SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

NATIONAL COLLEGE OF EDUCATION, SHIMOGA

NES CAMPUS, BALRAJ URS ROAD, SHIMOGA
577201
www.nesbedcollege.org

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

In 1946, freedom fighters of Shimoga set up the National Education Society at Shimoga which is the important place of Malnad Area of Western Ghat Region in the Country which is endowed with rich and enchanting grace of Nature.A great social worker and others strived hard to build the institution as founders to achieve the aspirations of Mahatma.

The National College of Education was established in 1963 by National Education Society, Shimoga. The college receivedgrant-in-aid from Government of Karnataka. It is permanently affiliated to Kuvempu University and recognized by NCTE and also under UGC Act 2(f), Section 12(B) and NAAC Accredited with B++ Grade.

The society was founded by the freedom fighters of high repute from the region to give education that is most appropriate to fulfil the National interest.The college is regarded as one of the reputed teacher education colleges in the state. The students, who have passed out of the college, have made significant contributions in the field of education as teachers and administrators.The college is regarded as one of the reputed teacher education colleges in the state. The students, who have passed out of the college, have made significant contributions in the field of education as teachers and administrators.

The college has made admirable developments in providing high-quality education by integratingICT based teaching and learning, cultural activities, communication and life skills, concept mapping,and holistic personality development, etc. which are reflected in vision, mission, and objectives of the college.

The college has been training and imparting education at the undergraduate level. The college has responded well to the sweeping changes that are ushered by globalization, liberalization and privatization by enabling the students to build up their career by providing B.Ed. degree course.Academic excellence is the top priority of our college. Besides encouraging students in their academic pursuits, the college offers many scholarships to encourage quality in achievement.The college owes its development to the dedicated teaching and non-teaching faculty and the vision of the members of the NES who work in harmony and unison from its inception.

Vision

"Empowering the student-teachers with contemporary teaching skills and academic excellence"

Mission

- To equip the student-teachers in all teaching skills with special attention to communication.
- To provide excellent resources and services to enhance the overall development of student-teachers.
- To enhance academic advancement with the global competitiveness.
- To deepen and extend knowledge about the formation and utilization of human capabilities.
- To impart need based and updated academic ambience.
- To encourage economically backward and meritorious students.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Situated at the heart of the city with adequate Infrastructure.
- Well Equipped and student supportive Library.
- Green and Clean Campus with Good Infrastructure.
- Experienced, dedicated and well qualified teaching staff with fivePh.D. holders.
- The library is stocked with an impressive collection of books, journals, periodicals, e-resources.
- Good academic track record of our students in the University exams with exemplary results and ranks.
- The NSS unit of the College has been very active and has participated with great enthusiasm in various activities.
- ICT-based teaching-learning
- Full-fledged teaching plan for all courses
- Opportunities for teachers to update themselves
- Effective mentor-mentee system
- Several student and staff welfare schemes
- Registered and vibrant Alumni Association
- Committed management to infrastructural development and student welfare.
- Spacious and well-ventilated class rooms with ICT facility
- Action Projects /Field visits / Internship carried out by Students
- Certificate courses are offered for all students beyond the prescribed university curriculum.
- Scholarships for Students
- Training for Competitive Exams such as TET and CET

Institutional Weakness

- Lack of funded research
- Due to the COVID, less collaborative work with other organization
- Less linkages with national and local agencies.
- Lack of UGC and state government grants for infrastructure development.
- Most of the students are from rural areas lag behind in communication skills.

Institutional Opportunity

- Free Internet facility for students to pursue online courses
- A vast collection of rare print resources in the library
- Book bank facility for students
- Opportunities to organize extension and outreach programmes.
- Capacity to undertake research projects
- The institution has great potential to collaborate with other institutions for faculty and student exchange programmes.
- Enhanced alumni engagement in academic activities.
- Opportunities for the development of various skills of students

Institutional Challenge

- Strengthening research opportunities for the faculty in the college.
- Competition from the neighboring institutions
- Attracting more external funding through research proposals
- More number of students are from economically backward categories even though the college is located in a heart of the city.
- Demand for other professional courses
- Big financial challenges among other things for both students and institution due to Covid-19 pandemic.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The college follows the syllabus prescribed by KuvempuUniversity. The collegeprepares its academic calendar based on the calendar of events given by the affiliating university. To give academic flexibility for students, various activities are planned such as classroom lectures, field work, practical work in laboratories, extension lectures, seminar presentations, workshops,etc.The college has made admirable developments in providing high-quality education by integratingICT based teaching and learning, cultural activities, communication and life skills, concept mapping,and holistic personality development, etc. which are reflected in vision, mission, and objectives of the college.The B.Ed. program provides a thorough understanding of various boards, includingCentral Board of Secondary Education (CBSE), Indian School Certificate (ISC), Secondary SchoolCertificate (SSC).The college offers 3 value added courses for students for improving theirvarious skills and they were motivated and encouraged toundergo self-study courses.At present thecollege offers 8 pedagogy courses, and 2 elective courses.

Students are taught how to performaction research, notes of lesson,develop unit plans, preparing and maintaining resources and conductingcurricular and co-curricular activities during internship.The students are well monitored and tutored through awell-organized mentoring system.Team teaching, simulation lessons, micro teaching, and ICT lessons are conducted as collaborative tasks.The students have the freedom to select Pedagogy, Optional, and Elective courses.

There are qualified teachers to teach these courses.Students are directed toward the Programme Learning Outcomes and Course Learning Outcomes during orientation programme. The ProgrammeLearning Outcomes and Course Learning Outcomesare communicated to students through the prospectus and also uploaded on college website.Feedback is collected from various stakeholders such as students, teachers, employers, alumni andPractice teaching schools on curriculum. The collected feedback is analysed and action is taken accordingly.

Teaching-learning and Evaluation

The college adheres to the norms established by the government and affiliating university while maintaining a student centric educational approach. Teaching, learning and evaluation are the three components that add to the quality of education and distinction ofinstitution. Transparency has been maintained in admission process. Information related to admissions is given publicity through prospectus, website, and through alumni meets, etc. The teaching and learning process is a major area of attention in the college.The academic calendar is developed in accordance with the university calendar of events is followed by the institution's teaching-learning

and evaluation process.At the beginning of the academic year, plans are made that are related to the quality of the input that is evaluated through the induction program.Every year begins with an orientation program where students are given an extensive overview of all the college's activities.

The progressiveperformance of the studentsis closely monitored through continuous internal assessments. The students are given awareness on the code of conduct, modes ofexamination and evaluation, and support services. The college conducts various activities for students to develop their creativity, critical thinking and problem-solving skills. Mentoring system provides direct personal care and concern forthe betterment of the students. Continuous mentoring is given to students for theirpersonal and academic growth.

In order to make evaluation more reliable and valid a steady progression is observedfrom entry to placement level. Adequate numbers of full-time teachers are appointed to maintain a suitable student teacher ratio, at present it is 44ICT based toolsand experiential methodologies are adopted along with the traditional mode of Teaching and Learning process. The students practise teaching models and innovative strategies to develop their teaching skills and nurture creativity and intellectual abilities.The college organizes workshops, seminars, guest lectures and content enrichment programmes for students togive exposure on various aspects related to education.

Infrastructure and Learning Resources

The college has adequate infrastructure, teaching and learning resources to achieve the objective of imparting quality education to the students. The college has 6 spacious and well-ventilated class rooms, 5 laboratories and four classrooms are ICT enabled. The college has 55 computers out of which 44 computers are used for academic purpose only.The college has upgraded the bandwidth of the internet connection to 150 mbps. The college has given the computers with internet connectivity in the library for staff and students to prepare lecture notes, teaching learning material, seminars and download useful information. Each classroom has CCTVs to ensure the security and safety of all students, faculties and equipment.

The college has adequate infrastructure for curricular, co-curricular and extra- curricular activities. There is a canteen facility for staff and students which provides hygienic food. The college has vast playground for sports activities such as playing kabaddi, khokho, basketball, volleyball, cricket, football, Badminton and coaching for athletes. The library has a rich collection of books, journals and e-resources that fulfil B.Ed. syllabus as well as reference books for many different subjects. The college has well-furnished library which is partially automated with ILMS e-lib software.

Total number ofbooks in the library is 19362The college subscribed 02 Journals, 01 Magazines and 03 newspapers forlibrary. The college library has internet facility and adequate seating capacity. Online journals access facility has given to faculty members and students.The college has subscribed to N-LIST which givesan access to more than 6000+.e-journals and more than 600000 through NDL e-books.A good number of books related to competitive exams are available for students in the library.The institution makes sure that an effective mechanism for the financial resources that are available for maintaining and utilizing physical, academic, sports and support facilities for its effectivefunctioning.

Student Support and Progression

The IQAC of the college plays an important role in planning and initiating all possible measuresfor the holistic

development of the students. The college gives scholarships to the under privileged and meritorious students to encourage theiracademic performance. To ensure that academic, co-curricular, and extracurricular activities are carried out smoothly, the college has established a number of Cells and Committees in which students are actively participated.The college has committed to quality in every aspect, therefore, every student who enrols the institution isextended academic, professional, psychological, and financial assistance to make their period of study in thecollege an enriching experience. An orientationprogram is conducted for the students at the beginning of each academic year. The mentors incollege maintain the profile of their mentees to analyse their language barriers, personal commitments, negative mind set towardsteacher profession, for an overall progression.

The college has organized several seminars, workshops, webinars and guest talk for faculty members and students. The college has anexcellent library with reference books, journals, magazines and internet facility which assists students for placementand progression to higher education. The college offers value added courses for students for improving theirvarious skills. Students' participation in sports and cultural activities isencouraged by the institution. The college has constituted various committees like Anti-Ragging Committee, Grievance Redressal Committee, Anti-Sexual Harassment Committee,Women's Cell and Discipline Committee to give safe and favourable academic ambience for students.

Alumni Association is one of the major strengths of the institution. They are actively involved in various activities conducted by the college and they serve as resource persons forcontent enrichment programmes in different pedagogies, judges for various events, constantguidance and mentoring are given by them for present students. Every year the college collects feedback from alumni on curriculum. The collected feedback is analysed and action has taken accordingly. The alumni of the college play a pivotal role in the welfare of the institution.

Governance, Leadership and Management

The institution's governance is based on the valuesof participation, transparency,responsiveness, impartiality, and efficiency. The students, alumni, teaching and non-teaching staff are involved in different levels of decision-making. The college maintains an absolute transparency is in all matters.There is an effective implementation of welfare measures in the college for teaching and non-teaching staff to create a healthy and productive working environment. The college encourages all teaching and non-teaching staff for attending the workshops, seminars, conferences and faculty development programmes conducted by other institutions. The inclusive and participatory approach develops an environment of solidarity and mutual respect whichensure smooth functioning and growth of the institution.

The college has Anti-Ragging Committee, Grievance Redressal Committee, Anti-Sexual Harassment Committee,Women's Cell and Discipline Committee to provide safe and favourable academic environment for students.The Internal Quality Assurance Cell (IQAC) of the college hascontributed significantly for institutionalizing the quality assurance and implemented several quality initiatives during the last five years. The IQAC of the collegeplans and conducts many activities as a part of its quality initiatives.The IQAC reviews the teaching learning process, performance of the faculty members and students.

The college has conducted several workshops, seminars, webinars, guest talks and conferences in collaboration with IQAC for faculty members and students. The IQAC at all the stepsof its actions ensures improvement with proper planning and collaborative execution.The college extensively used ICT based teaching and learning method forconducting online classes and provided e-content to the students during the pandemic. The

institution has evolved a performance appraisal system for theteaching and non- teaching staff. The source of income generated is through fees collected from thestudents of B.Ed. course. The college conducts internal and external financial audit regularly.

Institutional Values and Best Practices

The college has an eco-friendly and pollution free campus. The college has taken measures to ensure gender equity in matters related to admission, recruitment, financial support, scholarships etc. To enhance the learning experiences of prospective teachers, an excellent academic environment is provided. The college has constituted Anti-Ragging Committee, Grievance Redressal Committee, Anti-Sexual Harassment Committee,Women's Cell and Discipline Committeeto foster gender sensitivity. The institution has given equal representation for both boys and girls in various committees, for the conduct of curricular, co-curricular and extracurricular activities.

The college has facilities for energy conservation through use of LED bulbs. The college promote the value of reducing power consumption throughout the year. The college campusis located in a prime position in the city. The college is not using theair conditioner and each classroom is ventilated with proper light. Students are instructed and motivated to switch off the lights and fans when they leave theclassrooms. Effective waste management is practiced. The college has developed definite mechanism for solid waste, liquid waste and E-wastemanagement. The institution has kept separate bins for degradable and non-degradable wastes and it is properly disposed off.

There have been steps taken to maintain clean and green campus and to maintain it as a plastic free zone. Single used plastic is banned in the college campus. Environment protection activities and tree plantation are given due importance in the college campus.The college organizes community welfare activities for the benefit of society. The college invites local experts to sensitize the student-teachers on various issues and trends through workshops,seminars, and guest lectures.The college has a prescribed code of conduct for students, teaching and non-teaching staff and is displayed on thewebsite of the institution.

Research and Outreach Activities

The college has constituted research committee and committed to promote research activities and research culture among the facultymembers andstudents. The institution is always encouraging faculty members to publish research papers and books. The faculty membershave published 33 research papers and 19 books and chapters in edited books. Students are encouraged to participate in various extension activities which help them for their holisticdevelopment.Since its inception of the college,the community service has been an integral part of the college and has been one of the foundational principles of the college. The social responsibility of the college is accomplished through many academic and community extensionactivities through various committees.The community service initiatives in the college are led by the NSS units. The college NSS unithas organized a number of activities including plantation drives, cleanliness drives, door to door awareness rallies, etc. Days of national significance such as National Science Day, Constitution Day, Vigilance awarenessweek, International Yoga Day and other significant days are celebrated and all students are encouraged to participate in these activities.

The institution has 7 MoU's with academic institutions for academic activities. The library has a reading room facility to work upon references and study material for faculty members and students. The college has

subscribed to National Library and Information ServicesInfrastructure for Scholarly Content (N-LIST) and it givesan access to more than 6000 e-journals and more than 600000 e-books through NDL.

The college hasencouraged the faculty members to present papers in international and national seminars and conferences.Students were exposed to experiential learning through field visits, field trips, internshipsetc.The IQAC of the college planned, initiated and organized several community service oriented programmes, andinnovative activitiesthrough various cells and committees. These activities channelize in student-teachers a sense of teamwork, leadership qualities, civic responsibilities, values and ethics. The college conducted several workshops, seminars and conferences on research methodology.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	National College of Education, Shimoga
Address	NES Campus, Balraj Urs Road, Shimoga
City	Shimoga
State	Karnataka
Pin	577201
Website	www.nesbedcollege.org

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal(in-charge)	Chidananda N. K.	08182-223407	9738066565	-	svknce@gmail.com
IQAC / CIQA coordinator	Manju N. D.	08182-8867002122	9164871674	-	iqacnesbedcollege@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

State	University name	Document
Karnataka	Kuvempu University	[View Document](#)

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	11-07-1983	[View Document](#)
12B of UGC	15-04-1998	[View Document](#)

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](#)	02-12-2020	60	We have continuation of permanent recognition

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	NES Campus, Balraj Urs Road, Shimoga	Urban	19.3	1372.75

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	Degree	English,Kannada	50	45

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				1				9			
Recruited	0	0	0	0	1	0	0	1	4	1	0	5
Yet to Recruit	0				0				4			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				1			
Recruited	0	0	0	0	0	0	0	0	0	1	0	1
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				9
Recruited	1	1	0	2
Yet to Recruit				7
Sanctioned by the Management/Society or Other Authorized Bodies				4
Recruited	1	3	0	4
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				1
Recruited	0	1	0	1
Yet to Recruit				0

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/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	1	0	0	3	1	0	5
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	1	0	0	1
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/M CH	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	1	0	1
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/M CH	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	0	0	0
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	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	8	0	0	0	8
	Female	37	0	0	0	37
	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	2	2	3	1
	Female	6	7	6	8
	Others	0	0	0	0
ST	Male	1	1	0	0
	Female	3	1	1	3
	Others	0	0	0	0
OBC	Male	1	1	5	1
	Female	25	23	31	28
	Others	0	0	0	0
General	Male	0	2	0	0
	Female	5	5	2	8
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		43	42	48	49

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Multi-disciplinary approach is a unique method in teaching learning programme where it has given much importance in NEP-2020. It is a unique way of curriculum integration where the subjects are

	perceived in a different perspective. The nature of multidisciplinary approach is that the same content or the topic will be studied in different subjects, where in turn provide an opportunity for the student to cross the limitation of studying the content in a single context. . This approach is very useful and relevant to integrate teacher education programme and enhance its quality and acceptability. Hence, the National Education Policy-2020 has given impetus on multi-disciplinary approach in teacher education in the country.
2. Academic bank of credits (ABC):	Not applicable for our college.
3. Skill development:	Skill development is the major focus of NEP-2020. I would the primary objective of teacher education where the teachers of elementary, secondary and higher secondary teachers are shaping. Curriculum of the teacher education is designed to develop skills in general and teaching skills in particular. B.Ed curriculum provide ample scope for the student-teachers to develop teaching skills through exposing them into the field through practice teaching. The institution adhere to the norms of NCTE and working towards development of skills required for a teacher.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Appropriate Integration of Indian Knowledge system is the focal point of NEP-2020. B.Ed syllabus has been framed to develop knowledge and understanding of Indian Education system among student-teachers. Student teachers will study the philosophy of education and the different. Education system from the Vedic period to modern period. Provision also provided for the student teachers to compare the contemporary Indian education system with the Vedic Education system. In the first semester, student teachers will study about the Indian Thinkers as well as foreign thinkers which helps to integrate Indian Knowledge system.
5. Focus on Outcome based education (OBE):	Outcome Based Education is a student-centric teaching learning methodology where the importance is given the outcome that is what the student is able to do after the completion of course. Teacher-Education is also striving on outcome based education and to do so, institution will allot student-teachers to various school for internship to get first hand experience pertaining to teaching-learning process.

6. Distance education/online education:	The NEP 2020 has a special focus on online education.Online tools and platforms like DIKSHA and SWAYAM (Study Webs of Active learning for Young Aspiring Minds) will be upgraded with new insight to training content, in-class resources, assessment aids, profiles, etc. that will allow seamless interaction. Course like Early Childhood Care and Education is introduced in SWAYAM where it provide opportunity to study through online mode to become elementary teacher.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes, National College of Education established an Electoral Literary Club on 2018. An Electoral Literacy Club is a platform to engage school students through interesting activities and hands-on experience to sensitize them on their electoral rights and familiarize them with the electoral process of registration and voting. The main objective of ELC club is, sensitizing the student community about democratic rights which includes casting votes in elections. Activities like mock polling was conducted to provide a particle knowledge regarding polling. We also conduct poster presentations, debates, elocution, essay writing, Quiz competition and other programs which create awareness regarding electoral procedures.
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?	The college has appointed students' co-ordinator and co-ordinating faculty members. The ELC of the college is functional with the following office bearers of the year 2021-22 President: Dr. Chidananda N.K., Principal, National College of Education, Shivamogga, Programme Officer: Mr. Manjunatha D.S, Assistant Professor, Members: Dhanya P. Hegde, Student-teacher, Manjunatha.T, Student-teacher, Arpitha T, Student-teacher, Punith, Student-teacher, Archana V, Student-teacher, Sinchana K.V, Student-teacher, Nagalakshmi, Student-teacher, MeengiManjunatha, Student-teacher, Subramanya, Student-teacher.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral	a) Voter Awareness Campaigns was conducted at rural areas. b) Workshops are conducted to create awareness and interest among faculties and students.

processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of 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.	c) To educate the targeted populations about voter registration, the electoral process, and related matters through hands-on experience. d) Celebration National Voters Day- 31-12-2021, e) Celebration of Constitutional Day- 26-11-2021, f) Awareness Program on Voting, g) Conducted Jaata.
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.	The ELC takes initiatives that are socially relevant to electoral-related issues especially awareness drives are conducted to develop awareness about voting and also to inculcate the democratic values, and participation in electoral processes. a) To aid the student-teachers to understand the value of their vote to ensure that they exercise their suffrage right in a confident, comfortable, and ethical manner b) To facilitate voter registration for its eligible members who are not yet registered. c) Each Student-teacher has followed a policy of creating awareness for about 5 persons with respect to Voting Value and Ethical Voting. d) To familiarize the targeted populations with EVM and VVPAT and to educate them about robustness of EVM and integrity of the electoral process using EVMs e) 'Each One Teach One' campaigns- It means one student teacher teaches and creates awareness for another which in turn continue in their numbers.
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.	The students above 18 years who are to be enrolled as voters are sensitized about democratic rights which include casting votes in elections. We conduct mock polling activities to give experience-based learning of the democratic setup. We also conduct awareness programmes on linking Aadhar to Voter EPIC No, poster presentations, debates, mock parliaments, oathtaking, essay writing and other programmes which create awareness regarding electoral procedures. Institution conducted a workshop on the correction of the name and date of birth of voter id holders online by using "The SVEEP" App. Through this programme, the students and their family members corrected their names, dates of birth, address and more.

Extended Profile

1 Students

1.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
81	83	90	88	81

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..

2021-22	2020-21	2019-20	2018-19	2017-18
50	50	50	50	50

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..

2021-22	2020-21	2019-20	2018-19	2017-18
25	25	25	25	25

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..

2021-22	2020-21	2019-20	2018-19	2017-18
38	39	42	38	35

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..

2021-22	2020-21	2019-20	2018-19	2017-18
38	39	42	38	35

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..

2021-22	2020-21	2019-20	2018-19	2017-18
43	42	48	49	45

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..

2021-22	2020-21	2019-20	2018-19	2017-18
6	6	6	6	6

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..

2021-22	2020-21	2019-20	2018-19	2017-18
10	10	10	10	10

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)..

2021-22	2020-21	2019-20	2018-19	2017-18
52.02	76.10	48.61	48.68	36.24

File Description	Document
Audited Income Expenditure statement year wise d	[View Document](#)

3.2

Number of Computers in the institution for academic purposes..

Response: 40

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 of Education, Shivamogga is affiliated to Kuvempu University, Shivamogga and the University manages the revision and upgradation of the curriculum. The institution has a mechanism foreffective well-documented delivery of curriculum.The college maintains a healthy working environment. Faculty members are recruited based on their qualifications and experience.The principal conducts regular meetings with the faculty members. Feedback from the students is collected every semester. Faculty members' performance is reviewed on regular based. Execution of the curriculum was made through using ICT-based pedagogical tools. Subject allocated to the teachers depending on subject expertise. Teaching diary will be maintained by teachers to keep teaching-learning in track. In order to stay up-to-date on the content, faculty members are encouraged to attend orientation programmes.

Meetings are held with the teaching staff by the principal to develop plans for the curriculum's successful implementation. This phase includes drafting of the timetable, academic calendar, scheduling the various academic activities and establishing all necessary technical infrastructures to deliver lessons effectively. The college will prepare academic calendar for each semester based on the guidelines of the University. The curriculum for B.Ed. is transacted through regular classes, internships, seminars, group learning activities and assignments besides the regular/traditional chalk and talk method. Teachers try out different innovative methods, strategies and techniques in the class room to make it more interactive and student centric. The institution collects feedback on curriculum from various stakeholders for the constant development. Every year institution offers certificate courses for student-teachers. The college organizes an induction programme at the beginning of each academic year for newcomers. With the purpose of making the curriculum more interesting for the students ICT based delivery of curriculum such as power point presentations, smart boards and audio-visual support a d e-contents are provided.Seminars are conducted for the students in all the semester and assignments are given in every subject in every year and are field based. The main purpose of this field work is to provide practical and hands on experience to the student teachers.Practicum components are well taken care for B.Ed. students as they go for internships for 100 working days in Government, Aided and Unaided schools. When students go for practice teaching, strict discipline is maintained and attendance is compulsory.

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](#)
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](#)
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 Progammes 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: 22.22

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

2021-22	2020-21	2019-20	2018-19	2017-18
2	2	2	2	2

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

2021-22	2020-21	2019-20	2018-19	2017-18
9	9	9	9	9

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: 0.6

1.2.2.1 **Number of Value – added courses offered during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
3	0	0	0	0

File Description	Document
Data as per Data Template	[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: 17.97

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

2021-22	2020-21	2019-20	2018-19	2017-18
76	0	0	0	0

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](#)
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: 4.73

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

2021-22	2020-21	2019-20	2018-19	2017-18
9	8	3	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:

The institution supports the overall development of student teachers through a carefully well-designed curriculum that combines teaching techniques, pedagogical understanding, and professional skills to give students an opportunity to gain and demonstrate knowledge, skills, and attitudes.

A fundamental or coherent understanding of the field of teacher education:

The college offers a B.Ed. program that gives students the opportunity to acquire the skills and knowledge required for a global teacher curriculum. A fundamental understanding of philosophical, sociological, and psychological concepts is imparted through the core papers in the curriculum, providing prospective teachers a strong foundation on which to practice their teaching methods. Students receive conceptual understanding and application to develop realistic simulation scenarios and models.

Procedural knowledge that creates teachers for different levels of school education skills that are specific to one's chosen specialization:

Teaching skills, interpersonal, communication, and technology skills are all acquired by student teachers in their respective pedagogy classes. During their school internship, students practice these skills effectively and confidently in classroom situation under the supervision of a qualified teacher which is the essential part of the B.Ed. programme.

Capability to extrapolate from what one has learnt and apply acquired competencies:

When students go to schools for practice teaching, they extrapolate from what they have learned in theory classes and practical's in college and apply the acquired competencies to new contexts. In order to give students with a rich learning experience and help them develop their leadership skills, schools use practical methods for organising sports and games, organizing morning assembly and various cultural

activities. Student teachers extrapolate their knowledge and competencies by implementing innovative methods of teaching in their respective pedagogy and they prepare teaching-learning materials to concretize the abstract concepts. Student-teachers are exposed to integrated inculcate values among students and ICT to enhance their teaching competency through adapting ICT elements.

Skills/Competencies such as: Emotional Intelligence, Critical Thinking, Negotiation and Communication Skills, Collaboration with others, etc.

These skills are introduced in the theory, practical and projects in the courses. Students acquire how to apply these concepts in the classroom through the value-added programmes.Student teachers are exposed to different types of academic activities to understand the field of teaching such as, at the first semester are assigned for internship for about 10 days where student-teacher are assigned to observe the school activities such as observation of the classroom teaching, school administrative setup and other academic activities and in the second semester they have to practice teaching in micro-teaching program where students will practice 10 teaching skills in each pedagogy. The micro-teaching session will be conducted for ten days. In third semester they will undergo Simulation teaching practice where students will practice teaching with their peer group in a simulated condition.

File Description	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](#)
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:

The college makes sure that the student teachers are familiar with the differences between Indian and international educational systems.

Development of School system: The theoretical aspects of various School Systems are thoroughly covered in the B.Ed. course curriculum.The B.Ed course's "School Organization and Management" subject exposes students to different school systems.The course provides an in-depth analysis of several boards, includingIndian School Certificate (ISC), Secondary School Certificate (SSC) and Central Board

of Secondary Education (CBSE).Students get knowledge of thefunctioning, methods andstrategies of different levels of school systemthrough their internship.

Functioning of Various Boards of School Education: In order to observe diverse school systems, students are sent there. Students are also sent to schools for internship.During the internship, the student teachers are exposed to various pedagogical practices used by Boards in schools and are given training in developing academic standards and learning objectives that are subject-specific.

Assessment Systems: Student teachers are sent to school internships in various types of schools where they complete assessments relevant to their practising school boards and gain practical learning about the differences in norms and standards of the assessment system in different school boards of education.They are familiar with the Assessment systems of their practicing schools as they complete Test and Measurement Records, Attendance Records, Mark Registers, and Mark Correlations.They also learn about the norms and standards followed in their respective schools.

State-wise Variations:"Contemporary India And Education," a core subject in the B.Ed. curriculum, elaborates on educational planning at various state levels and institutional levels.The curriculum provides theoretical insight to the student teachers to envisage the various educational, social and psychological issues. The college provides an opportunity to apply and practice the theoretical aspects in real life situation through field experiences. Equal weightage to theory and school based practical activities. There is a sociology part in the first core paper (Contemporary India and Education) of the B.Ed. curriculum. Besides, it focuses on the problems of caste and class based disparities and the aspects concerning democratic functioning of society, national integration, international understanding and their interrelations. In this context, the content outlines the ways and means for observing equity and respecting diversity. Similarly, the paper on Educational Psychology enables the learners to understand and appreciate the principles of equity and diversity so far, as they emanate from individual differences. The duly contextualized differences (diversities) are practiced with equity under focus during the course of teaching. Different activities have been envisioned in the curriculum for PTs to understand the role of diversity and equity in teaching learning process.

An International and Comparative Perspective: The differences in school systems and assessment practices between countries and states are familiarized.A cyclic approach is adopted to placement of student teachers in schools of different boards during various semesters.The student teacher has a thorough understanding of the scope and goals of education in a global perspective and contrastsIndian education with other different countries.

File Description	Document
Documentary evidence in support of the claim	[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 college has had a clear vision, mission, and objectives since its inception. Providing holistic education to students is an important goal that has a significant impact on the quality of education.Teacher education programmes aim to provide a comprehensive curriculum that prepares students for the complex and dynamic nature of teaching in today's society. Such programs expose students to diverse learning experiences that aim to promote critical thinking, creativity, and problem-solving skills.The college focus on holistic education for pre-service teachers to promote more effective teaching and learning practices, which lead to better educational outcomes for students and contribute to positive social and economic development in the wider community.Theoretical inputs are an essential component of teacher education programs as they provide the foundation for teaching methods, skills, communication, and evaluation. The college provides a wide range of curricular activities that provide opportunities for students to take what they have learned into practice.

Certificate courses are offered to provide additional knowledge and skills in a specific area of study.Students are given knowledge of integrating teaching techniques and simulation of lessonsthrough microteaching, which helps them to develop their skills, knowledge, and abilities. Students participate in planning and organizing activities for various days such as Republic Day, Independence Day, Environment Day, Yoga Day, etc. are valuable learning experiences for them. These activities provide opportunities for student-teachers to develop a range of skills, including leadership, communication, problem-solving, and teamwork and it helps to develop an understanding of the cultural and historical significance of these days and how to integrate them into their future teaching practices. The students-teachers will undergo internship in both higher primary and higher secondary schools for six weeks and eight weeks respectively. In the course of practice teaching, the student teachers participate in all the curricular and extra-curricular activities of the school.

Students are encouraged to use a variety of teaching and learning tools during their internships in order to develop their thirst for knowledge and skills in the latest innovation and technologies in education.The students undergo training in imparting and assessing learning experiences during various events like celebrating important days and taking part in competitions at the intra- and intercollegiate levels. Expert talks are often arranged to create awareness about community, national, and global issues. These talks provide an opportunity for students to interact with experts during the sessions and gain valuable insights into the challenges and opportunities in education. The college provides a wide range of curricular experiences such as value-added courses, expert sessions, and presentations in seminars, skill enhancement, field visits, community outreach, and extension activities for student-teachers.

File Description	Document
Documentary evidence in support of the claim	[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: B. Any 4 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: C. Feedback collected and analysed

File Description	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: 90.8

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: 161.6

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

2021-22	2020-21	2019-20	2018-19	2017-18
38	35	46	41	42

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: 4.41

2.1.3.1 **Number of students enrolled from EWS and Divyangjan categories during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
3	2	1	4	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:

Admission of the students is based on their merit and relevant reservation policies and seat allotted by the government. The college conducts every possible measure to assess the learning levels of its students. The college makes every effort to comprehend the needs and requirements of the students before the commencement of the program. At the time of admission, students undergo counselling, and an orientation session is organized in which they become acquainted with the course, method of internal assessment as well as resources available in college. During the time of admission, the Principal interacts with the parents and the students to assess their needs and aspirations.The faculty members before beginning their courses assess the pulse of the students in the class, their degree of familiarity about the subject and their level of comfort with the teaching method. The students admitted to the institution are from rural and urban background with different educational standards. The college conducts Induction programme for the fresher's to ease the transition into new course.Students are provided opportunity to select any one optional courses such as Environmental Education and Population Education in I Semester. Students are informed about their level of learning and support is provided to them accordingly.

The institution conducts tests on curriculum topics to determine student teachers' subject expertise and teaching potential. Students obtain immediate feedback based on how they performed on the test, which helps subject teachers in assisting the students in understanding the subject matter and recognize their strengths and weaknesses. Special training on communication skills and personality development are provided throughout the course for the holistic development of the students. The medium of instruction is bilingual, which helps students coming from various language backgrounds.Students with excellent skills in art, craft and other co-curricular areas are given opportunities to demonstrate their talents and training to others. A well-planned timetable that covers all types of activities and classes is of utmost importance to students. Students with diversity are identified through Previous year marks, Classroom Participation and 'Talent Hunt' conducted at entry level and are nurtured according to their needs. The entire teaching and non-teaching faculty are sensitive to the diversity. To address the diversity among the students, guest lectures, extension lectures, workshops, seminars, and field trips have been arranged for all students. Prominence is given to develop communication skills through assembly talk at everyday prayer. Different types of Seminars and fieldworks are also assigned for them.

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: 13.5

2.2.4.1 **Number of mentors in the Institution**

Response: 6

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 main focus and practice of the institution is on student centred learning. The institution has made every effort to give quality education for students. The institution works to promote students' overall growth. It is not only focuses on academics, but also provides equal opportunities to students to explore their hidden talents and creative abilities in all fields such as co-curricular and extra-curricular activities. The IQAC of the college encourages faculty members to organize and attend the FDPs so that they can enhance these skills related to innovative teaching methodologies.

Experiential learning: In the classroom, teaching and learning are participatory and interactive. Demo and Practice sessions for Micro teaching skills are organized in a simulated condition. We are assigning different assignments to the students to provide firsthand experience through field works. Under the guidance of the teacher educators, students are given opportunities to work in real classroom situations while completing their practice teaching and internship. Writing articles for college magazines is one of the many creative tasks given to students. Learning is made student-centric by supporting field visits, project work, seminar presentations, and interactive sessions, etc.

Participative learning: Students are encouraged to participate in various academic and non-academic activities to develop their all-around and life learning skills. The college conducts various guest lectures, extension lectures, seminars and workshops such as making teaching learning materials, organizing exhibitions, and also encourages students to organize class seminars. Students are encouraged to participate in various outreach and extension activities, because they give a chance to contribute to society and develop their leadership skills. Students are encouraged to participate in various national and cultural festivals conducted by the college to develop their collaborative learning. Students are encouraging to participate both intra and inter college competitions which develop participative learning among all the future teachers.

Problem solving methodologies: The College provides opportunities and proper guidance to the students to organize action research and case study as a part of their curriculum. By working on different tasks, the students gain new knowledge through this. Students get the chance to observe, comprehend,

analyse, interpret and find solutions to the problems.

Brainstorming: These sessions are organized with the students to express their thoughts and motivate them to generate ideas of their own. This practice is also adopted by faculty members in the pedagogy subjects and in classroom teaching so that teacher trainees also learn how to use this as a method in their teaching.

Focused Group Discussion: Teachers conducts Mock Interviews with the students to prepare them for their placement sessions and instill skills related to facing an interview.

Online mode: Nearly all teachers are using various applications like zoom, googlemeet applications to teach their respective subjects. WhatsApp Groups are created for all students to discuss their issues with teachers about various subjects. During the Covid-19 pandemic situation students are being taught through online mode only.

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: 100

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

2021-22	2020-21	2019-20	2018-19	2017-18
6	6	6	6	6

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: 46.91

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: 38

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:

National College of Education has provision for continual mentoring for the students studying in the institution. For this the college has established a Mentor Mentee committee in which the student and the teachers work together for providing continual support to students for developing their academic and professional abilities. The student mentoring system has been maintained in the college. The system aims at strengthening the personality and teaching competency of each and every student's irrespective of their methodology. Every student has given an opportunity and a platform to exhibit their hidden talent. Co-Curricular activities will be conducted in the college on every Friday to nurture the talents of the students. The college has a unique student mentoring system. The course structure, curriculum requirements, and strategy that need to be used for course completion are all explained to the students during the orientation programs. The work environment of the college is very supportive for the professional growth and competence of the teachers and students. Along with these, various opportunities are given to the faculty members and students for the professional development and skill enhancement.Seminars, assignments and workshops are conducted for the students to improve their academic standard. Especially the assignments are given to students which are usually fieldwork based.

The teachers are provided continual mentoring to imbibe quality teaching techniques that honour diversity and promote learning environments. The college has given a warm and conducive environment that supports personal, social and academic success for all students. The students are further enriched by arranging lectures on the themes like personality development, new trends in teaching approaches, life skills, communication skills, the importance of ICT and inclusiveness. The college organizes workshops, webinars and seminars for students to develop both soft skills and professional skills. A teacher is a mentor for a group of students and consistently monitors for both academic and personal issues throughout the course of the academic year. The mentor looks into matters regarding the discipline, academic performance, completion of academic requirements, health issues and grievances if any. When a student needs guidance on anything, whether it be personal or academic, they turn to their mentor first. They give their guidance and counsel the students frequently. If necessary, the mentor communicates with the parents for a comprehensive understanding of the issues faced by the students. Students from rural background are encouraged by the mentors to boost their confidence levels and be part of the main stream. The session offers plenty of chances for participants to find their interests and develop their

skills.In every semester, students are sent to different schools for internship to get firsthand experience about teaching- learning process. Students are also sent to different colleges of different places to participate in different inter-college competition. It provides an opportunity for the students to come out with their talent and also provides an academic exposure.

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:

The teaching learning process at the college focuses on nurturing creativity, innovativeness, intellectual and thinking skills, empathy and life skills among students. Teaching pedagogies have been modified over time to facilitate holistic development of students. The pedagogies of teaching have been developed over time to support student's overall growth. Students are regularly given a various tasks and teachers promote students to think divergently.

Creativity is a phenomenon whereby something new is formed; it involves transforming the ideas and imagination of students. In this direction students are given opportunity to enhance their creativity. Students are provided platform to make different articles using the concept "Best out of Waste" which nurtures their creativity.

The college prepares the student teachers to enhance their creativity, critical thinking abilities, adopt innovative approaches through various activities. The institution strives to give student-teachers plenty of opportunities to develop the knowledge and abilities necessary to be resourceful and innovative through workshops on innovative teaching aids, sessions on innovative teaching tools, and the creation of learning resources for use in classrooms. Remedial teaching activities in practice teaching schools, outcome-based education, a competition for creative teaching tools, interdisciplinary approach, Expert talk sessions and alumni sessions on advanced educational trends are just a few of the educational initiatives being implemented.'One cannot think creatively unless one has the knowledge with which to think creatively. Creativity represents a balance between knowledge and freeing oneself of that knowledge. For creative thinking to deepen and extend learning, rather than be an enjoyable but superficial activity, it must be grounded in understanding of the content being investigated.

The college organised various activities towards the overall personality development of the student teachers including sessions on communication skills, various workshops, webinars, seminars and conferences, community outreach programmes and environmental sensitisation activities. Students are encouraged to prepare charts, picture cards, flow charts, flash cards, working models and non-working models during practice teaching.The pedagogy courses offered in B.Ed. involve the development of creative and innovative lesson plans. Teachers make the students aware about the different Models of Teaching and supervise them in preparing the lesson plans and motivate them to use their creativity.

Students get the opportunity to plan and implement lessons to promote their creative thinking. Student teachers prepare video lessons, activities using different digital apps for online teaching. Students learn about women's rights, citizen rights, and ethical standards that they have to convey to their own students in schools. Students make use of different Teaching Models like Concept Attainment Model, Inductive Thinking, Advance organizer, Brainstorming, role plays, dramatization, etcStudent teachers prepares teaching learning materials related to their teaching methods under the direction of their respective teachers. To improve their teaching skills, students are prepared different forms of teaching learning materials such as charts, models, working models, PowerPoint presentations.

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 institution has a well-planned and monitored internship programme and every year student- teachers complete their internship programme in the selected schools. According to the university schedule and the institutional academic calendar the internship dates are finalised.

- **Selection/identification of schools for internship: participative/on request**

The college identifies the schools based on a number of factors including proximity, the abilities of the students, medium of instruction, methodology requirements, need and availability of the schools for internship on request to the heads of institutions.

- **Orientation to school principal/teachers**

Teachers personally visit the schools to meet the head of the institution regarding distribution of time table and other activities to be carried out in the school. The assessment and monitoring process of various activities and tasks is discussed during the meeting.

- **Orientation to students going for internship**

Before assigning student teachers to schools, a brief orientation program is conducted to familiarize them with the goals and functions of such a program. All students are instructed to be disciplined, regular and to adhere to the rules and instructions provided by the school authority.

- **Defining role of teachers of the institution**

The faculty member of the institution will define the roles of intern and guide them in preparing lesson plans based on units, lesson notes, unit test preparation, etc. In order to organize co-curricular,

extracurricular, remedial, and action research planning classes, the faculty advises the interns on the duties and activities that need to be completed. The interns are instructed on the significance of each activity based on internalizing the genuine and distinctive aspects of the school's set up.

- **Streamlining modes of assessment of student performance**

Through mentor assessment forms which are given by the institution to the mentor teachers, the performance of the students is evaluated. A systematic feedback mechanism is used where interns are given the necessary feedback to change their behaviour, communication, and incorporate new techniques.

- **Exposure to variety of school set ups**

By visiting several schools during their second semester, students are already familiar with a variety of school environments, including special schools, government schools, aided schools, etc. The interns are prepared by receiving the necessary training so that they are able to adjust to any changes in the internship school's environment and make use of the resources on available for their classes.

Pre-Internship for first semester students for two weeks to observe teachers lesson and know about school working procedure.Micro teaching for second semester students.It comprising 10 skills and five skills in each teaching subject.Simulation lessons for third semester students. It comprises 5 lessons in each teaching subject.School-based Internship for fourth semester students. School based teaching (08 lessons in each pedagogy) followed by one ICT, One Integrated and One Term End lessons in each teaching subject.The Practice teaching is thus carried out for two level (Level one- Primary School Eight Weeks and Level two is High school six Week) adopted by Kuvempu University guidelines and NCTE Regulations.

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: 3.17

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

Response: 12

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 college conducts a rigorous Internship Programme for Teacher-Trainees as prescribed in the syllabus given by university. We at National College of Education follow a well-organized and well planned schedule for Internship. Student-teachers are trained under able guidance of faculty members and are prepared for the field in all aspects. The most important part of the B.Ed. programme is the internship, where students apply the theoretical knowledge and abilities, they have learned throughout the pre-internship phase under supervised conditions. Student-teachers are trained under able guidance and are prepared for the field in all aspects. They are continuously monitored by head of the institution, subject experts, Method teachers and other faculty members who are scheduled for supervision. Faculty members' supervision schedules have been planned well in advance.Two lessons per day are delivered during their practice teaching sessions in their respective methodology. On a rotating basis, they visit schools, observe the classrooms, and every day receive feedback. Verbal and written feedbacks and suggestion will be provided for improvement. Effective supervision is required and assists the students in becoming proficient in skills and competencies during the internship program. For the purpose of monitoring and assessing students while they are participating in the internship program at the schools, the College adopts a rigorous and well-planned procedure. The student-teachers are allowed to deliver the duly approved lesson plans. 70 to 80 % of the lessons in schools are observed by the faculty.Each teacher educator is assigned a school for monitoring and evaluation purposes on a rotation basis. Teacher-educators also maintain a proper record of each observation and remarks given.The college conducts a rigorous Internship Programme for Teacher-Trainees as prescribed in the syllabus given by the affiliating body, Kuvempu University, Shankarghatta.

The role of teacher educator is to ensure regularity and punctuality of teacher trainees and also ensure the optimal learning exposures to trainees during their internship programme. Teacher educators make sure that trainees receive the best learning opportunities during their internship program. Suitable feedback is provided to the trainees for improvement in performance.The process of observation and feedback is comprehensive and continuous. Trainees are given ample demonstrations for each micro-teaching skill by the faculty members assigned for each subject and each skill. After demonstrations student-trainees are provided opportunities for simulations to practice each skill developed so that skill can be mastered before the actual internship in the reputed schools of proximity.

The role of school teachers is to provide a comfortable environment to the interns welcoming them in the system to work with them and learn and to provide them guidance in conducting the classes. The school teachers are to give regular remarks on the lesson planning and its execution by the interns in the class.

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: 60

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: 83.33

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

Response: 5

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: 8.33

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

Response: 50

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:

The faculty members at the college put efforts to keep themselves updated professionally. All the teachers participate actively in various in-house discussions are done in the institution. The most recent developments and issues in education are chosen as discussion topics. Discussions are made on different policies and regulations are issued by the government to keep updated. The main purpose of in-house discussions is to create awareness regarding issues of policies and regulations in the field of education and to give solution of queries related to different issues and challenges of the education system. The teaching community must keep themselves to pace on this path of change to implement new or modified methods of teaching-learning process to suit the requirements of the day. This is how teachers must develop or update themselves. This development of teachers can be broadly classified into three areas viz. Personal (Self-Centered); Professional (Student-Centered); and Social. The faculty members are updating themselves by participating in various conferences/workshops/seminars/refresher courses/short term courses/faculty development programmes, online and offline courses, reading books and journals on education, giving invited talks in various forums, etc. Teachers are encouraged to attend professional development programmes organized by other institutions. To keep up with the most recent developments in education, teachers use the library's materials as well as online tools. Teachers participate as the resource persons in various types of forums, which motivates learning and this keeps them attentive to the changing aspects of education. Teachers may acquire many things from the interactions that take place in the classroom. The preparation for the classes and the questions that arise during classroom interactions fuel the knowledge hunt of teachers.

The teachers who had attended sessions on ICT enabled teaching and they share many ways of integrating technology into teaching. For professional communication, the institution's faculty have access to Whatsapp groups. The University's announcements, news concerning education, and articles related to education have been shared through Whatsapp. Being a part of this group help them to know and share the latest information in the field of education. Regularly, the principal of the college updates the teachers on information received from the university. Thus, the institution has a learning environment that encourages teachers to stay learning throughout their careers. During every staff meet, there is a practice of reading and reflecting on any emerging area of teacher education and how knowledge would lead to develop learning and teaching programs that are planned for future. College authorities keep a close look at the emerging trends and needs of teacher education. To make the teachers aware about the changes going in the education system, teachers at National College of Education conduct discussion sessions on recent policies and regulations which are issued by the government at regular intervals.

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 follows the guidelines of Kuvempu University, Shivamogga for both internal and external assessment. B.Ed course consists of four semesters and each semester has two components for evaluation i.e. Internal Assessment and External Assessment. The college has adopted the measures to maintain the quality of internal assessment. Students' attendance is reviewed periodically and the students who shortfalls are informed. The faculty members maintain records of the students and they are assessed on the basis of their performance in curricular and co-curricular activities.

The college has a continuous internal evaluation system, in which one test is conducted along with one assignment and one tutorial per semester which are considered for internal assessment marks. The one internal assessment is conducted in the pattern of Kuvempu University examination. Prior to the commencement of the semester, the students are given information on the dates and portion of the internal assessment, and these details are strictly followed. Within a week, the results of these internal tests will be announced. If any grievances related to this which will be addressed immediately. Internal assessment marks are calculated as per the university guidelines. Before sending marks to the university, students cross check their internal marks and countersign it.

The subject teacher gives assignments to the students on current topics. The assignment is used to assess students writing skills, vocabulary skills, general awareness, and content knowledge etc. Based on the topics assigned by the subject teacher, tutorials are conducted for all the students in the classroom. Fourth semester students visit the schools regularly during the period of internship and undertake the defined activities under the supervision of a mentor. Each one of the student-teacher should actively participate in the Seminar cum Workshop conducted on Micro Teaching skills, Pedagogical Analysis, Preparation of low cost TLM, Lesson Planning etc.

The assessment will be based on the performance of the student teacher.

The time table of external examination is fixed by the University and the same is display on notice board for the students. Any changes are informed to the students well in advance. National College of Education has adopted the following measures to maintain the quality of Internal Assessment-

- Internal exam will be conducted at each semester for 20 marks.

- Under the formative approaches teachers generally assign marks or grades to the students on their assignments, files, co-curricular activities such as SUPW and their regularity in the classroom is being monitored.
- The Semester end question paper carries short answer type questions and the long answer type questions with internal choice to test the knowledge, understanding, application and skills of the student; it also motivates the students. The same pattern will be followed in the preparatory examination also to prepare the students for the semester examination.

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:

Mechanism for grievance redressal related to examination is operationally effective. There is complete transparency in internal assessment. Norms directed by the Kuvempu University have been adopted in the college. At the beginning of each semester, faculty members inform the students about the various components in the assessment process. The internal assessment test schedules are prepared as per the university and communicated to the students well in advance. Corrected answer sheets are sent to the students for their verification and any grievance is redressed immediately. The marks obtained by the students in internal assessment tests are displayed on the notice board of the college.

The College considers and resolves grievances related with evaluation process. The students have the freedom to use the suggestion box regarding dissatisfaction if any, with the internal examination mechanism. The grievances of students are communicated through the mentors and the faculty members. It is taken up for initial consideration by the class mentors and after a thorough consideration of the matter, the redressal measures are taken.

The college appoints a senior supervisor for the smooth conduct of college examinations. If the students are facing any problem, they are solved by the Principal and Staff of the college. The grievances are deliberated during the conduct of theory examinations and deliberated with the Principal and forwarded to the University in the examination section if necessary. There will be complete transparency in the internal assessment. The criterion is adopted in as directed byproper authority.

The internal assessment test schedules are prepared as per the University and communicated to the students well in advance. Students discuss in groups and ask grievances or queries to the concerned staff. Individual students may approach the teachers with queries or questions and this grievance will be handled and resolved.

Grievances related to semester examination, university exam timetable is informed to students as soon as it is received. The college has uploaded the previous year question papers on the website for reference of students. Once the university exam results are published, if any student facing issues in the university results, they can apply for revaluation within 15 working days in the college office. The college submits all the revaluation cases to the university. The college informs the students the revaluation results.Students are allowed to apply for re-evaluation, recruitment and a challenging assessment by paying the required processing fee to the university if students are not satisfied with the university's assessment through college.

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:

Keeping in view of the Kuvempu University calendar of events, every year the college prepares the Academic Calendar under the able guidance of the Internal Quality Assurance Cell (IQAC). Academic calendar containing the relevant information regarding the teaching learning schedule, various events to be organized, dates of internals, semester end examination, inter semester break etc. The timetables are prepared and implemented accordingly. The academic calendar also contains the dates of the internal assessments, submission of the assignments, seminars, simulations and microteaching dates etc. It also includes all the government and public holidays. The university calendar of events and college academic calendar are communicated to the students through the notice board. All the academic programmes will be followed according to academic calendar. We engage all students as per the schedule given by an academic calendar which prepare as per guideline of regulatory body. The teachers prepare to teach plans according to the academic calendar. The Examination Committee monitors the overall internal assessment process and moderation if needed. The controller of examination ensures transparency and accountability of the conduct of internal evaluation. Continuous internal assessment is an ongoing process. The internal examination committee is formed in the college and this committee ensures the systematic and time bound conduct of the internal examinations and evaluation. The college effectively conducts internal assessments, within the time period set by the university. Internal exam timetable is displayed in advance on notice boards by the examination committee. The syllabus portion will be made announce by the faculty members at least one week before the internal test. The results of the internal tests and the attendance report will be displayed on the notice board and the mentor will discuss the results with their mentees. The end semester examinations are conducted as per the norms of affiliated university. The college adheres to the academic calendar promptly and if any changes by the university in the dates, the college schedules the same according to it.

Further, at every step the following are ensured in compliance with the internal evaluation process: In the semester system, practical are prescribed in terms of planning of departments, time table, attendance review, internal tests.

Internship programmes are scheduled at different levels from semester I to IV to continuously assess the student teacher's progress and improvement in teaching skills. Minor changes are made in the schedules dates based on the request from the cooperating schools. The in-house teaching programmes of peer teaching and innovative teaching are adhered to the schedule and were conducted online during the pandemic. Assignment work is awarded to students and marks are awarded before the commencement of

the final examination. The syllabus is discussed by the staff members of each subject and prior notice is given regarding the conduct of the preparatory and final examinations. The institute has fully automated examination system from generation of admit cards to declaration of results.

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:

The B.Ed program is a professional course with clearly defined objectives and outcomes. The Program Learning Outcome (PLO) and Course Learning Outcome (CLO)have been clearly stated and communicated in theinstitution.These are in accordance with the syllabi prescribed by university.The learning objectives are communicated through college website andprospectus.This program aims to strengthen students' theoretical knowledge and practical problem-solving abilities through a variety of case studies, role plays, simulations, and presentations.The ultimate goal is to develop the student into the professional that is needed in the teaching profession.The program contains every aspect of the teaching and learning processand is in line with specific PLOs and CLOs through the development of students' academic, professional, research, and spiritual competencies. The college works on the targeted aims and objectives to provide quality education tothe learners as well as to achieve the expected outcome.

The college has a set mechanism to ensure alignment of stated PLOs and CLOs throughout the semester by course teachers in the following ways:

Content Competency:

- To impart relevant knowledge with respect to foundation and methodology courses,
- To promote mastery over the required content.

Pedagogical Skills:

- To impart teaching skills and strategies to transfer the given content suitably in classroom situations.
- To innovate and experiment classroom practices.

Professional Ethics:

- To imbibe and uphold qualities of a good teacher ,

Effective Citizen Ethics:

- To understand different values such as morality , social service and accept responsibility for the society.

Effective Communication:

- To boost confidence and promote abilities to communicate effectively,

COURSE LEARNING OUTCOMES (CLOs):

On completion of this course the students will be able to.

- To acquaint the student teacher with goals of education and life. .
- Understand the Relevance of Psychology in Transacting with learners in the class rooms;
- Developing skills in handling computer and using MS-Word, MSExcel and MS-PowerPoint

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: 100

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

2021-22	2020-21	2019-20	2018-19	2017-18
38	39	42	38	35

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 college offers a B.Ed program with clearly defined outcomes. Program Learning Outcome (PLO) and Course Learning Outcome (CLO)are in sync with each other.The college has a well planned and systematic process of collecting and evaluating data on programme and course learning outcomes and uses them to overcome the barriers to learning. During each semester, the B.Ed program has a set of theory courses, Practical Components, Co-curricular activities.The teaching learning process of the college is student centric with experiential,problem solving, participatorylearning, and other emerging pedagogical approaches.Curricular and co-curricular records of the students are maintained properly. Students are provided proper guidance pertaining to the examination matters. It is mandatory for the students to maintain the attendance of 75% in each semester to become eligible to appear for the examination. Internal assessment will be made in each semester. Assignments are given to the students which are field work in nature to provide first-hand experience to the students and the assignments will be assessed. The intended Learning outcomes of other co-curricular and extracurricular activities are also

Communicated to students from time to time in classes also so that they understand the importance of developing an all round personality.

All the activities carried out during the B.Ed program focus on fostering theprofessional attributes.The practical activities in line with PLO containsassignments, seminar presentations, observations, subject textbook reviews, field work etc. are facilitates critical, reflectivethinking and communication. Each of these activities is evaluated using guidelines provided by the affiliating university. Visits to schools of various boards which provide a comprehensive perspective of school culture to students. Students are given adequate exposure to presenting skills through seminars, paper reading, group tasks, assemblies, and workshopswhich helps to increase their confidence. Personal qualities are developed through various types of self-help sessions, counselling, mentoring, tutorials, peer tutoring, group work, and value-added courses. Each of the activity develops students' personalityin unique ways.

The college offers a value-added course; studentsare motivated to take up these courses for their career growth whichhelps them in their holistic development. These courses are a significant benefit for students as they get the expert knowledge,understanding of the current topics in education, thus helping them in shaping their personality. The college organizes national festivals, workshops, seminars, guest lectures, and other curricular andco-curricular activities which provide scope for disciplinary knowledge andunderstand their applications. Students actively plan, organize and execute these activities under theguidance of the teachers.Student-teachers are encouraged to participate in various literary and cultural programs, various competitions such as debates, elocutions, essay writing competitions, and quiz tests. Participates in various classroom activities such as group discussions, and seminars. Participates in various co-curricular activities such as organizing morning assemblies, NSS camps, tree plantation, campaigns, awareness camps etc.

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: 38

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:

Students are oriented at the time of admission, Principal of the college interact with the students as well as parents at the time of admission. Students are provided proper guidance and counseled properly to know about their needs and aspirations.

The institution concentrates on determining the needs of learners at entry level. So that students can be catered according to their needs. To meet the needs of the learner and to access those needs, various assessment tasks, such as oral presentations, assignments, exams, project work, and participation in co-curricular activities are carried out. The mentoring system was initially used to determine the needs of the students. Meetings were conducted with the mentees to understand the expectations of the students to fulfil their academic needs. The college has conducted number of skill development activities to develop the soft skills of the students. Many online skill development programmes were conducted by the college for the students during the pandemic situation. The faculty members encourage the students to use the library resources for academic and non-academic purposes.

After the commencement of the semester, students are oriented about the course in general and about different activities in that particular semester in particular by the Principal. The teaching staffs will orient about their respective subjects. Talent Hunt programme will be conducted in the college where students will be provided opportunity to exhibit their talent. Value added courses are introduced to the students and they are given freedom to choose any of the value added according to their interest.

The subject teachers assess the involvement of students in classroom activities through observation. They receive guidance and direction from the mentors on how to engage effectively. Internal assessment, which is conducted in a semester, help students in analysing their understanding of the course content and mentors assist them in preparing for university exams. The school supervisors give their valuable feedback during the internship program. The student's performance in all the curricular and co-curricular activitiesare assessed and immediate feedback is given to them for improvement of the same.Overall, students acquire pedagogical skills, professional ethics, problem solving abilities, effective communication skills, team work abilities, psychological attitude towards school students, and critical thinkingby the end of the two-year B. Ed. program.

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: 3.95

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..**

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Data as per Data Template	[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)**

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Any 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: A. Any 4 or more 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: B. Any 3 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: 5.83

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

2021-22	2020-21	2019-20	2018-19	2017-18
4	3	7	15	6

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: 2.5

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**

2021-22	2020-21	2019-20	2018-19	2017-18
3	2	3	4	3

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: 2.8

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

2021-22	2020-21	2019-20	2018-19	2017-18
7	2	2	1	2

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: 93.62

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

2021-22	2020-21	2019-20	2018-19	2017-18
80	79	79	79	79

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: 93.62

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

2021-22	2020-21	2019-20	2018-19	2017-18
80	79	79	79	79

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 of Education, Shivamogga makes an effort to actively participate in community outreach activities. Themain objective of organizing outreach activities is to influence and sensitize students to social issues and contribute to community development.The college is very dedicated to promoting social responsibility and community engagement. Different committees of the college undertake social outreach activities which are meant for helping society and training students to shoulder all responsibilities with ease and impact.

The various clubs and committees such as NSS units, indoor and outdoor clubs like red ribbon club, electoral literacy club,etc., are offering students a wide range of opportunities to get involved in meaningful service initiatives and make a positive impact on their communities. The college conducted several outreach activities to sensitize students to social issues andcommunity development.

In order to make the public aware of the issues of social importance, the college conducted rallies, especially in nearby villages and the students were participated in the programme.Expert sessions are conducted on Yoga and Wellness which help to promote healthy living and encourage students to adopt a healthy lifestyle.The NSS unit of the college is working to promote community engagement and social responsibility. These activities develop important skills like leadership, teamwork, and problem-solving among student-teachers.The college organizes NSS camps and also involves the residents of the village. During the NSS camps, students participate in activities such as tree plantation drives, cleanliness drives, awareness campaigns, health camps, and many others.Students spread awareness of the importance of a plastic free environment and the SwachhBharath programme, etc. The students plant saplings in areas around college. Voter awareness programme was organized the Electoral Literacy Club by distributingpamphlets to the public and motivating them to vote. Several awareness programs has been organized under Red ribbon club and Election awareness programs are conducted under the program SVEEP[Systematic Voters Education and Electrol Participation]

Engaging in outreach activities is a valuable experience for students, as it not only helps them to develop a sense of empathy and social responsibility but also provides them with an opportunity to connect with people from different backgrounds and communities. By working with marginalized sections of society, students gain a better understanding of the challenges faced by these groups and the issues that affect them.

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.**

2021-22	2020-21	2019-20	2018-19	2017-18
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: 2.8

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

2021-22	2020-21	2019-20	2018-19	2017-18
4	1	5	3	1

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: 7

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: 7

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 National College of Education, Shivamogga has sufficient physical infrastructure for teaching and learning as per the requirements mentioned by the statutory body National Council forTeacher Education (NCTE) for the conducting of the Teacher Education Programmes. It ensures adequate availability and optimal utilization of physical infrastructure as it is critically linked to the vision of the college. The college has a well-built mechanism for the proper utilization of physical facilities. The college has a sufficient number of classrooms, laboratories, halls, Internal Quality Assurance Cell (IQAC) room, separate rooms for the principal and teaching staff, an officefor the administrative staff, and space for organizing activities for studentsand cultural activities. It also has sports ground, lawns.

Learning Resources include resources and infrastructure required for library, laboratories, computer centre, class room teaching, events, meetings and conferences.All faculty members have been provided with computers.

Utilities include safe drinking water, restrooms and UPS, Ventilated & Spacious Class Rooms with LCD Projector, Conference & Seminar Hall, Digital Library, Latest Configured Desktop Computersand Softwares with Printers. Fire Extinguishers, Generator for power back up, Canteen with a seating capacity of fifty students. Sanitary pad burning machine for girls in the wash rooms.

In order to support the teaching-learning process, the following facilities are available in the college campus:

- There are 6 spacious and well-ventilated classrooms with adequate seating capacity. They are regularly cleaned and furniture like almirahs, desk, chairs and tables are dusted to provide a hygienic environment
- There are 4 classroomsequipped with ICT facilities such as projectors, smart boards, and computers with high-speed internet connectivity.
- The college has computer laboratory with well-configured computers with internet facility.
- The library has a rich collection of books, journals and e-resources that fulfil B.Ed syllabus as well as reference books for many different subjects. Good Ventilated, well-furnished and semi-automated with about 19200 books. The library has Internet facility and adequate seating capacity. Online journals are accessible to staff and students.
- Clean and purified drinking water, wash room, resting room for students.
- Conference and Seminar Hall for conducting activities in the college.
- Separate Common Room for girls.
- The college has large sports fields for various outdoor activities.
- For the purpose of getting copies of the required materials.Photocopiers and scanners are

- available to teachers in the computer lab.
- Rampfacility is available for differently abled persons.
- Vehicle parking place for students and staff.

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: 50

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

Response: 3

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

Response: 6

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: 0.17

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

2021-22	2020-21	2019-20	2018-19	2017-18
0.314	0.064	0	0.065	0

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 library is an essential to the teaching-learning process because it makes materials available for use both online and offline.The college is using e-lib software. The college library is not just a place to learn but also an ocean ofknowledge and information. The college library is located on the firstfloor of the college and is convenient for students to easily access. The Library plays a central role in enhancing the quality of academic and research environment in Education institutions The Institute library is a place in the Institute where huge collections of academic books, journals, magazines, rare books, other knowledgeable books and newspapers are kept. The college library is an important hub of student life. The library has made consistent growth in terms of collection of books, periodicals, e-resources and otherservices. There is a regular subscription to newspapers, magazines, and journals which make the library a rich source of knowledge and students have access to the latest information and research findings in various fields of study.The college library is well equipped and provides sufficient teaching-learning material for studentsand faculty members. For teaching staff and students, the library has a reading room facility to work upon references and study material. The college has subscribed services of N-LIST and it provides an access to more than 6000 e-journals and more than 1,99,500e-books and 6,00,000 e-books through NDL.The photocopying and scanning facilitiesare available in the college library for the faculty members. Every student is given a separate library card. Free internet access is available to all studentsand faculty members. A full-time librarian and an assistant librarianhave been appointed by the management. Registers are maintained properly for teachers and students.

ILMS is a computer based system used to manage internal and external resources including tangible assests, financial resources, materials and human resources. It performs library automation and collection

development tasks broken down into different modules that are focussed on simplifying tasks such as acquisition, cataloguing and circulation commonly done in any library.

Features of ILMS – e-lib

- Acquisition
- Cataloguing of resources
- Classification of subjects
- Circulation Management
- Reporting
- OPAC(Open Access Public Catalogue)

The library also houses rich reference Collection viz., Encyclopaedia Britannica, Encyclopaedia Americana, Specific Subject Encyclopaedias, Year Books, Atlases and other reference material. Details on the access to the staff and students and the frequency of use, are as follows: Access to the staff: Teachers and students use computer and internet to access various kind of information regarding teaching subjects, teaching-learning process, teaching strategies, teaching techniques, various kinds of innovations in the field of classroom interactions, teaching aids, effective use of audio visual teaching aids, role of electronic media in education, recent researches related to educational developments and educational complexities etc.

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

4.2.2

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

Response:

The college library plays a vital role in supporting the academic and research activities of both students and faculty members.The library provides access to a wide range of resources, including books, journals, e-books, and e-journals which is used by students and faculty members to support their research and academic work. A quiet and comfortable space is provided in the library for students to study, read, and work on assignments. The college library is a window to the most recent information in teacher education and other fields for both students and faculty members.All students and faculty members are permitted to browse the internet for free at the college library. Computer with internet connectivity areprovided for faculty members and students to use INFLIBNET, onlineencyclopaedias and general browsing.Library cards are given to all students to issue books. The college library offers resources for

students and staff to prepare for competitive exams such as NET, KSET, TET,CET, CIVIL service and quiz competitions.

Teaching staff compare the educational developments of other countries with their educational practices of indigenous system. Frequency of use: the library is used almost on each working day.There is a reading room, reference section, text book section and periodical section, book bank section for SC/ST students in the library. Library has a computer with internet facility, printer/scanner and photocopier for staff. It provides book to the needy students whenever they require. During working days of the college, the library remains open from 09:00 am to 06:00 pm.The books have to be checked out physically using the library automated service. The books are kept with security and the library staffs take care of them.

INFLIBNET-N-LIST: Through the subscription to N-LIST, the college library provides an electronic resource services. With this, we were able to register all the staff andstudents. We also provided the individual loginID and password to staff andstudentsto access the subscribed e-resources remotely from the N-LIST platform. The more than 6000Journals and more than 1,99,500e-Booksare accessible through the N-LIST and 6,00,000 e-books through NDL. The N-LIST includeslinguistic and languages as well as the pure sciences, social sciences, and humanities.Students can remotely access books through the college website, and website visitors can also access the library's collection of books.Students can easily obtain library books on the college website. Library has developed the Android Library App, so that students can access at their own pace.Every student or faculty member of the National College of Education can access the library remotely from anywhere in the world.

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: C. Any 2 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: 0.15

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

2021-22	2020-21	2019-20	2018-19	2017-18
0.046	0.029	0.125	0.522	0.0346

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: 7.49

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: 194

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: 103

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: 66

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: 137

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: 152

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: D. Any 1 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:

The college is well-equipped with Information and Communication Technology (ICT) resources, which are continuously updated to meet changing demands.The college believes that a well-designed and properly equipped learning environment is essential for effective teaching and learning.The college is well equipped with 54 computers, out of that 44 are only for student use. Every student uses these facilitieswhich help students to become technologically sound and to develop technology skills.Today, it is essential for the students to learn and master the latest technologies in order to be corporate ready. As a consequence, teachers are combining technology with traditional modes of instruction to engage students in long term learning. College uses Information and Communication Technology (ICT) in education to support, enhance, and optimize the delivery of education.It provides the pupil-teachers with first-hand experience demonstration and practical skill development to handle with dexterity different equipment.The college has a dedicated lease line of fast internet connectivity and Wi-Fi facility. ICT facilities are used extensively by both faculty and students. There is open access of Wi-Fi connectivity to all student and the staff members of the college.Usage of multimedia is encouraged to construct and convey knowledge through web browsing, downloading, uploading, and blogging, for curricular and co-curricular activities. Power point presentations, seminars and assignments etc are possible through the ICT facilities.Educational Technology equipment is used for preparing teaching learning materials, ICT facilities to enhance teaching competencies and for research.

During covid-19 conditions conferencing apps were installed to conduct online classes smoothly

The following ICT facilities are updated on regular basis in the college.

- The college has upgraded the bandwidth of the internet connection to 100mbps.
- The college has provided the computers with internet connectivity in the library for faculty members and students to prepare lecture notes, teaching learning material, seminars and download useful information.
- The college has more number ofcomputers, scanners, printers, LCD projectors, and Xerox machines.
- The principal's room, administrative office, staffroom and computer lab all have LAN connections for their computers and printers.
- The Internal Quality Assurance Cell (IQAC) of the college is monitored and updatesthe website

from time to time.

- In every classroom, staff room and library are equipped with CCTV cameras.
- The college has aYouTube Channel.
- The faculty members adopted online teaching mode through many digital platforms like Google meet, Google class room, ZOOM, etc., during the Covid-19 lockdowns.

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: 2.03

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: 150

4.3.3.1 **Available bandwidth of internet connection in the institution, in MBPS**

Response: 150

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: C. Any 2 or 3 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 to videos of the e-content development facilities	[View Document](#)
Link to the e-content developed by the faculty of the institution	[View Document](#)
Link for additional information	[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: 5.51

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

2021-22	2020-21	2019-20	2018-19	2017-18
2.16	1.24	3.58	3.41	4.02

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:

The institution has an established system for maintenance and utilization of physical, academic and support facilities.The college has a well-structured management system tosystematically maintain the academic and physical facilities such as construction,maintenance, and repair of the building, libraries,classrooms, electrical appliances, and other physical facilities of the college.Library Committee along with ministerial and support staff conduct this work and identified the damaged items and books and recommended for purchasing & writing again.

Classroom management:

- The classrooms are well furnished with all existing equipment, including projectors and smart boards.
- Each classroom has CCTVs to ensure the security and safety of all students, faculties and equipment.
- Support staff maintains and cleans the Staff rooms, Classrooms, Laboratories, Seminar halls, etc., on a regular basis.

Laboratory:

- The college makes use of management funding for purchasing necessary equipment, experimental material and laboratorymaintenance.
- As a precaution, labs maintain their fire safety equipment in good working condition.

- At the end of each semester, regular check-up of equipmentis performed.
- Stock verification is regularly performed by maintaining a stock register for the available equipment in laboratory.

Library:

- The library has computers with internet connectivity and provided access for faculty members and students.
- Photocopiers and scanners facilities are provided for both students and faculty members in the libraryfor the purpose of getting copies of the required materials.
- All students are encouraged to register themselves in the library to use the INFLIBNET facility at the beginning of every academic year.
- Students may borrow up to two books at once,but they must return them within 15 days to the library before borrowing new ones.

Computer Lab: All the computers in the laboratory are timely monitored and maintained by installing the antivirus from time to time. In addition, the software and operating system are updated.

Suggestion Box: A suggestion box is placed outside the staff room to gather suggestions from the students.Their suggestions are extremely helpful in bringing fresh ideas for physical facilities, library enrichment, etc.

Website: The assistance of outside experts is used to maintain and update the website.

Sports: Thesports committee manages the sports equipment and conducts various indoor and outdoor activities for students. Students are always given instructions regarding the management of the equipment during sports periods,and sporting goods are kept in good condition.Institution follows all safety and security norms as required for an educational institution and makes optimal use of all security mechanisms. Safety of girls is specially handled and appropriate measures are taken to make the campus safe for students.

File Description	Document
Any additional information	[View Document](#)
Link for additional inflrmation	[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: C. Any 2 or 3 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: C. Any 3 or 4 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: 5.21

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

2021-22	2020-21	2019-20	2018-19	2017-18
4	4	0	0	2

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: 21.05

5.2.2.1 **Number of outgoing students progressing from Bachelor to PG.**

Response: 8

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: 34.9

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

2021-22	2020-21	2019-20	2018-19	2017-18
22	34	2	8	1

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:

The college constituted "Students Council" for every academic year.

AIMS & OBJECTIVES:

1. To uphold high academic standards in the college jointly with teachers, members of the administrative staff;
2. To help in maintaining and improving the academic environment of the College;
3. To help college in effectively carrying out its teaching, co-curricular and extra-curricular activities and programmes for the all-round development of the students;
4. To foster the spirit of secularism and national unity among the students of the college;

The college student council is established as a student representative body as a bridge between the students and faculty members. They play an important role in ensuring the effective execution of various activities by encouraging students to take part in, organize, and execute the curricular and co-curricular activities conducted by the college. Its major goals are to create a collaborative spirit, leadership qualities and promote cooperative learning among the students, organize various activities such as organising cultural and sports events, conducting regular meetings, addressing the students' grievances, and providing instructions in the classes. They are an important part in the exchange of information and messages between the students and college. Student representative body acts as the interactive body which facilitates the primary level of contact, even though every student has an equal chance of communicating with administrative officials at any time.

The student representatives coordinate various activities and responsibilities entrusted by the college to them. They act as a link between students and the faculty members, and the college. The students provide

feedback about various activities undertaken by the faculties and the college as well as how the decisions of College authorities are received by the students. Meeting of the representative body and college administration takes place regularly to work out different activities of the college.

The college consists of different committees such as grievance redressalcell, Anti-Sexual HarassmentCell(ICC), anti-ragging committee, Code of Conduct/ discipline committee, sports and cultural committee which consists of teachers and student members that organise the various activities. The discipline in the college premises is maintained by the members of the code of conduct/discipline committee.The sports committee manages all sports activities (indoor and outdoor) organized by the college.All cultural events organized at the college during the academic year are managed by the cultural committee. Competitions are held to explore the students' undiscovered talents.

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: 8.4

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

2021-22	2020-21	2019-20	2018-19	2017-18
14	12	0	8	8

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 college has an integral continuation of its relationship of the students with their alumni mater. The mission of the alumni association is to foster a mutually beneficial relationship between the college and its alumni. The alumni association has a very active calendar of activities through which it connects with the college. The alumni association actively contributes to maintaining a strong connection between the college and its alumni. The alumni association was established with the objective of promoting knowledge, opportunity, and experience among alumni, teachers, and students. The alumni of the college work in various fields such as education, business, industries, entertainment and media industry, social work and academics. The college has always maintained close relationship with its alumni. The college firmly believe that alumni are the role models for the present students and are the ambassadors of the college. The alumni association gives a platform for alumni to maintain connection to their Alma matter, fellow graduates, and faculty members. The alumni association also provides an opportunity for present students to interact with successful alumni and get guidance for their career paths. This connection helps students to gain a better understanding of the professional world and improve their chances of finding employment after graduation.

The alumni association meetings are conducted regularly. The alumni association members are invited to the various academic and cultural activities conducted by the college. The visit of our alumni is a great source of motivation and encouragement to the college and students.

1. Guest lectures on various subjects and provide guidance from the experts of various fields to the students.

2. Alumni Association provides information about the job opportunities available in their fields.

3. Alumni provide orientation for newcomers regarding B.Ed. Course.

Our Alumni Association plays very supporting and constructive role in the overall development of the college.We also encourage them to participate in large numbers in alumni meetings so that they can provide suggestions for college betterment.They continuously evolve as resource person in workshops, in orientation programme of newly admitted students.On the other hand, National College of Education alumni group has been boosting the confidence of current students and fostering their morale to try out possible avenues and appear for possible available opportunities.

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: B. Any 4 or 5 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: 2

5.4.3.1 **Number of meetings of Alumni Association held during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
2	0	0	0	0

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 alumni association members are actively involved in the various aspects of improving quality in the institution. The alumni association plays an active role which plans activities, events for the welfare of the present students and the institution as a whole. The College has an Alumni Association. The

Association has been helping the college in its growth and development process efficiently, by providing feedback on curriculum. It is a matter of pride that National College of Education has a strong Alumni group that strengthens the network among the alumni, faculty, and management and builds an integral relationship with students of the Institute. Alumni group of the college is an active body with many alumni as its members.

Successful alumni are invited to motivate the student teachers. The alumni association firmly believes in giving opportunities for higher education as well as and employment. The alumni association members are continuously motivated; nurture special talents by giving a common platform for professional interest such as sharing of knowledge and experiences of their teaching. There is an active alumni association in the institution and the mission of the alumni association is to foster a mutually beneficial relationship between the college and its alumni. The alumni association members are eminent personalities from the teaching profession. These members are invited to the college for orientation to motivate the students with their personal experiences and inspire the students for their career development in various domains.

The college organizes meetings with its alumni association on a continuous basis. Alumni meetings are organized by alumni groups regularly, where they can discuss and share opinions. These meetings give a platform to the former students to give suggestions about the functioning and infrastructure of the college. The alumni of the college play a significant role in giving career guidance for students with the help of their professional contacts. Every year college collects the suggestions and feedback from alumni on existing curriculum.Alumni guide the present students regarding variousscholarships provided by government and non-government organizations for higher studies. Alumni guidethe students how to crack in competitive examination. Student support and motivation is highly encouraged by the alumni and this helps in takingthe institution to a higher level of success and progress.

Alumni shared their success stories in their respective fields during their interaction with the students. They also share how college has contributed in their all-round development by laying equal emphasis on academics as well as co-curricular activities and community services.

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:

"Empowering the student-teachers with contemporary teaching skills and academic excellence"

Mission:

- To equip the student-teachers in all teaching skills with special attention to communication.
- To provide excellent resources and services to enhance the overall development of student-teachers.
- To enhance academic advancement with the global competitiveness.
- To deepen and extend knowledge about the formation and utilization of human capabilities.
- To impart need based and updated academic ambience.
- To encourage economically backward and meritorious students.

Objectives:

- To inculcate commitment towards teaching profession amongst the student-teachers.
- To equip the prospective teachers with necessary pedagogic skills.
- To develop positive attitudes towards teaching
- To inspire for life-long learning and for reaching the unreached.
- To develop skills among the student-teachers in order to integrate with the existing education system.
- To impart quality teacher training to the future teachers.
- To set up new ideas to promote the study through modern technology
- To organize different programs to enrich the competency of the student-teachers.
- To inculcate values of a good teacher and good human being.
- To prepare an individual to meet the challenges at the life.

Institutional governance is completely in tune with the vision and mission of the college. The college follows a democratic and participatory mode of governance by including all stakeholders actively in its administration. The vision and mission statements of the institution are well communicated to the

students, faculties and otherstakeholders through the institution website.The Management, Principal, faculties and administrativestaff work together to accomplish the vision and mission and objectives of the institution through the variousactivities.The Internal Quality Assurance Cell (IQAC) of the college supports in organizing various activities and helps in planning the schedule of all activities.Using the academic calendar of events provided by the affiliatinguniversity, the institution prepares the college academic calendar and action plan.

The institution has variouscommittees that oversees the entire operation of the college and meets regularly in order to ensure effective governance.IQAC monitors the activities of the committees and cells in order to ensure that the planned programs are carried out effectively and in accordance with the institutional policies and values. All the faculty members are actively participates in the decision-making bodies of the institution such as IQAC and all other committees in the college. The principal and faculties represent various committees and cells such as IQAC, code of conduct and discipline committee, anti-ragging committee, grievance redressal cell, sports and cultural committees, etc.

Every committee has a chairperson, convenerand members who deal with the relevantissues.In addition to teaching, the faculty members are actively involved in conducting various college events like orientation day, Talent hunt, cultural programmes, etc. Feedback from the teaching faculties, students, alumni, practice teaching schools, etc. helps in taking the essential and immediate progressive actions towards the welfare of the stakeholders and building a strong foundation for the institution.

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 signatureof 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 has a decentralized system in effective leadership, administration, financialand academic concerns. The college functions in a well-structured and defined
manner to ensure participative management at all levels of decision making. The college maintains transparency in academic administration.Every stakeholder has a part to play in the building and development of the institution. Management and Administration is responsible for quality initiative to promote education to academic as well as in administration. The management of the institution takes

effective steps to promote and encourage the involvement of the staff for the enhancement of institution's effectiveness and efficiency throughout the year. The College has a student's representative body and it has been named as "Student Council". In a democratic manner, many committees and cells are formed with organizational structures. Staff meetings are organized to discuss curricular and co-curricular activities to take decisions collectively communicating and accelerating the process of progress. Each faculty member is the co-ordinator of different committee which has the flexibility in decision making and implementation with the principal as the chairperson of all the committees. Most of the committees have administrative staff and student representatives as members. As the head of the institution, the principal is responsible foroverall functioning of the college. The duties of the college's administration are shared by the entire teaching and non-teaching staff. Every faculty member has the chance to carry out various duties assigned by the institution on a rotating basis. For the college's administrative and academic operations to function smoothly, teaching and non-teaching staff work as a team with mutual co-operation and in collaboration with the management and the principal. The opinions and suggestions given by the staff are considered for planning of the infrastructure and various events of the institution. The staff is granted academic liberty to develop and implement creative and innovative strategies for teaching, learning and evaluation. The college has very effectively assigned various tasks to respective teaching members and non-teaching members to promote decentralization and participatory management.

The Institutions enhance the quality at various levels - Management, Governing Council, Principal, IQAC Committee, Various Committees, Administrative and Non-teaching Staff and all the stakeholders involve in the decentralisation and participative management all are working together for efficient functioning of the Institution.

IQAC initiates the process of organizing seminars, webinars, workshops, in the area of teacher education for quality and delegates responsibilities to the concerned faculty for further designing and implementing them. Members of the IQAC suggest and pave way for achieving benchmarks to be facilitated by the governance and the faculty. It discusses staff's constructive suggestions for desirable changes in the following academic sessions. Co-ordinator of IQAC, with the support of faculty compiles the Annual Quality Assurance Report every year for easy and quick compilation of necessary documents. The administration ensures the smooth functioning in the all areas like Admissions, Account and Finance, Record Keeping, Evaluation and Supervision, and Maintenance.

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:

The institution maintains complete transparency in all of its administrative, academic, financial, and auxiliary operations by stating its vision, mission, objectives. Proper procedures are strictly followed according to UGC as well as KuvempuUniversity norms to which college is affiliated. The annual academic plan, is prepared in advance, communicated by the respective bodies. The college is democratic, highly participatory, transparent, prudent, and focused on the institution's overall growth and development.The preparation of all financial reports and information is carried out completely transparently. An internal and external audit is performed on all college financial transactions to ensure that they are accurate. An external financial audit is carried out by a chartered accountant Narendra K.V. once a year. The institution maintaining a high level of transparency in administrative tasks. IQAC monitorall the administration process and developments. During staff meetings, all teachers are informed of the decisions made by the IQAC. The Annual Quality Assurance Reports (AQAR) is published on the institution website. The composition of the different committees is also displayed on the college website.The college ensures total transparency in the admission process. At the commencement of every academic year, the college prepares the academic calendar in line with the university academic calendar of events, which is distributed to the students.Regularly, attendance reports are created and posted on the college notice board. The term exams results are posted on the notice board after each exam. The profile of the teaching staff is uploaded on the college website. The sports activities, cultural activities, and extension activities are taken care by the respective faculty and student members. The faculty members, students and non-teaching staff of the college are informed about the activities of the institution. The students' grievances are addressed by the Grievance Redressal Committee formed by the institution.

Financial Affairs:. Fee and funds available with the college are directly controlled by the Trust. Audits are periodically conducted to ensure complete transparency. Payments are made through cheques. Scholarships and other benefits available to the students are directly credited into their bank accounts. There is provision of increment in salary every year for employees appointed by management on the basis of their performance.

Academic Affairs: The College offers B.Ed course. Admission is taken on the basis of degree marks by the state government. Admission is done as per the guidelines issued by the government from time to time.

Administrative Affairs: Every employee of all cadres is part of the college administration. Teaching as well as non-teaching is given additional tasks in addition to their normal duties at the beginning of the session.

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 IQAC through discussion with all the stakeholders prepared a perspective plan in 2018 for the development of academic, administrative and overall development of the institution. The perspective plan, which is directly related to the institution's vision, mission, and objectives, is available on the college website. According to the changing academic and social environment, the institution has regularly improved facilities and elevated personnel capacities for teaching and research. The institution has successfully achieved most of the targets set in the perspective plan. The purpose of the plan was to strengthen the functioning of institution.

One of the examples of activity successfully implemented based on perspective plan is as follows:

College has regularly enhanced infrastructure and developed capacities for teaching and research of staff according to the changing academic and social environment. The purpose of the plan was to strengthen the functioning of institution. The officers of the college are governed on the principles of participation and transparencies. The college maintains an IQAC and program has been organized under IQAC. The college maintains an efficient management system to collect, align and integrate information on academic and administrative aspects of the college. The college has good practice of meeting and deciding on issues.The time-bound strategic plan so developed is effectively implemented and supported with appropriate financial allocations. The staff of the college is governed on the principles of participation and transparencies. During pandemic, the Principal has been the force behind the transition from an offline mode to an online platform, to ensure that both programmes moved forward with minimum difficulties. The college optimum use of available resources for quality enhancement.Improvement in faculties and supporting staff, capacity, efficiency and Competency. The various teacher in-charges are under the obligation of reporting the matter to the head. The college prepared development plans to its time bound execution. Prospective planning is prepared. Concern committees are assigned the work of implementation of prospective planning.Particularly, the following activities fall under the preview of the issue in hand:

- Syllabus Coverage
- Students Attendance Record
- Internal Assessment,
- Organization of CCA
- Psychology Laboratory Work
- Use of ICT and Educational Technology.
- Publishing paper in reputed journals by faculty members
- Participation in Conferences
- Organizing Workshops/Organizing Conferences
- Field Visits, Alumni interaction
- Internships for students
- MOU Activities

The above aspects are handled by the concerned respective committees headed by the head of the college. Prospective plan is developed at the beginning of the academic session. Development of programmes works on the collective wisdom of the faculty.

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 institution grows under the capable direction of the principal by the proper planning and initiation taken by the IQAC involving all the stakeholders.The institution has a well-established organizational system of governance. Transparent audit system is one of the best features of our institution. The College has an internal organizational structure that has evolved over years. The principal is the highest authority at the institution level and IQAC, supporting staff, and other various committees assist with all administrative and academic matters. The organisational structure of the institution consists of Management, Governing body, Principal, IQAC, teaching staff, non-teaching staff, students and other stakeholders. Governing body (GB) is the highest decision-making body of the institution headed by the President and Secretary. Itmanages all aspects which consist of infrastructure, academic development, financial stability, and quality assurance of the college, etc.The institution's entire functioning is under the principal's supervision and direction. The different committees are formed to assist the principal in planning, designing, implementing, and documenting the academic and non-academic activities conducted in the institution. The apex committee for developing and carrying out policies at the college level is IQAC. Faculty are directly responsible for the academic and curricular development of the students. Staff members have been designated as Criteria in charge, Chairperson or members of various committees. Students are also involved as active members of the committee. For the complete functioning of college activities, several committees are identified. The principal chairs the IQAC meetings, which are held on a regular basis.IQAC works to create and maintain quality standards for various academic and administrative tasks. IQAC is responsible for fixing quality parameters for various academic and administrative activities like monitoring the organization of class work and related academic activities. Conducting Internal Quality Audits periodically to verify the effectiveness of measures taken in reaching the quality parameters.

Various committees are constituted for the planning, preparation and execution of academic, administrative and extra-curricular purposes. Each committee consists of chairman and members. Student welfare is ensured through Placement Cell, Code of Conduct and Discipline Cell, Grievance Cell and Alumni Association also contribute to student welfare.

 All new appointments for Grant-in-Aid posts are made in a transparent way in accordance with state government orders, UGC regulations and NCTE guidelines. All vacant posts are advertised through

internal and external channels such as institution's website, social media, employees' network and local newspapers.The appointment of management paid full time faculty are made through proper interview procedure by the governing body of the institution. According to the guidelines established by the Government of Karnataka, UGC and NCTE, the service rules of the permanent staff, including appointment and promotion are governed. The institutional authority has prepared a set of rules that govern the service rules for the contractual staff.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any additional information	[View Document](#)
Link to Organogram of the Institution website	[View Document](#)
Link for additional information	[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: B. Any 5 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:

The college constituted various committees and cells for the planning and implementation of different activities. Members are selected to each committees / cells in the beginning of the academic year, for its smooth functioning. The committees/cells regularly conduct meetings to discuss pertinent issues and take appropriate decisions thereof, and the minutes of the meetings are properly recorded. All the decisions taken in the college are collective decisions involving all the stakeholders.The planning and implementation of all the activities of various bodies and committees is carried out by the members of the respective bodies through a well organized system of planning and evaluation.Various activities and plans in the college are formulated according to the guidelines of the Kuvempu University and the vision and mission of the college

The academic calendar, prospectus is prepared every year based on decision taken in the meeting which consists of number of working days, beginning and end of each semester, submission of academic records, internal exam details and important days of celebration etc. The abrupt switch to online teaching was a major concern of IQAC. During COVID pandemic, classes and webinars are conducted through digital platform. The IQAC has taken initiative to update the teachers on how to use various digital platform apps like zoom, Google classroom, Google meet, etc. are decision taken in the IQAC meeting. The IQAC decisions helped teachers to become experts in delivering their lessons online through Zoom and Google meet. The IQAC of the college played a significant role in order to ensure that the transition to online teaching-learning was a smooth one for both the teachers and the students. Special lectures are organized on women's health and hygiene and every year celebrates women's day.Efforts are always made to implement and execute all plans and decisions effectively keeping in mind the welfare of the students and the overall development of the institution.The college also provides important information on the website and notice board.Several cultural programs will be organized every Friday in Co-curricular activity period. Different houses will be constituted and each house consists of 10 students and each and every student should compulsorily participate in the cultural programme. Programmes like skit, solo song, plays, etc will be conducted. Annual sports meet will be organized in the college. Different sports are organized and the championship will be given to the winning house.

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:

In order to promote a healthy and successful working environment, welfare measures are effectively implemented for both teaching and non-teaching staff in the institution. Well being of the staff is important for effective functioning of the Institution. Faculty empowerment through participation in seminars/conferences.The College ensures the professional development of the staff by: Encouraging faculty members for participating in seminar, workshops, orientation and refresher courses. Encouraging the faculty to publish research papers in National and International journals.Institute has a well-defined performance appraisal system.

The institution cares for the overall wellbeing of its teaching and non-teaching staff. The following are existing welfare measures forteaching and non-teaching staff:

- Employment Provident Fund facility is provided to staff.
- OOD facility is provided for attending examinations, workshops, orientation courses, refreshers courses and conferences.
- All the staffs are encouraged to participate in workshops, seminars, and conferences.
- Staffs havefree access to library resources in the college.
- The institution conducts seminars for improving the competencies of the teacher educators.
- Internet and free Wi-Fi facilities are available in campus for staff.
- Earned leave encashment.
- There is a regular provision of increment to the unaided staff at the beginning of every academic year.
- Timely increment for unaided staff and other provision as per the individual need.
- Paternity leaves up to 15 days are granted to employees.
- Medical insurance for staff and their family.
- The college has well-furnished staffrooms, drinking water facility.
- Faculty is informed about their CAS and the provision to secure them whenever they are eligible.
- Aided staffs are given leave facilities as per the UGC and state level rules.
- Library resources, journals, online journals other materials required from outside the college are all made available for the staff to enrich their content.
- Teachers' day is celebrated to boost the professional morale of teachers.
- The staff can use the available infrastructural facilities for academic enrichment.

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: 13.33

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**

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	1	1	2

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: 8

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**

2021-22	2020-21	2019-20	2018-19	2017-18
1	7	0	0	0

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: 30

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**

2021-22	2020-21	2019-20	2018-19	2017-18
0	6	3	0	0

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 institution has a performance appraisal system for teaching and non-teaching staff. An effective performance appraisal system works towards the improvement of the overall institutional performance of teaching and non-teaching staff for achieving the overall institutional mission and vision.

Performance appraisal is an important aspect in maintaining and enhancing the educational quality of the institution. Additionally, it makes easier to recognize and honour staff achievements. On a regular basis faculty members' performance in teaching, conducting research, and providing services is done through self-appraisal method.The performance of each employee is assessed annually after the completion of one year of service. The objective is not only to evaluate the performance as per established norms, but also to identify potential aspects for improvement that can eventually lead to further progress and growth of the employee. Effectiveness of Academic Deliverance will be evaluated on the basis of teachers' academic deliverance in B.Ed Program, Daily attendance record of students,Course development and management, coordination with students in terms of subject deliverance, class activities, practical work, attendance issues etc. in due time line and mentoring in co-curricular like college events, workshops and Guest lectures.The college analyses and appropriately uses the assessment and evaluation and the annual appraisal outcome of both teaching and nonteaching staff. Students' feedback is a regular practice and they are free to communicate to the principal and the management.The analysis report is implemented for the betterment of the faculty and other staff, and with that the total working of the college.

Management collects and analyses students' feedback on teachers to monitor a teacher's effectiveness based on communication skills, timely completion of syllabus, provision of study materials, overallknowledge of the subject and punctuality. Teaching faculties are required to prepare and submit a self-appraisal report which lists their professional accomplishments, teaching performance, involvement in extracurricular activities, and faculty development programs. Every day, teachers are required to fill out a work-diary, which the principal checks it.A yearly report detailing administrative actions for the whole year must be given to the principal.From time to time the principal meets the non-teaching staff ingroup as well as individually to evaluate their performance. The office records are checked regularly by theprincipal and by the management and appropriate suggestions are given.Thus,the institution works hard to ensure that both its teaching staff and non-teaching staff members are well qualified and of high calibre.

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:

An effective and efficient system is in place for managing the institution's finances.The college has an established strategy for managing its finances and resource mobilization.The Institution has established a mechanism for conducting internal and external audits on the financial transactions every year to ensure financial compliance. Internal audit is conducted half yearly by the internal financial committee of the institution. The committee thoroughly verifies the income and expenditure details and the compliance report of internal audit is submitted to the management of the institution through principal. External audit is conducted once in every year by an external agency.

The financial auditing of the college is carried out annually. Theinternal audit and external financial audit are done once a year and the queries raised are resolved.Theincome and expenditure receipts and payment bills are submitted to the accounts department of the college.The balance sheet is prepared by the accounts department, and any queries are resolved.The external audit is carried out and the annual financial statements are certified byNarendra K.V, Chartered Accountant.The final audited report is uploaded on the college website and submits for various documentation purposes at the University level and NCTE. The internal and external audit of the college is up-to-date.

The mechanisms to monitor the effective and efficient use of financial resources are as follows: The college budget includes recurring expenses such as salaries, electricity, internet charges, maintenance costs, stationary, other consumable fees and non-recurring expenses such as lab purchases, furniture and other development expenses. The expenditure will be monitored by the accounting department as per the allocated budget.

The accounts of the college are audited by chartered accountant regularly as per the government rules. The auditor ensures that all payments are duly authorized after the audit, the report is sent to the management for review. Any queries, in the process of audit would be attended immediately along with the supporting documents within the prescribed time limits. The institution did not come across with any major audit objection during the preceding years. All these mechanisms exhibit the transparency being maintained in financial matters and adherence to financial discipline to avoid defalcation of funds or properties of the institution at all levels. The audited statement is duly signed by the authorities of the management and chartered accountant.

The mechanisms used to monitor effective and efficient use of financial resources are as below:

- Before the commencement of every financial year, principal submits a proposal on budget allocation, by considering the recommendations made by the heads of all the departments, to the management.
- College budget includes recurring expenses such as salary, electricity, internet charges, maintenance cost, stationery, other consumable charges etc., and non – recurring expenses like lab equipment purchases, furniture and other development expenses.
- The expenses will be monitored by the accounts department as per the budget allocated by the management.
- The depreciation costs of various things purchased in the preceding years are also worked out.

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: 1.02

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

2021-22	2020-21	2019-20	2018-19	2017-18
1.4	0.386	.798	1.20	1.30

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:

The availability of funds is essential for any organization to operate well but the mobility offund is even more important. The College has certain strategies for mobilization of funds and the optimal utilization of resources. There is no fund mobilization from any other source except than tuition fee. Tuition fee is the only source of fund generation or mobilization for the college. The fund is fully and finally utilized which are mentioned in Audit report which has been enclosed.It budgets all items of expenditure which remain transparent. Budgeting and auditing procedures are regular and standardized. The sources of income of the college are legitimate and known. Financial planning is done to ensure allocation of required funds for all the college activities. The college follows financial regulations based on the approved procedures of financial management. The resource mobilization policy and a procedure are displayed on the institutional website. The college comes under UGC Grant- in Aid and is eligible to receive financial support undervarious schemes for specific purposes.The annual budget is presented by the principal in the governing council meeting which approves thebudgetary allocation for the academic year. The budgetary allocation includes funds for the operations such as paying unaided staff salaries, developing campus infrastructure, upgrading teaching and computer equipment's, buying sports equipment's, renovation work in the college and academic activities etc.

The following are the sources of funds in the institution:

- Management provides funds for scholarships.
- The institution gets interest from its different fixed deposit schemes.
- The University provides funding for NSS activities and every year grants are released to organize NSS special camps and other regular activities. These activities completed on time, and a timely report sent to the university.

The college uses the funds for the following uses, with the management's approval to meet its various academic, administrative and infrastructuralneeds of the institution:

- To maintain the infrastructure and play field.
- To purchase materials for ICT-enabled teaching and learning.
- To purchase computer and data storage equipment for administrative and academic needs.
- To provide safe drinking water for staff and students.
- To conduct the guest lectures workshops, seminars and conferences for students and teachers.
- Library Books: The funds are utilized for purchasing the books for the library so that a rich learning resource centre can be provided to the students. as the Library is the centre of learning. The books are purchased on a regular basis for the library using the above funds in an optimal manner.
- College spends the above funds for purchase of learning material like charts, stationary material etc to conduct various activities in the college like House activities, Competitions, celebrations etc.
- College utilizes a considerable amount on Gardening which keeps the environment green and healthy. Gardening is the regular practice in the college. A considerable amount of funds is utilized on repair and maintenance of on-going wear and tear in the building.

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:

Internal Quality Assurance Cell (IQAC) of our college established in the year 2018 with the vision to initiate quality culture in the institution.It is geared to promote an ambience of creativity, innovation and improving quality.IQAC plays an important role in various quality matters of the institution. The IQAC initiates, plans and supervises various activities required to improve the quality of the education imparted in the college.The principal and members of the IQAC develop a strategy at the beginning of the session to outline quality initiatives to be implemented throughout the year.The cell makes assessment of different aspects of the functioning of the college, and monitors their functioning. It gives suggestions from time to time i.e. from beginning to the end of the course. This cell also examines and addresses the suggestions received through different modes such as verbal communicate and allied channels.Over the last five years, the institution has effectively implemented a number of quality improvement measures in both the academic and administrative domains. As a result of IQAC initiatives, many practices have become institutionalized.

The college has 4 ICT enabled classrooms. The faculty members make good use of these ICT enabled classrooms. The college has organized various training programmes for teaching and non-teaching staff using ICT. The faculty members preparing ICT enabled learning tools like PPTs, study materials, video and audio clips etc. Thecollege is a member of N-LIST which is working under INFLIBNET which gives an access to electronic journals and books. Wi-Fi facility is provided in library so that students can view and download the study materials of all subjects.

Every year the college conducts Orientation programme for all the first-year students. The programme includes introductory sessions, giving them an overview of the college life, the rules and regulations mandated for each student in the college, etc. At the beginning of the academic year, it is essential because it gives the chance to adjust their new surroundings.When a college organizes an orientation program, its three main objectives are to acquaint new students with college life, integrate them into the campus community, give faculty members a chance to connect with the new batch, and provide a clear picture of the various infrastructure resources and educational opportunities offered by the college. This programme serves as a foundation for institution success. The main objective of this programme is to bridge the gap between the faculty members and the students. Additionally, it helps students in

developing a clear picture of their future goals and what can be achieved at the end of the course.IQAC works constantly to establish newer collaborations and linkages with different organizations Updating Infrastructural facilities including physical facilities, ICT facilities, library facility with ICT integration. To intensify curricular aspects with value added course, organization skill program to intensify feedback collection, analysis and review.

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 IQAC regularly reviews the teaching-learning process and takes necessary action to improve quality of the institution. IQAC is playing a vital role in developing, sustaining, improving and enhancing the parameters of quality and institutional excellence. The institution thoroughly adheres to the academic calendar, which is prepared by the IQAC with the help of university calendar of events which is circulated and displayed on the institution website. The IQAC has begun a number of initiatives for quality assurance and improvement.

The student feedback format is prepared by IQAC and circulated to all students. Thestudents' feedback on course content, course teacher and application of digital tools is being collected from students at the end of each semester. The consolidated feedback isreviewed and analysed.

The conventional style of teaching was being used by teachers in the past.The classroom activities didn't include PPT in any way. Now a day, PPT has become a part of classroom activities. The classroom activities are becoming more engaging because of the use of this technology. Teaching becomes more effective with the use of PPT. The IQAC has made it possible to integrate new technology in the classrooms and modify the way that teaching is delivered. In the beginning, most of our teachers did not have any experience of using the PPT. But gradually they got themselves adjusted to these PPT presentations. The credit of bringing this change in the classroom activities in the college goes to the IQAC of the college.

Another modification that IQAC has made is online teaching.Due to the COVID pandemic, the online classes have been become an inevitable method of teaching the students who are at different distant places. IQAC has been making every effort to support teachers who would like to prepare online classes. The IQAC has played a significant role to organize the online classes and to provide required facilities

for teaching learning process during the pandemic. Thus, IQAC plays a key role in implementing certain important changes in the college's teaching and learning processes.

IQAC encourages students to take part in sports and cultural activities etc., Students are trained for TET exams which is very much necessary and primary eligibility to enter into the profession. On the other hand it works as a tension reliever resulting in better academic performance. More than that, one can notice positive change in the students' personality.

The IQAC has taken efforts to improve the facilities:

Internet and WI-FI facility is provided.

LCD projectors are installed in classrooms.

N-List Membership

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: 10.6

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

2021-22	2020-21	2019-20	2018-19	2017-18
17	9	7	11	9

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: B. Any 3 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](#)
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:

One of the main roles of the IQAC is to examine the teaching-learning process, administrative processes and procedures, learning outcomes on a regular basis, recommends progressiveand regular expansion, upgrades and addition of expected materials, equipment and infrastructure to ensure the institution is operating at an excellent level.The IQAC continuously monitors and takes steps to improve the qualityof the teaching-learning process in the institution.

IQAC plays an important role in assuring quality in allaspects of institutional functioning.IQAC meetings are conducted regularly to take decisions on matters pertaining to quality inacademic and administrative activities. The minutes of the meetings are written and maintained the documents properly. IQAC works as the main advisory body for all the academic and administrative units of the college. IQAC collects suggestions from various stakeholders and makes decisions after consulting its members.The Annual Quality Assurance Reports (AQAR) are prepared and submitted regularly to NAAC within thestipulated time. IQAC improves the institution's teaching and learning processes by making them more systematic and accountable. Feedback on curriculum is collected from students, teachers, alumni and practise teaching schools and analysed these collected feedbacks systematically. Students Satisfaction Survey (SSS) is conducted to ensure the satisfaction of students with the overallperformance and programmes of the college. The survey is conducted online with a set of questions provided by the NAAC and the analysis report is uploaded on the institution website. The IQAC has maintained proper documentation of all the activities conducted in the institution. Different committees and cells of the institution are encouraged by the IQAC to organizeprogrammes which helpsfor staff and students. The smooth operation of many academic activities in the institution was made possible by the measures taken by IQAC during the pandemic. IQAC assisted teachers and students move to the online learning environment.

Student teacher will be executed in IV Semester as they were assigned for practice teaching(Internship) for 100 days where students need to practice teaching in two terms in higher primary and higher secondary respectively. Student-teachers are need to practice for six weeks in higher primary and eight weeks in higher secondary. Along with regular class-room teaching they are exposed to other academic activities, co-curricular activities like conducting indoor and outdoor activities and other administrative work. This will provide them a platform to perform the teaching skill which they have acquired in the three semesters.

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:

Energy is the capacity to do work. Thecollege maintains the energy usage and conservation inside the campus such as use of electrical energy in buildings, cooking, etc. The code of conduct and Discipline committee of the college resolves its energy conservation policy with objectives and an action plan at the beginning of the session and orients the staffs and students about it. The college has made collective effort of the principal, teaching and non-teaching staff and all students keeping in mind its objectives of minimizing energy usage at the institution. In order to increase the awareness on energy conservation, the college has taken various measures such as reducing the paper use and converting to better e-technologies.Energy is conserved to reduce the cost of consumption and to preserve the limited existing resources of energy. Energy can be conserved by using energy-efficient devices and other methods to consume energy and reduce the use of energy when there is no requirement. We know that energy can neither be created nor destroyed. It can only be transformed from one form to another. So, it is important to conserve energy. Energy conservation is an inevitable requirement for sustainable development for higher education institutes.

In our area, we receive sunshine a year. Compared to the rest of the other areas, we are in the driver's seat to utilize a large portion of the sun's energy. The institute also caters to general efficiency techniques and methodologies that can be implemented in day to day function.

Energy conservation measures by the college:

- The college uses LED lighting in the campus to consume less electricity.Almost all of the institution's incandescent and CFL lighting have been replaced with energy efficient LED lights.
- The college takes special care to educate its students, faculty members and other persons in the college campus to switch off lights and fans when not in use. Students in computer laboratory are asked to turn off the screens and monitors when done using them and make sure that computers shut down completely at the end of the day.
- In bright weather, students are advised to use natural light and they keep windows and door open whenever possible. Students are provided with timely awareness of energy saving on an informal basis.
- Trees in the institution's campus play a significant role in reducing the heat and cooling costs in the environment. The trees in the college reduce energy costs by lowering air temperature, increasing humidity levels, and influencing wind speeds.
- Light colours were used to paint the walls in order to reduce the requirement of artificial lighting during the day.
- The sizes and location of windows in the college campus reduce the need for artificial lighting during day hours and every classroom and faculty room at the college has a large window.
- In order to prevent energy waste, routine maintenance is performed on all electrical appliances.

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 institution realizes that sustainable and holistic waste management is essential in order to lessen its environmental impact and provide a safe and healthy working environment for teaching and non-teaching staff, students, and other stakeholders. The campus is kept clean and green by the diligent efforts of every member at the college. The waste management policy helps to ensure limiting waste generation,segregation of wastes, responsible disposal of wastes and conversion of waste into value addedenvironment friendly products, wherever possible. In the hierarchy of waste management, waste avoidance and waste reduction must first be attempted, for which the dissemination of information on technical options should be a continuous practice. Managing waste in an environmentally sound & socially satisfactory manner is sustainable waste management. The waste management practices are differentiated following parts in the college:

Liquid waste management:

The institution manages liquid waste in a responsible manner.The disposal of liquid waste has been handled in a systematic way. The waste water and also wash basins is directlydischarged into the sewerage system which is connected to the city underground sewerage system of the water supply and sewerage board.

Solid Waste Management: The institution provides a focus on producing minimal waste and works to utilize less plastic andnon-degradablewaste.The college has adopted the strategies for the solid waste management. The use of plastic bags is prohibited in college campus. The signboards regarding ban on plastic have been posted around the campus.The waste which is produced is gathered and given to the garbage collecting vehicle of the management. The dustbins are kept in staff room, classrooms, ladies' room, library and office etc. Everyone must use dustbins to dispose of garbage and waste.The college will explore opportunities / opportunities for reuse, recovery and recycling of waste in an environmental manner. Paper waste will be recycled to get rough printouts and packing materials.

E-Waste Management:E-waste is being appropriately stored.Computer systems, monitors, electronic components used in lab equipment, printers, and other items are different e-waste components found on campus.The technical assistant handles both simple and significant repairs, which are then reused. The non-repairable items such as printers, monitor, keyboard, and CPU etc. are handed over to external agencies for recycling.It is always emphasized to repair electronic equipment rather than throwing it out.

Waste Recycling System: The institution has a well-planned system for recycling the solid waste generated in the campus. The generated solid waste is collected and separated into biodegradable and non-biodegradable categories.

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: B. Any 3 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:

The institution has an impressive green campus and gives more priority to keep the campus clean and eco-friendly. The college is committed to keeping its campus green, take environmentally friendly initiatives and increase environmental awareness among all the staff and students.

By enforcing the Prime Minister's "Swachh Bharat Mission", National College of Education is always committed to maintaining a clean college environment sets a good example to students, teachers & other staffs. Sanitation is considered as basic determinant in quality of life and human development index. The institute highlights and takes care of every basic parameter of maintenance of cleanliness likepersonal hygiene, safe water, water disposal, solid waste disposal, food hygiene and environmental sanitation.The building architecture of college is designed in such a manner that permits the free flow of air and allows natural light to cover all the corners of the building. The ample natural light therefore avoids the usage of the lights in the corridors and rooms

Maintenance of Cleanliness

The college has streamlined the effort of maintaining cleanliness by assigning work to staff members and students. With the assistance of student volunteers and support staff, teachers are given the responsibility of keeping an area of the campus clean. The support staff's involvement in cleaning tasks is appreciated, which improves their level of work engagement.Students are given instructed regarding how to dispose the waste in the bins. The college has been successful in reducing its paper usage by using technology for official communication. The college strictly avoids the use of plasticsand has implemented a complete prohibition on single-use plastics inside the campus.

Maintenance of Sanitation

The college makes sure thatall washrooms have uninterrupted water supply. The washrooms are cleaned and disinfected regularly. An adequate number of washrooms, restrooms are provided for staff and students. Separate bins for disposable materials are available for the convenience of the students. Every day, these are emptied. The college is responsible for maintaining the institution's sewage facility.

Maintenance of Green cover and Pollution free environment

The greenery in the campus calms the mind and soothes the soul. A healthy and pollution-free environment is provided on campus by plants and trees. The students plant tree saplings and consistently take care of them by watering and nourishing them. There are well-maintained trees, plants, and grass all across the campus. The campus has numerous trees which attracts the attention of every individual. To reduce plastic pollution, it is always recommended to burn pads in pad burning machine.

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: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Data as per Data Template	[View Document](#)

7.1.8

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

Response:

The college has organized various activities to leverage the local environment, locationalknowledge and resources, community practices and challenges which enhance the quality of education.National College

of Education, affiliated to Kuvempu University, is located at the prime location of Shivamogga city providing all facilities to students & visitors and is easily accessible for all. College is at an advantageous location in every aspect and provides lush green locality to students. The curriculum of the teacher education training program includes topics to address Environment Sustainability, and Social issues, which strengthen the students' content knowledge

Efforts made by the institution to leverage local environment, locational knowledge and resources, community practices and challenges:

- Student teachers are educated to use locally accessible resources more creatively and effectively in order to become resourceful teachers and provide the most engaging learning environment possible.
- Students are sent to nearby schools for observation and internship. During internship, teacher trainees have access to all scientific equipment from the laboratories for conducting practical activities related to the content in subject methodologies.
- The students are taken to visit the various places which help them to understand the diverse cultures and communities.
- The alumni experts available in the locality were identified and invited as resource persons to train the students in various activities.
- The skilled human resources available in the locality are invited to teach the students to produce socially useful products. By tapping on the resources available on the locality in terms of expertise and challenges, the institution has greatly benefitted.
- Lectures on Hazards of Poisonous Plastic, Women's Day, Field trips are arranged to make students aware of the places and environment around them and provide an opportunity to work with local people to understand their problems.
- A Swachh Abhiyaan program was organized where students are participated in cleaning the campus premises, organizing cleanliness and hygiene session for practice teaching school students.
- The pandemic was a great challenge to the community. The institution responded to this challenge by conducting online programmes on health aspects during the difficult times of COVID 19. The resource persons of these programmes helped the students, teachers and other stakeholders to maintain their health.

LOCATIONAL ADVANTAGES:

- Sufficient Green Area in vicinity of college
- Easy Accessibility to College with Connectivity via Public Transport
- 24/7 CCTV Surveillance inside and outside the college assists the community to control any anti-social activity in the college campus.

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:

National College of Education is affiliated to Kuvempu University, Shankarghatta. The college constantly works towards excellence in Education and for the welfare of students associated with the National College of Education family. Although at National College of Education, we have all our practices at best but to list any two practices considered being the best practices of the Institution the following are listed:

Best Practice I

Title of the practice: Converting Lesson as Play

Objective of the practice:

- to enhance learning competency
- To foster self-awareness and self-involvement in teaching and learning process.
- To create aesthetic awareness.
- To enhance learning confidence
- To develop logical thinking
- To develop tolerance
- To involve in creative expression

The Context:

NCF (National Curriculum Framework) 2009 drama is the process of both educational and instructive in this vision drama is the best strategy for teaching learning process in this aspect convert the content or lesson as play by using dialogs and situations. When we convert lesson as play or drama surely it gives good result in learning as well as teaching activities in every secondary level subjects teacher gently use the lesson as play strategy(subjects like humanities, language, physical science and also biological science.) but the thing is teacher at least have minimum theatre awareness.

Practice: National College of Education has adopted a innovative method of teaching which enhances happy learning among students.

Lesson Plan Development: Student teachers were introduced to the concept of "lesson as play" and guided in developing lesson plans that incorporated playful elements to enhance student engagement, curiosity, and active participation.

Implementation in Schools: The developed lesson plans were implemented in classrooms across partner schools. Student teachers led the lessons while incorporating playful activities, interactions, and creative exercises.

Best Practice II:

Title of the practice: Street Play

Objective of the practice:

- To raise awareness
- To educate the audience
- To highlight real life scenarios
- To promote digital well being

The Context:

It is the dire need of the hour to develop awareness about different social evils and its effects on individuals in particular and on society in general. So, National College of Education has practiced an innovative method of developing awareness about different social evils through 'Street Play'. In this

impactful street plays titled "Sari Nade" and "Saridariyanarasi" performed by student-teachers of National College of Education, on the streets of different villages showcase the concerning addiction to mobile and social media among their peers. Through relatable characters and emotional scenes, they depict the negative impact on relationships, academics, and mental health.

Practice:

Student teachers of National College of Education perform street plays showcasing the detrimental effects of mobile and social media addiction. With creative storytelling and relatable characters, the performance educates society on responsible technology usage. By sparking dialogue and fostering mindfulness, these student teachers inspire positive change, promoting a healthier digital lifestyle for a happier and more connected future.

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:

The Vision, Mission and Objectives of the institution clearly points towards a value based education based on the curriculum of the affiliating university. The college has a strong bonding with the local people. This includes a number of minorities and marginalized section students. The college successfully implemented the semester system which was introduced by Kuvempu University. The focus is on skill development, career oriented programs through value added courses. This college caters to the needs of rural students also.

Newspaper Reading

The practice of reading newspapers in National College of Education has been recognized as an effective tool for enhancing students' language proficiency, critical thinking skills, and general knowledge. This report aims to provide an overview of the implementation and significance of Kannada and English newspaper reading in the assembly of a teacher education college.

Implementation of Kannada and English Newspaper Reading: National College of Education has incorporated newspaper reading into its assembly routine. Every morning, students, faculty, and staff gather for a college assembly, in that students read newspapers in both Kannada and English. Care is

taken to ensure access to diverse newspapers that cover a wide range of topics, including current affairs, education, politics, science, and culture.

TET Questions

During a specific period, a student in a National College of Education took the initiative to ask Teacher Eligibility Test (TET) questions daily in the general assembly to other student teachers. This report aims to provide an overview of this recurring activity, its impact on the college community, and the potential outcomes of such an initiative.

Assembly Talk

The daily assembly talks conducted by student teachers at National College of Education have proven to be an invaluable addition to the college's academic calendar. These talks, held every day, cover a diverse range of special topics, chosen and presented by student teachers. This report aims to provide an overview of the significance and impact of these assembly talks

National College of Education aspires to be a leading Institution and it is one of the oldest institutions offering quality teacher education to enlighten, emancipate and empower the student-teacher fraternity and to foster lifelong learning. It is believed that our future is a link to the present, so it is our duty to sensitize the young generation of the country about personal, social, local & global issues.

It is our vision and priority to provide our students a healthy and quality environment that helps to develop their core skills which in turn develops their critical thinking skills. We at National College of Education celebrate all the National Days along with the Environment day, Constitutional day, Sadhbhavana Day etc to make students aware of our surroundings.

The number of girl students also remains good in college. The main focus of the institution remains on the betterment and welfare of the girl students. Women-oriented programs are frequently organized in the college to motivate the girls. The college administration always endeavours to provide such girls a good platform to exhibit their talents in different activities in the college. A sanitary vending machine has been installed in the college.

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 vision and mission statements of the institution are well communicated to the students, faculties and other stakeholders through the institution website. The Management, Principal, faculties and administrative staff work together to accomplish the vision and mission and objectives of the institution through the various activities. The Internal Quality Assurance Cell (IQAC) of the college supports in organizing various activities and helps in planning the schedule of all activities. Using the academic calendar of events provided by the affiliating university, the institution prepares the college academic calendar and action plan.

College has regularly enhanced infrastructure and developed capacities for teaching and research of staff according to the changing academic and social environment. The purpose of the plan was to strengthen the functioning of institution. The officers of the college are governed on the principles of participation and transparencies.Faculty represent themselves as members of the Board of Studies, Board of Examiners.

Concluding Remarks :

The Institution always strives to achieve its vision, mission and objectives by implementing novel teaching techniques. The College provides ample opportunity for the student-teachers to explore their hidden talent through various activities. The primary concern of the college is to make their students academically excellent, socially responsible, humane and an effective teacher. Student-teachers are trained to transform their hidden potentials into realities, develop a holistic personality with productive thinking. The college utilizes the indigenous resources to make the teaching-learning process effective. Student-teachers are taught to integrate the values of different concern in their teaching-learning process by rendering integrated lessons. Several extensional activities are conducted by the college to enhance the arena of knowledge of the student-teachers in teaching field in particular and in their life culture in general. Most of the students are from rural areas and are economically backward, hence the major goal of the institution is to provide the excellent education for those students.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.2.3	**Percentage of Students enrolled in the Value-added courses mentioned at 1.2.2 during the last five years** 1.2.3.1. **Number of students enrolled in the Value – added courses mentioned at 1.2.2 during the last five years** Answer before DVV Verification: 	2021-22	2020-21	2019-20	2018-19	2017-18
---	---	---	---	---
78	0	0	0	0 | Answer After DVV Verification : | 2021-22	2020-21	2019-20	2018-19	2017-18
---	---	---	---	---
76	0	0	0	0	 Remark : Input is edited as per the given clarification documents by HEI , Number of students enrolled in the Value – added courses mentioned at 1.2.2 for last five years .

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**
	
	    Answer before DVV Verification : A. All of the above
	    Answer After DVV Verification: B. Any 4 of the above
	  Remark : Input is edited as per the supporting documents.

2.1.2	**Percentage of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the last five years..**
	
	    2.1.2.1. **Number of students enrolled from the reserved categories during last five years..**
	    Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
32	35	46	41	42

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
38	35	46	41	42

Remark : Input is edited as per the given clarification documents by HEI , Number of students enrolled from the reserved categories for last five years.

2.1.3

Percentage of students enrolled from EWS and Divyangjan categories during last five years

2.1.3.1. **Number of students enrolled from EWS and Divyangjan categories during last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
43	42	48	49	45

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
3	2	1	4	0

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
6	6	6	6	6

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
6	6	6	6	6

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
2	2	4	6	4

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
3	2	3	4	3

Remark : Input is edited as per the given clarification documents by HEI .

| 3.3.1 | **Average number of outreach activities organized by the institution during the last five years..**

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
12	7	6	10	18

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
7	2	2	1	2

Remark : Input is edited as per the given clarification documents by HEI .

| 3.3.2 | **Percentage of students participating in outreach activities organized by the institution during the last five years**

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
81	83	90	88	81

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
80	79	79	79	79

Remark : Input is edited as per the given clarification documents provided by HEI .

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**

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
81	83	90	88	81

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
80	79	79	79	79

Remark : Input is edited as per the given clarification documents provided by HEI .

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
16	4	6	6	4

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

Remark : Input is edited as per the given clarification documents provided by HEI , As per SOP awards are to the institution and not to the individual and for extension activities only , So the value may be 0 for all five years .

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
16	4	10	13	7

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
4	1	5	3	1

Remark : Input is edited as per the clarification documents provided by HEI .

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.** 4.1.2.1. **Number of classrooms and seminar hall(s) with ICT facilities** Answer before DVV Verification : 4 Answer after DVV Verification: 3 4.1.2.2. **Number of Classrooms and seminar hall(s) in the institution** Answer before DVV Verification : 6 Answer after DVV Verification: 6 Remark : Input is edited as per the clarification documents provided by HEI .

4.1.3	**Percentage of expenditure excluding salary for infrastructure augmentation during the last five years** 4.1.3.1. **Expenditure for infrastructure augmentation excluding salary during the last five years (INR in lakhs)** Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
0.31	0.06	0	0.06	0

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0.314	0.064	0	0.065	0

Remark : Input is edited as per the given clarification documents provided by HEI .

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** Answer before DVV Verification : B. Any 3 of the above

Answer After DVV Verification: C. Any 2 of the above

Remark : Input is edited as per the given clarification documents by HEI .

4.2.4	**Average annual expenditure for purchase of books, journals, and e-resources during the last five years (INR in Lakhs)** 4.2.3.1. **Annual expenditure for purchase of books, journals and e-resources during the last five years. (INR in Lakhs)** Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
0.02	0.02	0.12	0.52	0.34

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0.046	0.029	0.125	0.522	0.0346

Remark : Input is edited as per the given clarification documents by HEI .

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** Answer before DVV Verification : B. Any 3 of the above Answer After DVV Verification: D. Any 1 of the above Remark : Input is edited as per the given clarification documents by HEI .

4.4.1	**Percentage expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in Lakhs)** 4.4.1.1. **Expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in lakhs)** Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
4.4	1.2	3.5	3.4	4.02

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
2.16	1.24	3.58	3.41	4.02

	Remark : Input is edited as per the given clarification documents by HEI .
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** Answer before DVV Verification : B. Any 4 or 5 of the above Answer After DVV Verification: C. Any 2 or 3 of the above Remark : Input is edited as per the given clarification documents provided by HEI .
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** Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. Any 3 or 4 of the above Remark : Input is edited as per the given clarification documents provided by HEI.
5.2.1	**Percentage of placement of students as teachers/teacher educators** 5.2.1.1. **Number of students of the institution placed as teachers/teacher educators during the last five years** Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
12	7	7	1	3

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18

4	4	0	0	2

Remark : Input is edited as per the given clarification documents provided by HEI .

5.2.2	**Percentage of student progression to higher education during the last completed academic year** 5.2.2.1. **Number of outgoing students progressing from Bachelor to PG.** Answer before DVV Verification : 37 Answer after DVV Verification: 8 5.2.2.2. **Number of outgoing students progressing from PG to M.Phil.** Answer before DVV Verification : 0 Answer after DVV Verification: 0 5.2.2.3. **Number of outgoing students progressing from PG / M.Phil to Ph.D.** Answer before DVV Verification : 0 Answer after DVV Verification: 0 Remark : Input is edited as per the given clarification documents provided by HEI .

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
19	17	14	8	8

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
22	34	2	8	1

Remark : Input is edited as per the given clarification documents provided by HEI .

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
23	21	0	8	8

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
14	12	0	8	8

Remark : Input is edited as per the documents provided by HEI .

| 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

Answer before DVV Verification : A. Any 6 or more of the above
Answer After DVV Verification: B. Any 4 or 5 of the above
Remark : Input is edited as per the documents provided by HEI . |
|---|---|
| 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**

Answer before DVV Verification : A. Any 6 or more of the above
Answer After DVV Verification: B. Any 5 of the above
Remark : Input is edited as per the documents provided by HEI . |
| 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**

   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**
        Answer before DVV Verification: |

2021-22	2020-21	2019-20	2018-19	2017-18
0	6	4	0	0

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0	6	3	0	0

Remark : Input is edited as per the documents provided by HEI .

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)**

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
1.4	0.3	2.5	1.3	4.5

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
1.4	0.386	.798	1.20	1.30

Remark : Input is edited as per the documents provided by HEI .

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
20	9	9	11	11

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
17	9	7	11	9

Remark : Input is edited as per the documents provided by HEI .

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**

Answer before DVV Verification : A. Any 4 or more of the above

Answer After DVV Verification: B. Any 3 of the above

Remark : Input is edited as per the documents provided by HEI .

2.Extended Profile Deviations

ID	Extended Questions
1.6	**Number of students enrolled(admitted) year-wise during the last five years..** Answer before DVV Verification: <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>43</td><td>42</td><td>48</td><td>49</td><td>45</td></tr></table> Answer After DVV Verification: <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>43</td><td>42</td><td>48</td><td>49</td><td>45</td></tr></table>
2.1	**Total expenditure excluding salary year wise during the last five years (INR in lakhs)..** Answer before DVV Verification: <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>5.01</td><td>1.48</td><td>4.63</td><td>4.24</td><td>7.24</td></tr></table> Answer After DVV Verification: <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>52.02</td><td>76.10</td><td>48.61</td><td>48.68</td><td>36.24</td></tr></table>