learning Methods:** The IQAC prioritized enhancing teaching-learning methods. This included a shift towards student-centric pedagogy, aligning curriculum with industry needs, and leveraging ICT for effective learning.
- **Assessment and Evaluation:** Effective assessment and evaluation were crucial. The IQAC focused on outcome-based assessments, diverse evaluation methods, and regular feedback mechanisms to ensure accurate student evaluation.
- **Faculty Development:** Investing in faculty development was essential. The IQAC facilitated programs that addressed diverse faculty needs, including workshops, mentorship, and research support to enhance teaching and research capabilities.
- **Infrastructure:** A robust infrastructure was fundamental for quality education. The IQAC ensured adequate classrooms, laboratories, libraries, and computer facilities to support the learning process.
- **Green Initiatives:** Promoting environmental consciousness was vital. The IQAC drove green initiatives, including energy conservation, waste management, and creating a sustainable campus environment.
- **Outreach Activities:** Community engagement and industry collaborations were essential. The IQAC fostered outreach programs, alumni relations, and social responsibility initiatives to broaden the institution's impact.
- **Structured Quality Audits:** The IQAC at National College conducts periodic internal quality audits to evaluate compliance with established academic and administrative standards. These

audits involve cross-departmental reviews, helping to identify areas requiring attention and ensuring consistency in quality standards across all programs.

- **Stakeholder Engagement Initiatives:** The IQAC actively engages with all stakeholders, including students, faculty, alumni, and industry partners, through regular feedback sessions and workshops. This collaborative approach ensures that quality assurance strategies are aligned with the expectations and needs of the community.
- **Integration of Technology:** IQAC has been instrumental in promoting the integration of technology in the teaching-learning process. The college has adopted Learning Management Systems (LMS) and other digital tools to facilitate remote learning, especially during unforeseen disruptions like the COVID-19 pandemic.

Outcome :

The IQAC has proven to be an effective mechanism for institutionalizing quality assurance strategies. By aligning its activities with the goals of competency and performance-based education, the cell has contributed significantly to enhancing the overall quality of teacher education. Its focus on continuous improvement, stakeholder involvement, and data-driven decision-making has positioned the institution as a leader in quality assurance.

| File Description | Document |
|---|-------------------------------|
| List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal | View Document |
| Any additional information | View Document |
| Link for additional information | View Document |

6.5.2

The institution reviews its teaching-learning process periodically through IQAC or any other mechanism

Response:

The institution envisions a faculty that is not merely academically qualified but also a beacon of professionalism, cultural sensitivity, emotional maturity, and intellectual prowess. The resources in the institution provide an optimal environment for both students and faculty to thrive. By fostering a conducive learning environment, the institution aims to produce graduates who are not only academically proficient but also possess the necessary skills and attributes to excel in the contemporary world.

Academic Calendar:

A meticulously planned academic calendar serves as the backbone of the institution's academic operations. It outlines key dates for admissions, commencement of classes, examinations, and other academic activities. The calendar ensures optimal utilization of academic resources and provides a clear roadmap for students and faculty.

Curriculum Transaction Planning Committee (CTPC):

The Curriculum Transaction Planning Committee (CTPC) plays a pivotal role in shaping the institution's academic offerings. Comprising faculty members, subject experts, and industry representatives, the CTPC ensures that the curriculum is aligned with the evolving needs of students and the job market. Regular reviews and updates are undertaken to maintain curriculum relevance and quality.

Performance Appraisal of Teaching Staff:

A comprehensive performance appraisal system is in place to evaluate teaching staff based on multiple parameters, including teaching effectiveness, research output, and contributions to institutional activities. This system provides opportunities for faculty growth and improvement.

Academic and Administrative Audit:

To maintain academic standards and administrative efficiency, the institution conducts periodic academic and administrative audits. These audits assess curriculum implementation, teaching-learning processes, examination procedures, and overall institutional performance. The findings of the audits inform strategic planning and quality enhancement initiatives.

Result Analysis:

A thorough analysis of examination results is undertaken to identify trends, patterns, and areas of concern. The data-driven approach helps in identifying students who require academic support, pinpointing areas where curriculum modifications are necessary, and evaluating the effectiveness of teaching methodologies.

Feedback Mechanisms:

Continuous improvement is driven by feedback from various stakeholders. The institution actively seeks feedback from students, alumni, parents, and industry representatives. This input is invaluable in identifying areas of strength and weakness, and in making necessary adjustments to enhance the overall student experience.

IQAC and Quality Enhancement:

The Internal Quality Assurance Cell (IQAC) is the institution's quality watchdog. It plays a pivotal role

in monitoring and enhancing the overall quality of education. The IQAC collects, analyzes, and disseminates information on various quality-related activities, fostering a culture of continuous improvement.

Student-Centric Learning Approaches:

Regular monitoring of student progress through formative assessments, personalized feedback, and mentoring programs is undertaken. Students actively involve in the review process through focus groups, surveys, and participation in IQAC meetings.

Documentation and Reporting:

Maintaining comprehensive documentation of all reviews, audits, and feedback mechanisms for transparency and accountability. Regular reporting of the outcomes of these reviews to the Academic Advisory Committee and management for strategic decision-making.

Resource Planning:

Optimal utilization of library resources, ICT labs, and other learning facilities to support the teaching-learning process. Ensure regular scheduling, maintenance, and upgrades of facilities to align with current educational demands.

| File Description | Document |
|---|-------------------------------|
| Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal | View Document |
| Any additional information | View Document |
| Link for additional information | View Document |

6.5.3

Average number of quality initiatives taken by IQAC or any other mechanism for promoting quality culture during the last five years.

Response: 54.4

6.5.3.1 Number of quality initiatives taken by IQAC or any other mechanism for promoting quality during the last five years.

| | | | | |
|---------|---------|---------|---------|---------|
| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
| 61 | 49 | 49 | 56 | 57 |

| File Description | Document |
|--|-------------------------------|
| Report of the work done by IQAC or other quality mechanisms | View Document |
| List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal | View Document |
| Data as per Data Template | View Document |
| Any additional information | View Document |
| Link for additional information | View Document |

6.5.4

Institution engages in several quality initiatives such as

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

Response: A. Any 4 or more of the above

| File Description | Document |
|--|-------------------------------|
| Supporting document of participation in NIRF | View Document |
| Feedback analysis report | View Document |
| e-Copies of the accreditations and certifications | View Document |
| Data as per Data Template | View Document |
| Consolidated report of Academic Administrative Audit (AAA) | View Document |
| Any additional information | View Document |
| Link to the minutes of the meeting of IQAC | View Document |
| Link to Annual Quality Assurance Reports (AQAR) of IQAC | View Document |

6.5.5

Institutions keeps track of the incremental improvements achieved in academic and administrative domains of its functioning through quality assurance initiatives

Response:

National College for Teacher Education plays a pivotal role in advancing academic and administrative excellence through systematic quality assurance initiatives to ensure that it remains at the forefront of educational and administrative standards. At the core of NCFTE's efforts is a comprehensive quality assurance framework designed to foster academic excellence and holistic student development. This framework permeates every aspect of the institution's operations, establishing a dynamic and supportive learning environment for students to realize their full potential.

Academic Domain

The academic domain at NCFTE is centered around delivering high-quality, student-focused education. This focus is manifested through several key components:

- 1.Student-Centric Learning:** NCFTE prioritizes creating a learning environment where students are not merely passive recipients of information but active participants in their educational journey. The institution employs innovative teaching methodologies that cater to diverse learning styles and promote engagement. Interactive classrooms, where discussions and debates are encouraged, ensure that students are actively involved in the learning process.
- 2.ICT Enabled Classes:** The use of digital tools, online resources, and multimedia content enriches the learning experience and supports diverse teaching strategies. This technological integration not only makes learning more engaging and interactive but also prepares students to navigate the digital landscape of the modern world.

3. **Remedial Teaching:** Understanding that students come with varying levels of prior knowledge and skills, NCFTE offers remedial teaching sessions to address individual learning needs. These targeted support sessions are designed to help students who may be struggling to keep up with the regular pace of their classes. Through personalized attention and additional instructional time, remedial teaching aims to bridge gaps in understanding and ensure that all students have the opportunity to succeed academically.
4. **Peer Tutoring and Group Activities:** By promoting a culture of knowledge sharing and teamwork, the college helps students develop critical interpersonal skills and enhances their ability to solve problems collectively. Peer tutoring allows students to learn from one another, while group activities foster a sense of community and collaboration. These initiatives not only support academic learning but also contribute to the development of essential life skills such as communication, empathy, and leadership.
5. **Evaluation and Monitoring:** NCFTE employs rigorous evaluation and monitoring systems to assess student learning outcomes and provide valuable data on academic performance. By systematically analyzing this data, the college identifies areas for improvement and makes informed decisions about instructional strategies and program adjustments. This data-driven approach ensures that academic programs remain relevant and effective in meeting the needs of students.

Quality Initiatives

NCFTE is committed to continuous improvement and has implemented a range of quality initiatives aimed at enhancing student skills and overall development. These initiatives include:

1. **Skill Development Workshops and Seminars:** The college organizes a diverse array of workshops, seminars, and training programs that focus on essential skills such as communication, critical thinking, problem-solving, and leadership. These skill development initiatives are designed to align with the evolving demands of the job market, equipping students with the competencies needed for professional success and career advancement.
2. **Coaching for Competitive Examinations:** NCFTE provides specialized coaching for competitive examinations, including K-TET, SET, and NET. This dedicated coaching helps students prepare for these rigorous assessments and supports their aspirations to pursue higher studies or enter the teaching profession.
3. **Arts and Cultural Events:** The college recognizes that holistic development extends beyond academic achievement. To promote overall well-being and personal growth, NCFTE actively encourages participation in arts and cultural activities. These events provide students with opportunities to explore their creative talents, engage in self-expression, and develop a well-rounded personality.
4. **Sustainability and Environmental Initiatives:** Green Practices and Sustainability Efforts are undertaken by the institution, such as waste management, energy conservation, and green campus initiatives which influence the teacher educators.

Administrative Domain

Effective administration is crucial for the smooth functioning of an educational institution. NCFTE focuses on several key administrative aspects to enhance its operational efficiency:

1. **Memoranda of Understanding (MoUs):** NCFTE has established Memoranda of Understanding (MoUs) with various institutions, including libraries, colleges, and schools. MoUs facilitate access to a wider range of educational materials, facilities, and networking opportunities, enriching the learning experience and broadening the horizons of the institution's community.
2. **N-List Access:** The college provides access to the N-List digital library, which offers a comprehensive repository of academic and research materials. This access supports independent learning and research by giving students and faculty a wealth of resources at their fingertips. The digital library enhances the quality of academic research and supports a culture of intellectual inquiry.
3. **Benchmarking and Best Practices:** NCFTE compares its performance and practices against national and international standards and other leading institutions in the field. This helps in identifying areas for improvement and setting higher goals. This contributes to the institution's quality assurance efforts.

Outcomes

The quality assurance initiatives implemented by NCFTE have led to impressive outcomes, reflecting the institution's commitment to academic excellence and student development.

- **Academic Excellence:** NCFTE boasts a remarkable 100% pass rate in university examinations, with a significant number of students securing top ranks. This outstanding performance is a testament to the effectiveness of the college's educational programs and the dedication of its faculty. The institution's rigorous academic standards and supportive learning environment contribute to these exceptional results, demonstrating NCFTE's success in fostering student achievement.
- **Career Placement:** The college has a proven track record of successfully placing its graduates in prestigious schools and educational institutions. NCFTE's industry-oriented curriculum and practical internship programs equip students with the skills and knowledge necessary for professional success. The strong network of connections and the comprehensive career support services provided by the college play a crucial role in facilitating successful career placements.

Holistic Development: NCFTE's emphasis on holistic development is evident in the active participation of students in co-curricular activities and their overall personal growth. The college's commitment to nurturing well-rounded individuals is reflected in the development of strong interpersonal and leadership skills among its graduates. By fostering a balanced approach to education that includes academic, cultural, and personal growth, NCFTE ensures that its graduates are well-prepared to navigate the

complexities of the professional world.

| File Description | Document |
|---|-------------------------------|
| Relevant documentary evidence in support of the claim | View Document |
| Any additional information | View Document |
| Link for additional information | View Document |

Criterion 7 - 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

Response:

National College for Teacher Education (NCFTE) is committed to energy conservation through a comprehensive and realistic approach. The institution aims to reduce energy consumption, ensure acceptable indoor air quality and enhance energy efficiency, while maintaining a safe, secure and inviting campus. This policy outlines guidelines for energy usage and conservation on campus, focusing on responsible and cost-effective operations. The policy will be reviewed and updated periodically to reflect changes in public awareness, management techniques and technologies. Initiatives are adopted to strengthen the energy policy and to demonstrate a comprehensive commitment to sustainability.

Energy Conservation Measures:

1. Classroom Design: All classrooms are equipped with electricity and proper windows and doors for natural lighting and ventilation. The size and location of windows minimize the need for artificial lighting during the day.
2. Interior Painting: Walls are painted in light colours to reduce the need for artificial lighting during the daytime.
3. LED Lighting: The institution has replaced most CFL lights with energy-efficient LED bulbs to reduce electricity consumption.
4. Energy-efficient Appliances: Old appliances with energy-efficient models have been replaced to reduce overall energy consumption.
5. Additionally, we have invested in rewiring our buildings to eliminate energy leaks and prevent short circuits with the aim of safety and sustainability.
6. Awareness and Education:
 - Students, teachers and staff are educated on the importance of switching off lights and fans when not in use.
 - Awareness programs on energy conservation practices are organized.
 - **Save Energy** instructions are displayed in offices, staff rooms and classrooms.
 - Appointing **Sustainability Ambassadors** within each department to promote energy-saving practices and initiatives.
 - Each class has a designated student to ensure that lights and fans are switched off when not in use.
 - Prospective student teachers raise awareness about energy conservation strategies in the Vengola Panchayath locality.
 - Organize competitions and hackathons to promote innovative solutions for energy conservation and sustainability.

1. Feedback Mechanisms: A feedback mechanism for students and staff to provide suggestions for

improving energy efficiency is in position

2. Maintenance: Electrical equipment is maintained under the supervision of a team. Any issues with electrical and electronic equipment are reported to the superintendent and promptly addressed.
3. Energy Audit: Energy audits are conducted to monitor and improve energy efficiency.
4. Green Landscaping: Trees on campus play a significant role in reducing heat and cooling costs by lowering air temperature, increasing humidity and influencing wind speeds.
5. Green Certification: Offering green certification for classrooms and departments that meet specific energy efficiency criteria.

Alternate Sources of Energy:

NCFTE is developing a systematic energy strategy to incorporate alternative energy sources in the future. Current initiatives include:

1. Biogas: A biogas plant has been installed in the backyard of the hostel to utilize biogas as an alternative energy source.
2. Inverters and Generators: NCFTE uses inverters to provide uninterrupted power supply. Additionally, generators are used during events to ensure a continuous power supply.
3. Solar lights: Solar bulbs and lights are installed inside and outside the campus.

| File Description | Document |
|------------------------------------|-------------------------------|
| Institution energy policy document | View Document |
| Any additional information | View Document |
| Link for additional information | View Document |

7.1.2

Institution has a stated policy and procedure for implementation of waste management

Response:

The College has established a comprehensive waste management policy, emphasizing the importance of a holistic and sustainable approach to environmental conservation. The policy guides the adoption of practical waste management services within the institution. It aims to limit waste generation, ensure proper waste segregation, promote responsible disposal and convert waste into environmentally friendly value-added products whenever possible. All types of waste are handed over to external agencies for recycling. The college maintains a tobacco-free environment and the campus garden retains its pristine purity and beauty. A dedicated advisory and supervision committee monitors the implementation of waste management practices. Additionally, a water audit is initiated.

Waste Avoidance:

1. Efforts are made to minimize food waste in the college hostel by emphasizing its importance on various occasions.
2. Paper waste generation is restricted by using technology for communication whenever possible. One-sided waste papers are reused in the office and library for rough copy prints.
3. The campus is plastic-free, with students and teachers encouraged to use steel lunch boxes and natural packing materials.
4. Students are encouraged to create valuable products from waste through the Socially Useful Productive Work (SUPW) program.
5. Partner with local recycling companies to ensure proper recycling of collected materials.

Waste Management:

- **Solid Waste Management:**

1. Separate bins are placed to segregate food waste and dry waste. Bins are placed in strategic locations around the campus for food waste and dry waste.
2. Food waste is collected by cleaning staff after lunch and decomposed in the bio-waste plant. A biogas plant is installed on the hostel campus for this purpose. A pipe composting system has been adopted in the campus.
3. Installed composting pits for organic waste to encourage the campus community to compost kitchen and garden waste.
4. Paper waste from the premises, offices and classrooms is collected by sweepers and removed to a big pit for burning daily.
5. Plastic waste is collected and stored in sacks, with monthly collection by local agents.
6. Sanitary napkin incinerators are installed for environmentally appropriate disposal.
7. Wooden waste, broken furniture, etc., are stored in a designated waste room and collected yearly by local agents. Annual repairs of broken furniture are managed by the institution.

- **Liquid Waste Management:** Rain water harvesting is done regularly. The collected rain water is further used for watering the plants, washing, etc. Low-flow faucets and toilets are installed to reduce water consumption. Water usage is minimized by installing Automated water controller and water-saving sprinklers on almost all campus pipes.

- **E-Waste Management:**

1. The Office Assistant is responsible for repairing and repurposing electronic goods.
2. Replenished, repaired and exchanged by vendors.
3. Electronic waste is responsibly disposed of.

Awareness and Training Programs: Regularly organize seminars to educate students and staff about sustainable waste management practices and training sessions for cleaning staff.

Monitoring and Evaluation: Conduct regular inspections to ensure compliance with waste management policies and identify areas for improvement.

| File Description | Document |
|--|-------------------------------|
| Documentary evidence in support of the claim | View Document |
| Any additional information | View Document |
| Link for additional information | View Document |

7.1.3**Institution waste management practices include**

- 1. Segregation of waste**
- 2. E-waste management**
- 3. Vermi-compost**
- 4. Bio gas plants**
- 5. Sewage Treatment Plant**

Response: A. Any 4 or more of the above

| File Description | Document |
|---|-------------------------------|
| Income Expenditure statement highlighting the specific components | View Document |
| Geo-tagged photographs | View Document |
| Documentary evidence in support of each selected response | View Document |
| Any additional information | View Document |
| Link for additional information | View Document |

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**

Response: B. Any 3 of the above

| File Description | Document |
|---|-------------------------------|
| Income Expenditure statement highlighting the specific components | View Document |
| Geotagged photographs | View Document |
| Documentary evidence in support of the claim | View Document |
| Any other relevant information | View Document |
| Any additional link | View Document |

7.1.5

Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment

Response:

National College for Teacher Education is dedicated to maintaining cleanliness, sanitation, green cover, and providing a pollution-free, healthy environment. In alignment with the Prime Minister's "Swachh Bharat Mission," the college prioritizes a clean campus and sets a positive example for students, faculty, and staff. The institution has a Green Policy that outlines guidelines for effective green management on campus.

Maintenance of cleanliness:

- The campus and the frequently used lobby, washrooms, library, offices and seminar hall are cleaned daily by the Office Attendants.
- Waste is segregated at the collection point into separate bins in the campus and disposed properly.
- The Teachers provide instructions during morning assemblies to encourage everyone to save paper and water and reduce food wastage.
- Prospective teachers are trained to clean the campus and classrooms by participating in cleaning drives on specific days of importance.
- Regular trimming of grass and pruning of trees is practiced to prevent wild overgrowth and ensures cleanliness.
- The water tanks are cleaned on an annual basis.

Sanitation:

- Washrooms are cleaned and disinfected daily. The cleaning staff clean all the toilets of the college from 3.30 pm to 4.30 pm.
- Regular and continuous water supply is ensured in wash rooms and rest rooms.
- Separate bins are provided in the washrooms to dispose sanitary waste.
- During the COVID 19 pandemic the campus was sanitized biweekly.
- Separate restroom facilities are available for girls, boys and staff ensuring privacy and comfort.

Green Cover:

- Plants and trees are planted and maintained regularly to provide fresh and clean air.
- Eco friendly orientation is consciously cultivated among students by organizing various awareness programmes and competitions.
- Medicinal plants are planted in the campus to give importance to Ayurvedic medicines.
- The college organizes seminars and lectures related to environment conservation and Green culture on days of importance like 'World Environment Day'.
- Student teachers are trained in organic farming
- Environmental sensitization posters are displayed across the campus.
- Biodiversity registers are maintained and audits are undertaken to assess the variety of flora and fauna on campus and develop strategies to protect and enhance biodiversity.
- Gardens specifically designed to attract pollinators such as bees and butterflies, supporting local ecosystems are maintained in the campus.

Pollution free Environment:

- Water Purifier provides clean drinking water.
-
- The use of single-use plastics is avoided on campus
- Smoking is prohibited in the campus.
- Air purifying plants in the garden of the campus maintains pollution free environment.
- Student teachers participate in cleaning activities in neighbouring areas, including Meprathupady, Vengola and Bethsaida Old Age Home.
- Ornamental plants are planted around the pond at Onamkulam, Vengola by NSS unit

Personal Hygiene and cleanliness:

- Value Added Course on Health and Hygiene, as well as awareness talks by teachers on Personal Hygiene and Menstrual Hygiene are arranged in campus and Ladies Hostel.
- Offer fitness and wellness programs that encourage physical activity and a healthy lifestyle among students and staff.
- Organize workshops and talks on the importance of mental health, linking it to a clean and green environment.

| File Description | Document |
|--|-------------------------------|
| Documents and/or photographs in support of the claim | View Document |
| Any additional information | View Document |
| Link for additional information | View Document |

7.1.6

Institution is committed to encourage green practices that include:

1. Encouraging use of bicycles / E-vehicles

2. Create pedestrian friendly roads in the campus**3. Develop plastic-free campus****4. Move towards paperless office****5. Green landscaping with trees and plants****Response:** A. All of the above

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

7.1.7

Percentage of expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)

Response: 4.35

7.1.7.1 Total expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 2.21800 | 2.74438 | 1.32781 | 0.29716 | 0.21064 |

| File Description | Document |
|--|-------------------------------|
| Income Expenditure statement on green initiatives, energy and waste management | View Document |
| Data as per Data Template | View Document |
| Any additional information | View Document |
| Link for additional information | View Document |

7.1.8

Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges.

Response:

The National College for Teacher Education (NCFTE) is strategically located approximately 500 meters from Meprathupady Junction in Vengola Grama Panchayat. The institution actively engages with the local environment, utilizes local knowledge and resources and addresses community practices and challenges in the following ways:

- Students from northern districts are living on a rental basis in different houses of the locality. The community living camp offers a lot of opportunities for leveraging the local environment.
- The students have internships in local schools. They understand the locality knowledge and utilize locality resources for curricular and co-curricular aspects. There is a public library in Meprathupady junction.
- 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, anti-drug campaigning, guidance and counselling programs, Blood donation Campaign, conscientization program on energy conservation etc.
- Prospective student teachers are given opportunities to make use of the community resources like visiting Anganwadi, Special School, Tribal colony and Old Age home to get a first-hand experience and learn the important lessons of empathy, care and concern for the marginalized.
- Engaging with local artists, esteemed educators and guest experts through interviews and workshops enriches prospective student teachers' understanding of cultural heritage.
- Excursions to historically significant sites such as museums, palaces and heritage locations offer valuable hand on learning experiences.
- The institution invites locality members, Block Panchayath President in the celebration of events and smooth conduct of academic and non-academic activities. The private buses on the routes provide student concessions for transport.
- The skilled human resources available in the locality are invited to teach the students regarding organic farming, waste management, making of teaching aids etc.

- Pandemic was a great challenge to the community. The institution responded to this challenge by the following ways:
 - Online program was organized on health aspects during the difficult times of COVID 19.
 - Students were trained to be sensitive to the needs of others and to volunteer to help those in need.
- The College has a Women Empowerment Cell which organizes programs focusing on the issues and needs of the present generation. The College regularly offers classes on value education, Communicative English, etc.
- Braille books are available in the library for visually challenged students. Guidance and Counselling wing in the college make students active by participating in all activities and gives necessary assistance for the students to promote inclusivity.
- The college maintains strong ties with its alumni, who often return to mentor current students or collaborate on projects that benefit the community. This engagement creates a support network that enhances students' learning experiences.
- Global Classroom Initiatives: Create online classrooms that connect students from different countries to work on shared challenges, fostering global awareness and collaboration.

The college collaborates with local farmers to promote traditional agricultural practices. Through these initiatives, NCFTE exemplifies its commitment to leveraging local resources, knowledge, and community practices while addressing challenges and fostering an inclusive and supportive learning environment.

| File Description | Document |
|--|-------------------------------|
| Documentary evidence in support of the claim | View Document |
| Any additional information | View Document |
| Link for additional information | View Document |

7.1.9

Institution has a prescribed Code of Conduct for students, teachers, administrators and other staff, and conducts periodic programmes to appraise adherence to the Code through the following ways

- 1. Code of Conduct is displayed on the institution's website**
- 2. Students and teachers are oriented about the Code of Conduct**
- 3. There is a committee to monitor adherence to the Code of Conduct**
- 4. Professional ethics programmes for students, teachers, administrators and other staff are organized periodically**

Response: A. All of the above

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

7.2 Best Practices

7.2.1

Describe at least two institutional best practices (as per NAAC format given on its website)

Response:

TITLE OF THE PRACTICE:

Aadya Smitham: Care and Share

DURATION

NCFTE has dedicated 19 years to serving the community through a diverse array of community engagements and activities.

OBJECTIVES OF THE PRACTICE

- To sow the seeds of empathy to fellow beings
- To help in building the social skills required for a well-moulded adult.
- To train students for responsible citizenship
- To identify the ways to tackle the socially relevant issue

THE CONTEXT

Aadya Smitham: Care and Share is introduced in our college as a helping hand extended by our students towards the community. It is a humanitarian initiative from the part of our management, students, GTA, faculty members and alumni members.

THE PRACTICE

- Offering suitable Teaching aids for the children studying in Special Schools.
- Serving inhabitants of old age home.
- First Aid Training and Community Awareness and serving Programs
- Flood Relief Assistance and provide helping hand to unprivileged.
- Distribution of meal packet to the needy of Vengola Panchayath and Perumbavoor bus stand.

EVIDENCE OF SUCCESS

- Care and Share has compiled appreciation from local authorities.
- Increased beneficiary satisfaction
- Brought the students to face socio-environmental concerns and national development

PROBLEMS ENCOUNTERED AND RESOURCES REQUIRED

Time, limited student participation and financial constraints

NOTES

This is a necessary practice which instils in students the need for caring and sharing with one's fellow beings and responsibility to the community.

BEST PRACTICE II**TITLE OF THE PRACTICE**

Communication Skill Development Program

OBJECTIVES OF THE PRACTICE

- To identify students with poor presentation skills, written and verbal communication.
- To improve the presentation and communication skills of the students.
- To inculcate confidence in the art of conversation among the students.

THE CONTEXT

It is observed that, most of the students who take admission in the B.Ed. program are weak in soft skills, especially with their Communicative English skill. It may cause a huge loss to their career and future. Taking this into consideration, the institute has initiated "Communication Skill Development Program".

THE PRACTICE

- ***Use of Language Lab facility:*** Students are encouraged to make use of the language laboratory in an effective manner.
- Students are asked to watch video lectures available in Language Lab and write brief description of it in the prescribed format.
- Students are given opportunity to reflect on the content presented by their tutor.
- Every week, library hour is incorporated in the regular time table to instill self-learning habit among students.
- Various programs like debate, symposium, elocution etc. are usually conducted at institute level

EVIDENCE OF SUCCESS

- Noteworthy participation of students in various competitions
- Significant improvement in the placement
- Students are able to demonstrate competent written and verbal communication skills during theory, oral and practical examinations.

PROBLEMS ENCOUNTERED AND RESOURCE REQUIRED

- Students from specializations other than English show less interest to spend more time in Language Laboratory
- Difficult to retain their interest level for a long period of time

NOTES

This is a necessary practice which make students realize the importance of good communication skills in the global scenario.

| File Description | Document |
|---|-------------------------------|
| Photos related to two best practices of the Institution | View Document |
| Any additional information | View Document |
| Link for additional information | View Document |

7.3 Institutional Distinctiveness

7.3.1

Performance of the institution in one area of distinctiveness related to its vision, priority and thrust

Response:

NCFTE serves as a beacon of educational excellence, driven by the vision of harnessing the power of knowledge and the fortitude of values. NCFTE's distinctiveness lies in its holistic approach to education, which integrates academic excellence with values, wellness, and social responsibility. By nurturing a culture centered on knowledge, values and sustainability, we empower our students to become responsible leaders and change-makers in society.

- Ethical Education: Our institution offers a unique program in ethical education, integrating values and principles into the curriculum.
- Character Development: We focus on developing students' character through leadership programs, community service, awareness programs and mentorship.
- Value-Based Curriculum: Our curriculum is designed to inculcate values such as integrity, empathy and responsibility.
- Value based education equips the prospective teachers against the prevalent social evils and helps them to become the ideal citizens of our country. Some of the value-based activities are as follows:
 - Morning assembly
 - Organizing seminars, debates, table talks on various social issues.
 - Observation of days of importance.
 - Celebration of national and cultural festivals.
 - Arranging community-oriented programmes such as community living camp, blood donation camp etc.
 - Honouring eminent teacher personalities and elderly persons who have given significant contributions to the services in the society.
- Student Support Services: We offer comprehensive support services, including counselling, mentorship and academic advising.
- Scholarships and Financial Aid: We provide scholarships and financial aid to deserving students, ensuring equal opportunities for all.
- Community Engagement: Our institution encourages community engagement through volunteer programs, community living camp, promoting social responsibility.
- Institution organizes various activities for the welfare of the society.
 - Counselling Classes.
 - Legal consultancy.
 - Providing food packets for the needy.
 - Teaching aid distribution.
 - Faculty members and students participate in various community programmes.
 - The State Ministry of Minority Welfare provides counselling classes and competitive examination coaching classes to minorities.
- Student-Centred Pedagogy: Our institution adopts a student-centred approach, focusing on Book

banking, Team teaching, Alumni supported teaching practices, Experiential learning, Reflective learning, Mentoring, Remedial teaching and Hands-on experience.

- Faculty Development Programs: We offer regular Faculty Development Programs, promoting innovative teaching methods.
- Technology-Enabled Learning: Our learning platforms and resources are technology-enabled, promoting flexibility and accessibility.
- Sustainable Campus Practices: Our institution adopts sustainable practices, such as energy-efficient systems, waste management, plastic free campus, herbal gardening, organic farming and rainwater harvesting.
- Environmental Awareness Programs: We conduct regular workshops (SUPW from reusable waste materials) and seminars on environmental awareness and sustainability.
- Eco-Friendly Infrastructure: Our campus is designed with eco-friendly infrastructure, including green buildings
- Hosting green and zero waste events.
- Community Outreach Programs: Our extension services focus on community outreach, promoting social impact and engagement.
- Faculty serves as research consultants and guides.
- Research publications.
- Mindfulness and Wellness Programs: We offer mindfulness and wellness programs, including yoga, aerobic classes and meditation for stress management.
- Practice of sports and games.
- Guidance and Counselling classes.
- Pre-marital counselling sessions.
- Regular prayer and holy books reading.

| File Description | Document |
|---|-------------------------------|
| Photo and /or video of institutional performance related to the one area of its distinctiveness | View Document |
| Any additional information | View Document |
| Link for additional information | View Document |

5. CONCLUSION

Additional Information :

The National College for Teacher Education is a registered institution under Minority Welfare Department. The institution is a coaching centre for PSC examinations for Minority.

The institution has MoU with a number of nearby teacher education institutions. Principal and faculties of the institution are members of subject groups and professional groups.

Some of the faculties take expert classes for online learning in education.

Faculties are appointed as additional examiners in B.Ed and M.Ed valuation.

The teaching and non-teaching staff of the institution work together for the welfare of student activities.

Concluding Remarks :

National College for Teacher Education at the foundation, view teacher education differently. It is our earnest belief that teacher-education is one of the keys to nation building. Only good teachers will be able to inculcate the best of value systems in their wards. We are particularly keen that teachers who pass out from this college are well equipped and have it in them to impart quality education to their students.

We mould our student-teachers to be at par with the minds who have inspired and motivated students than those who have encouraged exam-oriented parroting. We want the year spent at the college to be an illuminating experience for the aspiring teachers, who in turn would put that experience to better use with their ward in the future. We hope to make a significant contribution in helping our students to have a wholesome nurturing and growth.

The institution want to make it a rewarding experience for all the students