



YEARLY STATUS REPORT - 2020-2021

Part A	
Data of the Institution	
1.Name of the Institution	National College of Education
• Name of the Head of the institution	Dr Chidananda N K
• Designation	In charge Principal
• Does the institution function from its own campus?	Yes
• Alternate phone No.	08182223407
• Mobile No:	8867002122
• Registered e-mail ID (Principal)	svknce@gmail.com
• Alternate Email ID	chidanandank@gmail.com
• Address	NES Campus, Balaraj Urs Road, Shivamogga
• City/Town	Shivamogga
• State/UT	Karnataka
• Pin Code	577201
2.Institutional status	
• Teacher Education/ Special Education/Physical Education:	Teacher Education
• Type of Institution	Co-education
• Location	Urban

• Financial Status	Grants-in aid				
• Name of the Affiliating University	Kuvempu University				
• Name of the IQAC Co-ordinator/Director	Dr. Manju.N.D.				
• Phone No.	9738066565				
• Alternate phone No.(IQAC)					
• Mobile (IQAC)					
• IQAC e-mail address	svknce@gmail.com				
• Alternate e-mail address (IQAC)					
3.Website address	www.nesbedcollege.org				
• Web-link of the AQAR: (Previous Academic Year)					
4.Whether Academic Calendar prepared during the year?	Yes				
• if yes, whether it is uploaded in the Institutional website Web link:					
5.Accreditation Details					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	B++	84	2004	16/09/2004	16/09/2009

6.Date of Establishment of IQAC		16/09/2004		
7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNMTT etc.				
Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
Nil	Nil	Nil	Nil	Nil
8.Whether composition of IQAC as per latest NAAC guidelines		No		
<ul style="list-style-type: none"> • Upload latest notification of formation of IQAC 		No File Uploaded		
9.No. of IQAC meetings held during the year		2		
<ul style="list-style-type: none"> • Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? 		Yes		
<ul style="list-style-type: none"> • (Please upload, minutes of meetings and action taken report) 		View File		
10.Whether IQAC received funding from any of the funding agency to support its activities during the year?		No		
<ul style="list-style-type: none"> • If yes, mention the amount 				
11.Significant contributions made by IQAC during the current year (maximum five bullets)				
<p>01. IQAC has taken initiatives to motivate the teachers to undertake research activity, to publish books and articles. 02. IQAC has taken initiatives for the teachers to participate in seminars, conferences and workshops. 03. IQAC has enthused the teacher to conduct orientation programme for the fresher's in the college. 04. IQAC has enthused the teacher to participate different programmes for the benefit of the students. Such as, workshops, state level, university level and college seminar and special lectures, etc., 05. IQAC has taken initiative to develop an institutional web portal to capture all the data and get the report online. 06. IQAC has promoted teacher to conduct various need based programmes and make those</p>				

programmes to get conducted successfully. 07. IQAC has taken initiative to analysis feedback from various stakeholders. 08. IQAC has implemented the process of maintaining teacher's diaries (Lecture Plan). 09. To strengthen our library, new and used (but in good condition) books are collected from students, staff and public. 10. IQAC has insisted and encouraged the use of ICT for enhancing the quality of teaching learning process. 11. IQAC has also contributed in the internal examination reforms.

12. Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year (web link may be provided).

Plan of Action	Achievements/Outcomes
Salient Features of National Education Policy (NEP) -2020, On Teacher Education in Futuristic Vision"	To Help the students in developing knowledge and understanding towards Internship
To Enrich Library	Purchased new library books as per revised curriculum. Using e-lib software for accessing issuing books to students & facilities.
Procuring students feedback	Feedback about the college and teachers was taken from students.
Introduction of placement cell	Better placement of B. Ed qualified students.
Psychology practical classes	To make students psychologically healthy and strong.

13. Whether the AQAR was placed before statutory body?

Yes

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
Due to COVID-19 Governing Council meeting was not held in 2019-20	Nil

14. Whether institutional data submitted to AISHE

Year	Date of Submission
Due to COVID-19 AISHE was not filled in 2019-20	Nil

Extended Profile**2.Student**

2.1	90
Number of students on roll during the year	

File Description	Documents
Data Template	View File

2.2	50
Number of seats sanctioned during the year	

File Description	Documents
Data Template	View File

2.3	27
Number of seats earmarked for reserved categories as per GOI/State Government during the year:	

File Description	Documents
Data Template	View File

2.4	42
Number of outgoing / final year students during the year:	

File Description	Documents
Data Template	View File

2.5 Number of graduating students during the year	42
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File Description	Documents
Data Template	View File

2.6	83
Number of students enrolled during the year	

File Description	Documents
Data Template	View File

4. Institution

4.1	1,66,102
Total expenditure, excluding salary, during the year (INR in Lakhs):	

4.2	47
Total number of computers on campus for academic purposes	

5. Teacher

5.1	13
Number of full-time teachers during the year:	

File Description	Documents
Data Template	View File
Data Template	View File

5.2	00
Number of sanctioned posts for the year:	

Part B

CURRICULAR ASPECTS

1.1 - Curriculum Planning

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

Response:

The National College of Education is affiliated to Kuvempu University Shankarghatta so the revision of Curriculum will not be done by the College level. College has a practice of discussion with

staff members about the curriculum on the basis of the students' feedback about their difficulties in understanding the subject or answering the question.

The college may write to the University about the difficulties experienced by the students and the faculty opinion on the curriculum.

File Description	Documents
Details of a. the procedure adopted including periodicity, kinds of activities b. Communication of decisions to all concerned c. Kinds of issues discussed	No File Uploaded
Plan developed for the academic year	No File Uploaded
Plans for mid- course correction wherever needed for the academic year	No File Uploaded
Any other relevant information	No File Uploaded

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

A. All of the above

File Description	Documents
Data as per Data Template	View File
List of persons who participated in the process of in-house curriculum planning	No File Uploaded
Meeting notice and minutes of the meeting for in-house curriculum planning	No File Uploaded
A copy of the programme of action for in- house curriculum planned and adopted during the academic year	No File Uploaded
Any other relevant information	No File Uploaded

1.1.3 - While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) for all programmes offered by the institution, which are stated and communicated to teachers and students through Website of the Institution Prospectus Student induction programme Orientation programme for teachers

A. All of the Above

File Description	Documents
Data as per Data Template	View File
URL to the page on website where the PLOs and CLOs are listed	Nil
Prospectus for the academic year	No File Uploaded
Report and photographs with caption and date of student induction programmes	No File Uploaded
Report and photographs with caption and date of teacher orientation programmes	No File Uploaded
Any other relevant information	No File Uploaded

1.2 - Academic Flexibility

1.2.1 - Curriculum provides adequate choice of courses to students as optional / electives

including pedagogy courses for which teachers are available**1.2.1.1 - Number of optional / elective courses including pedagogy courses offered programme-wise during the year****2 optional courses**

File Description	Documents
Data as per Data Template	View File
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	No File Uploaded
Academic calendar showing time allotted for optional / electives / pedagogy courses	www.nesbedcollege.org
Any other relevant information	Nil

1.2.2 - Number of value-added courses offered during the year**01****1.2.2.1 - Number of value-added courses offered during the year****01**

File Description	Documents
Data as per Data Template	View File
Brochure and Course content along with CLOs of value-added courses	No File Uploaded
Any other relevant information	No File Uploaded

1.2.3 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year**81****1.2.3.1 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year****81**

File Description	Documents
List of the students enrolled in the value-added course as defined in 1.2.2	No File Uploaded
Course completion certificates	No File Uploaded
Any other relevant information	No File Uploaded

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

All of the above

File Description	Documents
Data as per Data Template	View File
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses as per Data Template	No File Uploaded
Document showing teachers' mentoring and assistance to students to avail of self-study courses	No File Uploaded
Any other relevant information	No File Uploaded

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

0

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

0

File Description	Documents
Data as per Data Template	View File
Certificates / evidences for completing the self-study course(s)	No File Uploaded
List of students enrolled and completed in self study course(s)	No File Uploaded
Any other relevant information	No File Uploaded

1.3 - Curriculum Enrichment

1.3.1 - Curriculum of the institutions provides opportunities for the students to acquire and demonstrate knowledge, skills, values and attitudes related to various learning areas Describe the curricular thrusts to achieve the following in not more than 100 - 200 words each A fundamental or coherent understanding of the field of teacher education Procedural knowledge that creates teachers for different levels of school education skills that are specific to one's chosen specialization Capability to extrapolate from what one has learnt and apply acquired competencies Skills/Competencies such as: Emotional Intelligence, Critical Thinking, Negotiation and Communication Skills, Collaboration with others, etc.

Response:

Teachers are need to be acquaint with variety of skills for the self-development and also for the all round development of the child. They also need superior interpersonal skills, such as patience and the ability to remain calm in stressful situations. Collaborative skills enable them to work productively with their colleagues.

Teacher education is the process of attending to people's needs, experiences and feelings, and intervening so that they learn particular things, and go beyond the given.

The most commonly used interventions in the teaching-learning process are questioning, listening, giving information, explaining some phenomenon, demonstrating a skill or process, testing understanding and capacity, and facilitating learning activities.

It is clear that to get expertise, content is must so mastering content is one the needs. As coaches we need to know about our game; Regarding faith, practice and teachings as religious teachers; And, as pedagogy, ethics, human development and development and social life. Good teachers have a deep knowledge of the subjects they teach, and when teachers 'knowledge falls below a certain level, it is a significant barrier to students' learning.

Procedural knowledge that creates teachers for different levels of school education skills that are specific to ones chosen specialization

1. Enjoy communicating your understanding to others.
2. Have confidence: You will need the confidence to look calm and professional even when tired and stressed.
3. Have great organisational skills
4. Work effectively in groups
5. Be able to deal with conflict
6. Motivate your students to do their best
7. Empathise with your Students
8. Give feedback

Emotional Intelligence, Critical Thinking, Negotiation and Communication Skills

Emotional intelligence is the ability to understand, use and manage one's emotions in a positive way to overcome stress, communicate effectively, empathize with others, overcome challenges and thwart conflict. According to Daniel Goleman, an American psychologist who helped to popularize emotional intelligence, there are five key elements to it:

Self-awareness. Self-regulation.

Motivation.

Empathy.

Social skills.

Critical thinking is a core academic skill that teaches the budding teachers to question or reflect on their own knowledge and information. This skill is required for students working on assignments and conducting research. It is also an invaluable skill in many workplace scenarios. Critical steps to improve critical thinking include analysis, interpretation, current, and evaluation.

Negotiators communicate to clarify their preferences, attitudes and perspectives, to exchange information and to persuade the other side of their ideas and beliefs. For these reasons, communication ability is considered an important skill in a negotiator.

File Description	Documents
List of activities conducted in support of each of the above	No File Uploaded
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded
Photographs indicating the participation of students, if any	No File Uploaded

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

Response:

Diversity is everything that makes people different from each other. This includes many different factors: race, ethnicity, gender, sexual orientation, socio-economic status, ability, age, religious belief or political belief. In the classroom context also we can see diversities and it should be addressed respected. Children go to school to be prepared for the workforce, so teaching must effectively address and embrace the realities that come with living and working in a diverse school, community and country. Diversity in the classroom doesn't just improve social skills, it can also have an impact on academic results. It improves critical thinking skills and encourages academic confidence.

7 ways to encourage a culture of diversity in your school

1. Examine your teaching materials
2. Get to know students each other
3. Be willing to address inequality
4. Connect with parents and community

5. Meet diverse learning needs

6. Hire diversely

7. Support professional development opportunities

File Description	Documents
Action plan indicating the way students are familiarized with the diversities in Indian school systems	No File Uploaded
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

1.3.3 - Students derive professionally relevant understandings and consolidate these into their professional acumen from the wide range of curricular experiences provided during Teacher Education Programme Describe the efforts made by the institution to enable students to develop understanding of the interconnectedness of the various learning engagements and to make them ready for the professional field in not more than 100-200 words

Response:

National College of Education follows the curriculum in a way as to provide varied experiences to the students. In order to achieve this aim students are given professional training in teaching by the following measures: The college follows student-centred approach, an approach to education focusing on the needs of the students. The college follows and promotes the teaching methods such as active learning, cooperative learning, and inductive teaching and learning: inquiry-based learning, problem-based learning, projectbased learning, discovery learning, etc. It seeks to promote.

- Collaborative group learning, both inside and outside the classroom;
- Individual student research and discovery;
- Research and discovery by students and faculty together: When discussing social development, prospective teachers in one program reflect on their own social development and on the ways in which their teachers influenced them. This introspection helps prospective teachers examine their own beliefs and learn how these beliefs might influence their future work with families. For example, one faculty member teaches about issues of power in society (gender, caste and minority status, for example) by asking students to analyze

their own cultural perspectives (such as their cultural history, language, and literacy).

- In one program, prospective teachers are asked to look at their own cultural experiences and history, think about the match between their family, community culture and their school culture, and then discuss ways in which some children's home and school cultures differ.

In addition to above

- Teaching skills are taught through Micro Teaching and Mega lessons, five lessons per teaching subject. Experts are also invited to deliver lectures on micro and macro teaching before commencement of practice teaching.
- Student teachers develop 'School Profile.' They visit school, observe daily routine, and also interact with the permanent teaching staff of the of practice teaching schools.
- In the course of practice teaching, the student teachers participate in all the curricular and extra curricular activities of the school and assist the school teachers in decorations, conducting morning assembly arranging sport events, annual day celebration etc.

File Description	Documents
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

1.4 - Feedback System

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

All of the above

File Description	Documents
Sample filled-in feedback forms of the stake holders	No File Uploaded
Any other relevant information	No File Uploaded

1.4.2 - Feedback collected from stakeholders is processed and action is taken; feedback

Feedback collected, analyzed and action taken

process adopted by the institution comprises the following

File Description	Documents
Stakeholder feedback analysis report with seal and signature of the Principal	No File Uploaded
Action taken report of the institution with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

50

2.1.1.1 - Number of students enrolled during the year

42

File Description	Documents
Data as per Data Template	View File
Document relating to sanction of intake from university	View File
Approval letter of NCTE for intake of all programs	View File
Approved admission list year-wise/ program-wise	View File
Any other relevant information	No File Uploaded

2.1.2 - Number of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the year

7

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

35

File Description	Documents
Data as per Data Template	View File
Copy of letter issued by State Govt. or Central Govt. indicating the reserved categories (Provide English version)	View File
Final admission list published by the HEI	View File
Admission extract submitted to the state / university authority about admissions of SC, ST, OBC students every year	No File Uploaded
Any other relevant information	No File Uploaded

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

0

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

0

File Description	Documents
Data as per Data Template	View File
Certificate of EWS and Divyangjan	No File Uploaded
List of students enrolled from EWS and Divyangjan	View File
Any other relevant information	View File

2.2 - Honoring Student Diversity

2.2.1 - Assessment process is in place at entry level to identify different learning needs of students and their level of readiness to undergo professional education programme and also the academic support provided to students Describe the assessment process at entry level to identify different learning needs of students and their level of readiness to undergo professional education programme and also the academic support provided to students, in not more than 100-200 words.

Assessment is vital to the education process and it is very necessary for professional education. In our institution we adopt formative and Continuous and Comprehensive Evaluation (CCE) for entry level student teachers to identify different learning needs and their level of readiness to undergo professional education

programme. The college conducts every possible measure to assess the learning levels of its students. The students are counseled, guided and oriented at the time of admission to make them aware about the course, mode of internal assessment, external assessment, curricular and co-curricular activities, rules and regulations of the institution as well as facilities available in the college and are also published in the college website which is provided to the students before the beginning of academic sessions. At the beginning of course teachers assess the learning levels of the students in the class, their knowledge about the course and accordingly special programmes for advanced learners and slow learners are planned. Remedial and extra classes are conducted for advanced and slow learners. Opportunity is also given to the students for changing their options if they are not able to cope with the pedagogy they selected. Teachers remain available in college to clear the doubts and counsel the students even on a one to one basis. Advanced learners are encouraged to become class mentors. Extension lectures and exposure visits to different schools and colleges, power projects, archeological sites, diversity rich areas, and universities are regularly conducted.

File Description	Documents
Documentary evidence in support of the claim	No File Uploaded
Documents showing the performance of students at the entry level	No File Uploaded
Any other relevant information	No File Uploaded

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

All of the above

File Description	Documents
Data as per Data Template	View File
Relevant documents highlighting the activities to address the student diversities	No File Uploaded
Reports with seal and signature of Principal	No File Uploaded
Photographs with caption and date, if any	No File Uploaded
Any other relevant information	No File Uploaded

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

Four of the above

File Description	Documents
Relevant documents highlighting the activities to address the differential student needs	No File Uploaded
Reports with seal and signature of the Principal	No File Uploaded
Photographs with caption and date	No File Uploaded
Any other relevant information	No File Uploaded

2.2.4 - Student-Mentor ratio for the academic year

11:1

2.2.4.1 - Number of mentors in the Institution

11

File Description	Documents
Data as per Data Template	View File
Relevant documents of mentor-mentee activities with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

2.3 - Teaching- Learning Process

2.3.1 - Multiple mode approach to teaching-learning is adopted by teachers which includes experiential learning, participative learning, problem solving methodologies, brain storming, focused group discussion, online mode, etc. for enhancing student learning Describe the varied modes of learning adopted and their basic rationale for adopting such learning mode/s for different courses of each programme in not more than 100-200 words.

Multiple mode approach

Our college is ensuring the use of student-centered methods such as experiential, participatory learning and problem-solving methods in the teaching-learning process. The following activities are being regularly conducted by the college to make learning activities more student-centric.

Experimental learning: Our college is giving all students the occasion to assume a job as a teacher and have insight of educating in the class room. We are assigning different assignments to the students to provide first hand experience through feild works. It is assisting the students with improving their insight, introduction abilities and personality enhancement.

Participant Learning: Our College is utilizing participatory learning to figure out the students' urge towards teaching-learning process through participatory learning mode . College is utilizing the accompanying member learning strategies like Group Discussion, Small Group Exercise, Assignment, Allocation, Quiz, Case Study, Project and so on.

Problem Solving Methodologies: Case studies are provided to improve critical thinking, creativity and problem solving skills among students and are asked to prepare Assignments by various departments.

Brainstorming as teaching strategy

- First, a small group of students is formed. They are

approached to sit in a group and are given a specific issue or point.

- Teacher, as the group leader, then ask group members to think about the problem and give their ideas. They are advised to find as many solutions to the problem as they can find.
- They are told not to condemn others thoughts however they are allowed to make considerations to others thoughts.
- Students are encouraged to put forward suggestions without hesitation even if they seem to come up with unusual and unorthodox ideas.
- Students thoughts are to be tuned in and acknowledged quietly, without passing any judgment or remark of any kind until the session is finished.

Focused Group Discussion: In this strategy, students from similar streams like Science, Arts together to discuss a specific topic of interest. It is a form of qualitative research where questions are asked about their perceptions attitudes, beliefs, opinion or ideas. In focus group discussion participants are free to talk with other group members; unlike other research methods it encourages discussions with other participants. It generally involves group interviewing in which a small group of usually 8 to 12 students. It is led by a teacher in a loosely structured discussion of various topics of interest.

Online mode: Nearly all teachers are using Google Classroom and various applications like zoom, googlemet applications to teach their respective subjects. Whats App 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	Documents
Course wise details of modes of teaching learning adopted during the academic year in each programme	No File Uploaded
Any other relevant information	No File Uploaded

2.3.2 - Number of teachers integrating ICT (excluding use of PPT) for effective teaching with Learning Management Systems (LMS), Swayam Prabha etc., Learning Resources and others excluding PPT during the year

9

File Description	Documents
Data as per Data Template	View File
Link to LMS	Nil
Any other relevant information	No File Uploaded

2.3.3 - Number of students using ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning, during the academic year

81

File Description	Documents
Data as per Data Template	View File
Programme wise list of students using ICT support	No File Uploaded
Documentary evidence in support of the claim	No File Uploaded
Landing page of the Gateway to the LMS used	No File Uploaded
Any other relevant information	No File Uploaded

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

Five/Six of the above

File Description	Documents
Data as per Data Template	View File
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	No File Uploaded
Geo-tagged photographs wherever applicable	No File Uploaded
Link of resources used	Nil
Any other relevant information	No File Uploaded

2.3.5 - Continual mentoring is provided by teachers for developing professional attributes in students Describe in not more than 100-200 words the nature of mentoring efforts in the institution with respect to working in teams dealing with student diversity conduct of self with colleagues and authorities balancing home and work stress keeping oneself abreast with recent developments in education and life

The 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. They are also encouraged to strengthen their academic self autonomy irrespective of the methodology. Students have been encouraged to visit and interact with some areas to prepare their project work and fulfill the academic purpose. 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 duty of the class teacher is to look after the problems and doubts of the students. If possible teacher can bring to the notice of the principal and provide facilities and solve the students' grievances. Ladies rest room is made available for students. Sports room and auditorium are available in the college. The act of notes making is encouraged for the students by referring books. Even personal copies of books are given to students. Students who lag behind in studies are given extra support. Study tours are encouraged to avail the first hand experience of the situation. 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. A kind of study circle is formed both by teachers and students to upgrade their knowledge. As a result, the college has got good results at the university exams. Not only the academic aid is given by the teacher mentors, but the students are encouraged to take part in co curricular activities. They are encouraged 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. Spoken English classes are also conducted to improve the English communication skill among the students. 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.

File Description	Documents
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

<p>2.3.6 - Institution provides exposure to students about recent developments in the field of education through Special lectures by experts Book reading & discussion on it Discussion on recent policies & regulations Teacher presented seminars for benefit of teachers & students Use of media for various aspects of education Discussions showcasing the linkages of various contexts of education- from local to regional to national to global</p>	<p>Five/Six of the above</p>
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File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the selected response/s	View File
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	No File Uploaded
Any other relevant information	No File Uploaded

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

Innovation, Creativity, and Learning

Innovation in education encourages teachers and students to explore, research and use all the tools to uncover something new. It involves a different way of looking at problems and solving them. The thinking process that goes into it will help students develop their creativity and their problem solving skills.

Creativity and innovation are fundamental to all disciplines and an essential part of the learning process, forming an important dimension of learning how to learn. They are also fundamental to teachers improving their professional practice and to school development.

Learning involves challenging, refining and improving and understanding by being made to think hard. Sometimes, to understand new concepts and broaden perspectives, our approaches to thinking need to be creative, imaginative and lateral, as well as linear. One characteristic of the creative process that makes it particularly powerful is that it requires not only knowledge and understanding of the domain being investigated, but also a willingness to question and not be constrained by existing knowledge. Learners should understand how they can question or challenge established knowledge to help them to formulate their own understanding, and imagination can play an important role: '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. It is vital that learners have sufficient understanding of the material with which they are being asked to be creative. Creative practice needs to complement diligent and deliberate practice that develops foundational skills - not be a substitute for it.

An alternative, and probably more accurate, representation would be to include creativity as a process involved in skills at all levels represented in the taxonomy, and increasingly so with higher order skills. It might be thought that remembering factual information does not involve creative processes. Creative approaches can be very helpful in remembering information. The processes used by champions at the World Memory Championships are highly creative as they use the mind's capacity to recognise and remember chunks or patterns that have meaning to the individual much more effectively than isolated facts.

In life skills education, Students are actively involved in a dynamic teaching and learning process. The methods used to facilitate this active involvement include working in small groups and pairs, brainstorming, theater activities, psychological games, personality development activities, role play, games and debates.

File Description	Documents
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

2.4 - Competency and Skill Development	
2.4.1 - Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include Organizing Learning (lesson plan) Developing Teaching Competencies Assessment of Learning Technology Use and Integration Organizing Field Visits Conducting Outreach/ Out of Classroom Activities Community Engagement Facilitating Inclusive Education Preparing Individualized Educational Plan(IEP)	All of the above
File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the selected response/s	No File Uploaded
Reports of activities with video graphic support wherever possibl	No File Uploaded
Any other relevant information	No File Uploaded
2.4.2 - Students go through a set of activities as preparatory to school- based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as Formulating learning objectives Content mapping Lesson planning/ Individualized Education Plans (IEP) Identifying varied student abilities Dealing with student diversity in classrooms Visualising differential learning activities according to student needs Addressing inclusiveness Assessing student learning Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement	Eight /Nine of the above

File Description	Documents
Data as per Data Template	View File
Reports and photographs / videos of the activities	No File Uploaded
Attendance sheets of the workshops / activities with seal and signature of the Principal	No File Uploaded
Documentary evidence in support of each selected activity	No File Uploaded
Any other relevant information	No File Uploaded

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

All of the above

File Description	Documents
Data as per Data Template	View File
Details of the activities carried out during the academic year in respect of each response indicated	No File Uploaded
Any other relevant information	No File Uploaded

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

All of the above

File Description	Documents
Data as per Data Template	View File
Samples prepared by students for each indicated assessment tool	View File
Documents showing the different activities for evolving indicated assessment tools	View File
Any other relevant information	No File Uploaded

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

All of the above

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of each response selected	No File Uploaded
Sample evidence showing the tasks carried out for each of the selected response	No File Uploaded
Any other relevant information	No File Uploaded

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

All of the above

File Description	Documents
Data as per Data Template	View File
Documentary evidence showing the activities carried out for each of the selected response	View File
Report of the events organized	No File Uploaded
Photographs with caption and date, wherever possible	No File Uploaded
Any other relevant information	No File Uploaded

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

All of the above

File Description	Documents
Data as per Data Template	View File
Samples of assessed assignments for theory courses of different programmes	No File Uploaded
Any other relevant information	No File Uploaded

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

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

Internship of students is arranged in various private and government aided schools every year. The student teachers Practise Teaching comprises about 50-54 lessons, which include

1. Pre-Internship for first semester students for two weeks to observe teachers lesson and know about school working procedure.
2. Micro teaching for second semester students. It comprising 10 skills and five skills in each teaching subject.

3. Simulation lessons for third semester students. It comprising 5 lessons in each teaching subject.
4. 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.
5. 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.
6. The student teachers involve themselves in all school activities like conducting the assembly, arranging sports events, school day, Festivals, Tevests, examinations and evaluation, etc.
7. They develop files, prepare models and charts.

File Description	Documents
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

2.4.9 - Number of students attached to each school for internship during the academic year

2.4.9.1 - Number of final year students during the academic year

42

File Description	Documents
Data as per Data Template	View File
Data as per Data Template	No File Uploaded
Plan of teacher engagement in school internship	No File Uploaded
Any other relevant information	No File Uploaded

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

Nine/All of the above

File Description	Documents
Data as per Data Template	View File
Sample copies for each of selected activities claimed	No File Uploaded
School-wise internship reports showing student engagement in activities claimed	No File Uploaded
Wherever the documents are in regional language, provide English translated version	No File Uploaded
Any other relevant information	No File Uploaded

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

National College of Education adopts effective monitoring mechanisms during Practice teaching and is conducted in various local schools. Two lessons per day are delivered during their practice teaching sessions. Teacher educators (preferably subject experts) from the college are detailed to check and approve the lesson plans beforehand. 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. Teachers of concerned schools also observe the lessons. The school teachers are encouraged to give suggestions for improvement.

Teacher educators and school teachers note down remarks on the lesson plan book. Thus, on the spot feedback are provided to the student-teachers. More feedback comes in the form of discussion with the observers which is done soon after the lesson is finished; Detailed feedback is also provided in the college collectively on subsequent days. Remarks on the lesson plan, subsequent discussion and observations based on self-reflection are taken into consideration for bringing about improvement. The process of observation and feedback is comprehensive and continuous.

File Description	Documents
Documentary evidence in support of the response	No File Uploaded
Any other relevant information	No File Uploaded

2.4.12 - Performance of students during internship is assessed by the institution in terms of observations of different persons such as Self Peers (fellow interns) Teachers / School* Teachers Principal / School* Principal B. Ed Students / School* Students (* ‘Schools’ to be read as “TEIs” for PG programmes)	All of the above
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File Description	Documents
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	No File Uploaded
Two filled in sample observation formats for each of the claimed assessors	No File Uploaded
Any other relevant information	No File Uploaded

2.4.13 - Comprehensive appraisal of interns’ performance is in place. The criteria used for assessment include Effectiveness in class room teaching Competency acquired in evaluation process in schools Involvement in various activities of schools Regularity, initiative and commitment Extent of job readiness	Five of the above
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File Description	Documents
Format for criteria and weightages for interns’ performance appraisal used	No File Uploaded
Five filled in formats for each of the aspects claimed	No File Uploaded
Any other relevant information	No File Uploaded

2.5 - Teacher Profile and Quality

2.5.1 - Number of fulltime teachers against sanctioned posts during the year

0

File Description	Documents
Data as per Data Template	View File
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	No File Uploaded
English translation of sanction letter, if it is in regional language	No File Uploaded
Any other relevant information	No File Uploaded

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

5

File Description	Documents
Data as per Data Template	View File
Certificates of Doctoral Degree (Ph.D) of the faculty	No File Uploaded
Any other relevant information	No File Uploaded

2.5.3 - Number of teaching experience of full time teachers for the during the year

6

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

0

File Description	Documents
Copy of the appointment letters of the fulltime teachers	View File
Any other relevant information	No File Uploaded

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

The 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.

Personal: Self-Centered Development

Teachers can attain this development in two manners - Formal and Informal. Formal methods include: attending conferences, workshops, webinars, seminars, symposiums with a view to enlightening teachers on latest developments in the field of education, which help them update with latest concepts that are required for professional development. Writing articles/books, material production, publication of research papers, etc also help a lot in this form of development. Action research that draws out conclusions at the end of experimentation and investigation can also be helpful in the development. Under the Informal manner, teachers must develop their portfolios to illustrate their personal works, professional growth and abilities. Attending in-house training sessions are advised, preparing lesson plans and using critical incidents for informal research boost the development.

Professional: Student-Centered Development

Teachers, in order to let learners learn in the best possible ways, have to adapt to the changes from time to time. Learners live in a different setup as compared to teachers. This gap can be bridged by teachers only when they reach out to the mental level of the learners. Over a period of time there have been tremendous changes in the setup of our education system.

Social: Reflective

Man is a social animal and so is a teacher. His needs do not differ from any other living creature. But since he is entrusted with the job of 'shaping the future of a country' as stated in Kothari Commission, he has to live a life of austerity and limitations. He has to constantly reflect upon his actions as a teacher and make necessary changes to suit the need of the hour.

File Description	Documents
Documentary evidence to support the claim	No File Uploaded
Any other relevant information	No File Uploaded

2.6 - Evaluation Process

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

National College of Education sticks to academic schedule which is being given by the Kuvempu University for Conduction of continuous and comprehensive evaluation system. The academic calendar involves the dates of commencement and completion of the syllabus, time tables of internal exams and so forth. It set out the dates of term end examination. The time tables have been arranged and executed in like manner.

The teachers define teaching plans as indicated in the academic calendar and guidelines of the Vinobha Bhave University. 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 conversed to the students well in advance.

1. Preparatory Exams are conducted every year before university exams.
2. Every teacher conducts regular class tests on the related topic.

Principal & Teachers clear doubts of students with advice about writing correct & appropriate

answers. The regular monitoring is done by the college Governing Council. The Principal heads curricular and extra curricular review meetings on regular basis to check the execution and progress of all the activities in the academic calendar. Based on these review meetings some changes in schedules of activities are made if required.

File Description	Documents
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

2.6.2 - Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation Display of internal assessment marks before the term end examination

Five of the above

Timely feedback on individual/group performance Provision of improvement opportunities Access to tutorial/remedial support Provision of answering bilingually

File Description	Documents
Copy of university regulation on internal evaluation for teacher education	View File
Annual Institutional plan of action for internal evaluation	No File Uploaded
Details of provisions for improvement and bi-lingual answering	No File Uploaded
Documentary evidence for remedial support provided	No File Uploaded
Any other relevant information	No File Uploaded

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

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.

- 1. At the beginning of the semester, faculty members expose the students to various components in the evaluation process during the semester.**
- 2. Internal assessment test programs are organized according to the regulations given by university and students are informed in advance.**
- 3. To ensure proper conduct of formative tests, two observers were allocated in each hall.**
- 4. Correct answer scripts are confirmed by HOD at random to ensure standard evaluation process.**

5. Corrected answer sheets are sent by 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 department.

Departmental level: Students are constantly evaluated by faculty regarding theory lectures, labs, assignments, unit tests. Preparatory marks are assigned based on defined strategies and displayed on the notice board.

College Level: 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.

Redressal of grievances at University level: After forwarding such questions through the college examination section, the questions related to the result, improvement in mark sheet, other certificates issued by the university are handled in the examination section. Students are allowed to apply for reevaluation, 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	Documents
Academic calendar of the Institution with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

2.6.4 - The institution adheres to academic calendar for the conduct of Internal Evaluation Describe the mechanism of adhering to academic calendar for the conduct of Internal Evaluation in the institution in not more than 100-200 words.

The academic calendar is prepared by the college according to the guidelines of the Kuvempu

University and according to the temporary date sheet of the university examinations. In the semester system, practicals are prescribed in terms of planning of departments, time table,

attendance review, internal tests. Students with small attendance are notified according to their names.

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 department and prior notice is given regarding the conduct of the preparatory and final examinations.

Co-curricular activities are conducted simultaneously from time to time and information in respect of the same is displayed on the notice board. Similarly, Fairwell celebrations are also held during the end of the academic year.

The head of each department monitors the quality of teaching-learning through daily monitoring of teaching-learning activities. Continuous counseling is also done through departmental meetings and staff meetings.

2.7 - Student Performance and Learning Outcomes

2.7.1 - The teaching learning process of the institution is aligned with the stated PLOs and CLOs. Describe the way in which institution ensures alignment of stated PLOs and CLOs with the teaching learning process in not more than 100 - 200 words.

PROGRAMME LEARNING OUTCOMES (PLOs) :

On the completion of the B.Ed. (2 years) Programme, student teachers will be able to develop:

Content Competency:

- To impart relevant knowledge with respect to foundation and methodology courses,
- To promote mastery over the required content.
- To know, select and use teaching methods.
- To understand the paradigm shift in conceptualizing disciplinary knowledge in school curriculum,
- To acquire necessary competencies for organizing learning experiences, to select and use of appropriate assessment strategies for facilitating learning.
- To analyse the content, text books and syllabus.

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 ,
- To be just and impartial,
- To show love and respect to the individuality of the child ,
- To inspire and professionally help the parents for the care and guidance of their wards ,
- To preserve proper balance of his/her life as a person of character and be an example to others with his/her intellectual honesty and moral integrity as well as loyalty to the institution to which he /she belongs
- To develop professional attitude, to help demonstrate commitment to values such as loyalty, love, service, equality and excellence.

Effective Citizen Ethics:

- To understand different values such as morality , social service and accept responsibility for the society.
- To create leaders in all walks of life and thus be agents of change in the society by breaking the fetters of all social evils for the betterment of the people of our country and for a better world.

Effective Communication:

- To boost confidence and promote abilities to communicate effectively,
- To plan, teach, organize school related /community based activities and programmes, to collaborate with parents and community for the betterment of students.

COURSE LEARNING OUTCOMES (CLOs):

After the completion of the course the student will be able to:

Knowlege and Curriculum

To acquaint the student teacher with goals of education and life. ?
Recognize the meaning of philosophy & Philosophy of Education. ?
Identify the influence of philosophical thoughts on Education. ?
Appreciate the contributions of western & Indian philosophers to education. ?
Apply the knowledge of education to various factors of social development like social change. ?
Acquire the various concepts of education.

Psychology of the learner

Understand the Relevance of Psychology in Transacting with learners in the class rooms; ? Acquire the Knowledge and Skills on different methods of studying the learner's behaviour; ? Acquire theoretical perspectives and develop an understanding of dimensions and stages of human development; ? Understand the needs, problems and developmental tasks of adolescence; ? Explore the possibilities of the understanding of process in human cognition; and meaning - making them as basis for designing learning environments and experiences at school; ? Gain an insight in to various aspect of individual differences and their educational implications.

INFORMATION AND COMMUNICATION TECHNOLOGY

Explain meaning, components, functions of computer & computer system. ? Operating system. ? Develop skills in handling computer and using MS-Word, MS-Excel and MS-PowerPoint. ? Become aware of on-line service of computer. ? Understand the use of computers through school curriculum. ? Acquire Knowledge of recent and future trends in using a computer in classroom.

LANGUAGE ACROSS THE CURRICULUM

Understand the structure, components and nature of Language Across the Curriculum. ? Develop the language competency among students across the curriculum. ? Understand the Language background of the Multicultural students. ? Design varies strategies in communication across the curriculum. ? Understand the language policy in India ? Design different materials to improve the language efficiency of the Students.

ENVIRONMENTAL EDUCATION

Develop an awareness of problems or issues of local and global environment. b. Acquire knowledge and understanding of terms, concepts, principles, relationship, phenomena c. related to environment. d. Apply the knowledge understanding of the environmental concepts, principles, etc., to e. Arrive at alternate solutions to the problems of environment and f. Carry out action-oriented projects. g. Develop desirable attitudes towards environment and its conservation. h. Develop skills of a) problem-solving with respect to environmental problems and Organization of activities. i. Develop an ability to employ various techniques and innovative approaches to transact environmental concepts, principles etc. j. Use appropriate techniques and tools to evaluate the

learning outcomes.

POPULATION EDUCATION

To help the student-teachers to become aware of population dynamics, determination and consequences of population growth in India and a few selected countries. ? To make them understand the concept, meaning, scope and the nature of population education. ? To help them to know the approaches to curriculum construction and teaching methodologies of population education. ? To enable them to understand the role of few national and international agencies and programs in population education. ? To enable them to acquire abilities and skills needed to assess a population education programme and also to teach population education as a subject.

CONTEMPORARY INDIA AND EDUCATION

1.Acquire the knowledge of constitutional provisions related to education. 2 Get sensitized with issues & challenges in secondary Education. 3. The role of Education in national development. 4 Develop an Understanding of the brief historical background of Indian Education. 5. Develop concern for various social issues & related education to social development. 6.To enable the student teachers to understand the social aspect of education and problems faced in contemporary Indian Society.

LEARNING PROCESS AND MEASUREMENT

1. To become aware of different contexts of learning and situate schools as a special environment for learning.
2. To gain understanding of theoretical perspectives on learning with a focus on ehaviourist,
3. Cognitivist and Constructivist theories and their educational implications.
4. To understand about various factors this influences learning by analysing the nature and process of learning.
5. To understand the theoretical practical issues and educational concerns over personality development and dynamics of human adjustment.
6. Acquire the knowledge about different concepts and techniques of measurement and evaluations.

INSTRUCTIONAL TECHNOLOGY

1.Acquire the knowledge of concepts like Objectives, Curriculum, Teaching and Communication. 2. Develop an understanding of Taxonomy

of educational Objectives, process of Teaching, curriculum construction, principles and methods of Teaching. 3. Acquire the Knowledge of meaning, nature and Scope of educational technology. 4. Understands the concept of approaches to education. 5. Develop skills in formulating Instructional Objectives. 6. Use of appropriate communication Media in classroom.

ENGLISH

1. Acquires knowledge of the nature, structure and components of English language.
2. Appreciates the role of English in India as a second language and library language.
3. Formulates instructional objectives in terms of observable terminal behaviours of learners
4. Develops an awareness of concern for listening, speaking, reading and writing skills
5. Learns responsibilities of an English teacher in school community
6. Designs lessons plans for teaching of prose, poetry of vocabulary
7. Employs different approaches and methods for teaching prose, poetry grammar and vocabulary etc.

SOCIAL SCIENCE

1. Explain the Meaning and Nature of Social Science 2. Elucidate Social Science as both a Science and as an Art 3. List out the Aims, Objectives and Values of Social Science 4. Define Instructional Objectives 5. Understanding the importance of creating learning experiences based on various approaches and methods of teaching social science. 6. Develop necessary skills in the application of Methods and Techniques in the Classroom 7. Acquire skill in planning Lessons in Social Science

BIOLOGY

On completion of course the student teacher will be able to - 1. To develop the skill of setting and maintaining biology laboratory. 2. Use advanced and creative techniques, learning aids and improvised apparatus in their Biology lessons in secondary schools. 3. Plan and execute various curricular and co - curricular activities related to teaching of biological science. 4. Gain an insight in to the skills of evaluating the outcomes of teaching biological science and prepare items and tests for secondary school students. 5 Appreciate and inculcate the competencies and commitments needed for a

biological science teacher.

PHYSICS

1. Understand the nature and, scope of physics
2. Understand the values of teaching Physics
3. Understand the skill of writing instructional objectives.
4. Prepare objectives , ICT , and CCE based lesson plan,
5. Prepare unit plan and Resource unit
6. Understand the selection of various methods and models of teaching to teach different topics of physics.
7. Identify different curricula in Physics

MATHEMATICS

1. Identify the concepts, definitions, propositions, axioms, generalizations,
2. relations, structures, problems etc., of the secondary school mathematics.
3. Understand the nature, structure, scope and relations with other disciplines.
4. Understand the aims and objectives of teaching mathematics.
5. Identify the learning experiences appropriate to the objectives of teaching secondary school mathematics.
6. Prepare the year plan, unit plan, activity oriented lesson plans for effective classroom communication

CHEMISTRY

1. Acquire knowledge about the nature & scope of chemistry
2. know the basic branches and their inter- relationship with other science subjects, and Acquire the knowledge of modern trends in chemistry
3. Understand the objectives & values of teaching chemistry in secondary schools.
4. Development skills in :Analyzing the content in terms of concepts and learning experience, Planning lessons, Selecting appropriate media and materials, Preparation of resource units & unit plan, Improving teaching aids,
5. Maintaining laboratory.
6. Applying the knowledge of chemistry to develop scientific thinking and scientific outlook.
7. Appreciate the contribution of chemistry in serving the community in the fields of agriculture, industry, health and environment

COMMERCE

1. Understand the characteristics of Commerce and its role in the development of modern society. 2. Understand the Commercial implications of various theories of learning 3. Gain competence in using modern psychological theories to device teaching learning process. 4. Understand the nature and functions of various instructional supports. 5. Improve the understanding of the principles of curriculum construction and organization in Commerce 6. Understand the essential qualities of a Commerce teacher. 7. Identify the role of IT in Commerce Education.

UNDERSTANDING SELF (PERSONALITY DEVELOPMENT)

1. To initiate participatory learning among the students related with skills.
2. To enhance positive in adoptive behavior among the individual students.
3. To develop and primitive psychological skills and function effectively in social environment.
4. To channelize an essential terms of minimizing risk and minimizing preventive factors related with the aspects of individuals.
5. To promote healthy and conductive social environment.
6. Acquire the knowledge of the determinants of personality

File Description	Documents
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

2.7.2 - Pass percentage of Students during the year

File Description	Documents
Data as per Data Template	View File
Result sheet for each year received from the Affiliating University	View File
Certified report from the Head of the Institution indicating pass percentage of students program-wise	View File
Any other relevant information	No File Uploaded

2.7.3 - The progressive performance of students and attainment of professional and personal attributes in line with the PLOs and CLOs is monitored and used for further improvements

The most appropriate assessments to improve guidance in student learning are quizzes, tests, writing assignments, and other assessments that teachers make in their classes on a regular basis. Teachers rely on the results from these assessments because of their direct relationship with classroom teaching goals. The results are immediate and easy to analyze at the individual student level. To use classroom assessments to improve, however, teachers must change both their approach to assessment and their interpretation of the results. In particular, they need to see their assessment as an integral part of the instruction process and as important in helping students learn. Despite the importance of assessment in education today, some teachers receive very formal training in assessment design or analysis. Lacking specific training, teachers rely too heavily on assessments submitted by the publisher of their textbooks or instructional materials. When no appropriate assessment is available, teachers construct themselves in a disgusting fashion, with questions and essays similar to those their teachers used to use. They form assessment as assessment instruments, to be used primarily after instructional activities are completed and to provide students with grades.

File Description	Documents
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	No File Uploaded
Any other relevant information	No File Uploaded

2.7.4 - Performance of outgoing students in internal assessment

2.7.4.1 - Number of students achieving on an average 70% or more in internal assessment activities during the year

42

File Description	Documents
Number of students achieving on an average 70% or more in internal assessment activities during t	View File
Record of student-wise / programme-wise / semester-wise internal assessment of students during the year	View File
Any other relevant information	No File Uploaded

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

Performance of students on various

Students are prepared to assess their performance by themselves. Perform to the best of their ability to have a greater confidence in the assessment method and the teacher's/assessor's judgment which in turn improves their motivation.

Follow the assessment process:

- Understand exactly what is expected from them
- Have a clearer understanding of the assessment criteria
- Understand what they have to do.
- Know how to prepare themselves for the assessment.
- Perform to the best of their ability (when they are fully informed about the assessment).
- Have a greater confidence in the assessment method and the teacher's/assessor's judgment.
- Improve their motivation.
- Take ownership of their assessment.
- Prepare for the assessment (ensuring they have all relevant equipment available).

File Description	Documents
Documentary evidence in respect to claim	No File Uploaded
Any other relevant information	No File Uploaded

2.8 - Student Satisfaction Survey

RESEARCH AND OUTREACH ACTIVITIES	
3.1 - Resource Mobilization for Research	
3.1.1 - Number of research projects funded by government and/ or non-government agencies during the year	
0	
File Description	Documents
Data as per Data Template	View File
Sanction letter from the funding agency	No File Uploaded
Any other relevant information	No File Uploaded
3.1.2 - Number of grants received for research projects from government and / or non-government agencies during the year (INR in Lakhs)	
0	
File Description	Documents
Sanction letter from the funding agency	No File Uploaded
Income Expenditure statements highlighting the research grants received certified by the auditor	No File Uploaded
Any other relevant information	No File Uploaded
3.1.3 - In-house support is provided by the institution to teachers for research purposes during the year in the form of Seed money for doctoral studies / research projects Granting study leave for research field work Undertaking appraisals of institutional functioning and documentation Facilitating research by providing organizational supports Organizing research circle / internal seminar / interactive session on research	Three of the above

File Description	Documents
Data as per Data Template	View File
Institutional Policy document detailing scheme of incentives	No File Uploaded
Sanction letters of award of incentives	No File Uploaded
Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	No File Uploaded
Documentary evidence for each of the claims	No File Uploaded
Any other relevant information	No File Uploaded

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

Four of the above

File Description	Documents
Documentary evidences in support of the claims	No File Uploaded
Details of reports highlighting the claims made by the institution	No File Uploaded
Reports of innovations tried out and ideas incubated	No File Uploaded
Copyrights or patents filed	No File Uploaded
Any other relevant information	No File Uploaded

3.2 - Research Publications

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

04

File Description	Documents
Data as per Data Template	View File
First page of the article/journals with seal and signature of the Principal	No File Uploaded
E-copies of outer jacket/contents page of the journals in which articles are published	No File Uploaded
Any other relevant information	No File Uploaded

3.2.2 - Number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the year

2

File Description	Documents
Data as per Data Template	View File
• First page of the published book/chapter with seal and signature of the Principal	View File
E-copies of outer jacket/contents page of the books, chapters and papers published along with ISBN number in national / international conference-proceedings per teacher	No File Uploaded
Any other relevant information	No File Uploaded

3.3 - Outreach Activities

3.3.1 - Number of outreach activities organized by the institution during the year

3.3.1.1 - Total number of outreach activities organized by the institution during the year

12

File Description	Documents
Data as per Data Template	View File
Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

3.3.2 - Number of students participating in outreach activities organized by the institution during the year

3.3.2.1 - Number of students participating in outreach activities organized by the institution during the year

12

File Description	Documents
Event-wise newspaper clippings / videos / photographs with captions and dates	View File
Report of each outreach activity with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

3.3.3 - Number of student participation in national priority programmes such as Swachh Bharat, AIDs awareness, Gender sensitivity, Yoga, Digital India, National Water Mission during the year

10

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

1

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the claim along with photographs with caption and date	View File
Any other relevant information	No File Uploaded

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

Response:

National College of Education is affiliated to Kuvempu University, Shankarghatta . National College of Education has organised and conducted several outreach activities in the community in terms of influencing and sensitizing students to social issues and also to contribute to community development. Several awareness programs has been organised under Red ribbon club and Election awareness programs are conducted under the program SVEEP[Systematic Voters Education and Electrol Participation]

File Description	Documents
Relevant documentary evidence for the claim	No File Uploaded
Report of each outreach activity signed by the Principal	No File Uploaded
Any other relevant information	No File Uploaded

3.3.5 - Number of awards and honours received for outreach activities from government / recognized agency during the year

0

File Description	Documents
Data as per Data Template	View File
Appropriate certificates from the awarding agency	No File Uploaded
Any other relevant information	No File Uploaded

3.4 - Collaboration and Linkages

3.4.1 - Number of linkages for Faculty exchange, Student exchange, research etc. during the year

6

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

2

File Description	Documents
Data as per Data Template	View File
List of teachers/students benefited by linkage – exchange and research	No File Uploaded
Report of each linkage along with videos/photographs	No File Uploaded
Any other relevant information	No File Uploaded

3.4.2 - Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the academic year

02

File Description	Documents
Data as per Data Template	View File
Copies of the MoU's with institution / industry/ corporate houses	No File Uploaded
Any other relevant information	No File Uploaded

3.4.3 - Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes Local community based activities Practice teaching /internship in schools Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education Discern ways to strengthen school based practice through joint discussions and planning Join hands with schools in identifying areas for innovative practice Rehabilitation Clinics Linkages with general colleges

Five/Six of the above

File Description	Documents
Data as per Data Template	View File
Report of each activities with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

INFRASTRUCTURE AND LEARNING RESOURCES**4.1 - Physical Facilities**

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

- **Ventilated & Spacious Class Rooms with Glass Boards & LCD Projector, Conference & Seminar Hall, Dedicated Music Rooms, Well equipped Drawing Hall with drawing boards, Digital Library, Latest Configured Desktop Computers, Softwares with Printers and well equipped up to mark laboratories.**
- **Big playground with pavilion for playing Kabaddi, Volley Ball etc. Separate Common Room for girls with medical first aid and stretchers.**
- **Fire Extinguishers, Generator for power back up**
- **Canteen with a seating capacity of fifty students.**
- **Water Coolers for regular water supply and sanitary pad burning machine for girls in the wash rooms.**

IT Infrastructure:

- **Wi-Fi enabled campus Language Lab for developing communication and interpersonal skills of the students. ICT lab Staff Room with ICT facility Audio system**
- **Public Address system for the ease of communicating important information to the students. Internal and external surveillance system (CCTV) cameras with a LCD for security and smooth administration.**
- **Library as a Learning Resource : Good Ventilated , Well-furnished and semi-automated with about 19200 books and magazine/journals.**

File Description	Documents
List of physical facilities available for teaching learning	View File
Geo-tagged photographs	No File Uploaded
Any other relevant information	No File Uploaded

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

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

06

File Description	Documents
Data as per Data Template	View File
Geo-tagged photographs	View File
Link to relevant page on the Institutional website	Nil
Any other relevant information	No File Uploaded

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

0

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	View File
Any other relevant information	No File Uploaded

4.2 - Library as a Learning Resource

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

Response:

The library is well equipped with enormous resources. The keywords used for the effective retrieval of books in the library are author, title and publisher. The library has four distinct sections. These are acquisition, cataloguing, circulation and serial control. The college library has computer and internet facilities. 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., 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.

a. By Teaching staff : on as and when required basis.

b. By students : on as and when required basis.

Computer and internet services are used by staff and the students alike

File Description	Documents
Bill for augmentation of library signed by the Principal	No File Uploaded
Web-link to library facilities, if available	www.nesbedcollege.org
Any other relevant information	No File Uploaded

4.2.2 - Institution has remote access to library resources which students and teachers use frequently Give details of Gateway for remote access to library resources used by teachers and students in not more than 100 - 200 words

The college library is one of the oldest and resourceful library amongst the libraries of Kuvempu University with more than 19200 books, magazines and journals. The library consists of computer and internet facilities. 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., 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.

File Description	Documents
Landing page of the remote access webpage	No File Uploaded
Details of users and details of visits/downloads	View File
Any other relevant information	No File Uploaded

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

File Description	Documents
Data as per Data template	No File Uploaded
Receipts of subscription /membership to e-resources	No File Uploaded
E-copy of the letter of subscription /member ship in the name of institution	No File Uploaded
Any other relevant information	No File Uploaded

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

2933/-

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the expenditure on purchase of books, journals, e-resources with seal and signature of both the Principal and Chartered Accountant	View File
Any other relevant information	No File Uploaded

4.2.5 - Per day usage of library by teachers and students during the academic year

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

65

File Description	Documents
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the academic year with seal and signature of both the librarian and principal	View File
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	Nil
Any other relevant information	No File Uploaded

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

File Description	Documents
Data as per Data Template	View File
Any other relevant information	No File Uploaded

4.3 - ICT Infrastructure

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

National College of Education has continuously updates its IT facilities. Purchased IT equipment includes desktop computers, digital lectures, projection systems and various software for these. The college IT lab is equipped with 47 computers and a server that runs on Windows 7, 10 to support a mastery of basic IT skills for students. 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.

File Description	Documents
Document related to date of implementation and updation, receipt for updating the Wi-Fi	No File Uploaded
Any other relevant information	No File Uploaded

4.3.2 - Student – Computer ratio during the academic year

2:1

File Description	Documents
Data as per data template	View File
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	View File
Any other relevant information	No File Uploaded

4.3.3 - Available bandwidth of internet connection in the Institution (Leased line) Opt any one:

B. 500 MBPS - 1GBPS

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

File Description	Documents
Data as per Data Template	View File
Link to videos of the e-content development facilities	Nil
List the equipment purchased for claimed facilities along with the relevant bills	No File Uploaded
Link to the e-content developed by the faculty of the institution	Nil
Any other relevant information	No File Uploaded

4.4 - Maintenance of Campus and Infrastructure

4.4.1 - Expenditure incurred exclusively on maintenance of physical and academic support facilities during the year (INR in Lakhs)

216708.00

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	View File
Any other relevant information	No File Uploaded

4.4.2 - Systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. are in place Describe policy details of systems and procedures for maintaining and utilizing physical, academic and support facilities in not more than 100 - 200 words

Response:

National College of Education check the stocks annually in which the equipment available in various laboratories and the stock verification will be done annually. Library Committee and the Purchase Committees along with ministerial and support staff conduct this work and identified the damaged items and books and recommended for purchasing & writing again. After proper recommendation by the both Committees, items and books are procured on the demand of the concerned teacher in-charge. All formalities related to the purchase and disposal of old damaged equipment and books as laid down in the Store and Purchase Rules. This relationship is rigorously followed. The college ensures optimal allocation and utilization of the available financial resources for maintenance and upkeep of different facilities by holding regular meetings of various committees constituted for this purpose. Computers/Printers and other IT accessories maintenance through AMC is done regularly and nonrepairable systems are disposed off accordingly. The college has a building maintenance committee to upkeep of infrastructure. Teachers submit their requirements to the Principal regarding classroom furniture and other. The college development fund is utilized for maintenance and minor repair of furniture and other electrical equipments.

File Description	Documents
Appropriate link(s) on the institutional website	www.nesbedcollege.org
Any other relevant information	No File Uploaded

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - A range of capability building and skill enhancement initiatives are undertaken by the institution such as Career and Personal Counseling Skill enhancement in academic, technical and organizational aspects Communicating with persons of different disabilities: Braille, Sign language and Speech training Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two E-content development Online assessment of learning

Four of the above

File Description	Documents
Data as per Data Template	View File
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	No File Uploaded
Sample feedback sheets from the students participating in each of the initiative	No File Uploaded
Photographs with date and caption for each initiative	View File
Any other relevant information	No File Uploaded

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

Seven/Eight of the above

File Description	Documents
Geo-tagged photographs	View File
Any other relevant information	No File Uploaded

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

File Description	Documents
Data as per Data Template for the applicable options	View File
Institutional guidelines for students' grievance redressal	View File
Composition of the student grievance redressal committee including sexual harassment and ragging	No File Uploaded
Samples of grievance submitted offline	No File Uploaded
Any other relevant information	No File Uploaded

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

File Description	Documents
Data as per Data template	View File
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	No File Uploaded
Report of the Placement Cell	No File Uploaded
Any other relevant information	No File Uploaded

5.2 - Student Progression

5.2.1 - Number of students of the institution placed as teachers/teacher educators during the year

Number of students placed as teachers/teacher educators	Total number of graduating students
35	40

File Description	Documents
Data as per Data Template	View File
Reports of Placement Cell for during the year	No File Uploaded
Appointment letters of 10 percent graduates for each year	No File Uploaded
Any other relevant information	No File Uploaded

5.2.2 - Number of student progression to higher education during the academic year

5.2.2.1 - Number of outgoing students progressing from Bachelor to PG (A1).

25

File Description	Documents
Data as per Data Template	View File
Details of graduating students and their progression to higher education with seal and signature of the principal	No File Uploaded
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

5.2.3 - Number of students qualifying state/national level examinations during the year (eg: NET/SLET/ TET/ CTET)

13

File Description	Documents
Data as per Data Template	View File
Copy of certificates for qualifying in the state/national examination	No File Uploaded
Any other relevant information	No File Uploaded

5.3 - Student Participation and Activities

5.3.1 - Student council is active and plays a proactive role in the institutional functioning Describe the ways in which student council plays a proactive role in the institutional functioning and contribute for students welfare in not more than 100 - 200 words

National College of Education has a representative body of the students in which students are elected every year at the start of the academic year. 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 representatives 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. Funding of various activities undertaken by the students' representative body is done by the college.

File Description	Documents
Copy of constitution of student council signed by the Principal	No File Uploaded
List of students represented on different bodies of the Institution signed by the Principal	No File Uploaded
Documentary evidence for alumni role in institution functioning and for student welfare	No File Uploaded
Any other relevant information	No File Uploaded

5.3.2 - Number of sports and cultural events organized at the institution during the year

12

File Description	Documents
Data as per Data Template	View File
Reports of the events along with the photographs with captions and dates	View File
Copy of circular / brochure indicating such kind of events	No File Uploaded
Any other relevant information	No File Uploaded

5.4 - Alumni Engagement

5.4.1 - Alumni Association/Chapter (registered / non-registered but functional) contributes significantly for the development of the institution Describe the role of alumni association in the development of institution in not more than 100 - 200 words highlighting two significant contributions in any functional aspects

- Contribution of Alumni to the Growth and Development of the College.
- The alumni's contributions in the growth and development process are given below.
- The Alumni helps in establishing Networking with all students.
- It helps the college in updating about the placements of pass out students.
- It furnishes information about job opportunities in schools
- Its feedback has helped in improving the existing curriculum, organizing new activities, etc.
- It has given many healthy suggestions for the augmentation of

the college. Helps in publicity.

File Description	Documents
Details of office bearers and members of alumni association	No File Uploaded
Certificate of registration of Alumni Association, if registered	No File Uploaded
Any other relevant information	No File Uploaded

5.4.2 - Alumni has an active role in the regular institutional functioning such as Motivating the freshly enrolled students Involvement in the in-house curriculum development Organization of various activities other than class room activities Support to curriculum delivery Student mentoring Financial contribution Placement advice and support

File Description	Documents
Documentary evidence for the selected claim	No File Uploaded
Income Expenditure statement highlighting the alumni contribution	No File Uploaded
Report of alumni participation in institutional functioning for the academic year	No File Uploaded
Any other relevant information.	No File Uploaded

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

0

File Description	Documents
Data as per Data Template	View File
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	No File Uploaded
Any other relevant information	No File Uploaded

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

The College has an Alumni Association. The Association has been helping the college in its growth and development process efficiently, by providing positive feed back.

1. The Principal of the College is the President of the Alumni Association. Other members include faculty and students.

2. The activities of the Alumni Association of the last two years are given below. Informal get together of the students of every preceding session's passed out batch in college campus. Felicitation of the students who get placements during the preceding academic year Election of the office bearers from the students of the preceding session.

3. The top ten alumni occupying prominent position.

4. Contribution of Alumni to the Growth and Development of the College. The alumni's contributions in the growth and development process are given below.

The Alumni helps in establishing Networking with all students. It helps the college in updating about the placements of pass out students. It furnishes information about job opportunities in schools Its feedback has helped in improving the existing curriculum, organizing new activities, etc. It has given many healthy suggestions for the augmentation of the college. Helps in publicity

File Description	Documents
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

6.1.1 - The governance of the institution is reflective of an effective leadership and participatory mechanism in tune with the vision and mission Describe the vision and mission statement of the institution on the nature of governance, perspective plans and participation of the teachers, students and non-teaching staffs in its decision making bodies of the institution in not more than 100 - 200

words.

Response:

We envision ourselves as one of the leading institutes of teachers training that imparts quality and

valuebased education to students of the plateau state. Our constant endeavor is to provide a safe,

secure and conducive learning environment to the underprivileged students from rural and semi

urban areas, particularly girls who aspire for higher education.

The College endeavors to,

Vision

- To Prepare eminent secondary and higher secondary school teachers
- To equip the students in different skills of teaching
- To emerge as a center for academic excellence in the field of teacher education
- To build good character and intellectually sound, socially concerned and morally upright teachers.
- To develop a competence teachers who can become a nation builders.
- To prepare a teachers of high quality, who work with dedication.
- To acquaint the teachers with appropriate modern teaching skills.
- To inculcate the feeling of love and respect towards the profession.
- To become a centre for studies that are relevant to the contemporary world.
- To establish research center in education.
- To pursue the college of excellence from UGC

Mission

- Imparting need based updated curriculum.
- To create suitable academic atmosphere.
- To deepen and extend knowledge about the formation and utilization of human capabilities.

- To establish a well equipped computerized Library with all necessary auxiliary facilities.
- To equip the institution with modern teaching learning aids like language lab. etc.,
- To help the faculty members to improve their academic competencies.
- To assist economically backward and meritorious students.
- To assist the students who are backward in learning.
- To organize, outreach programmes to promote literacy, awareness on population explosion, pollution and Environment etc., to the public.
- To equip the teacher trainers in all teaching skills with special attention to communication.
- To give importance to co-curricular activities, sports & games.
- Strengthening the academic advancement with the global competitiveness.

File Description	Documents
Vision and Mission statements of the institution	View File
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal	No File Uploaded
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

6.1.2 - Institution practices decentralization and participative management Describe the process of decentralization and participative management practiced in the institution in not more than 100 - 200 words

Response:

The college practices decentralization and participatory management in keeping with its belief in

collective leadership and democratic traditions. A particular reflection of this practice may be seen in the extensive delegation of authority to the teachers in the college.

The Ways in which all teachers participate in the Management

Process:

The Principal oversees the Teaching Plans of his/her departmental members.

Teachers have right to make adjustments in the routine.

They often takes the lead in planning seminars, workshops, career counselling sessions, remedial

measures, interdepartmental or/and inter-college exercises, departmental excursions and study

tours.

They have liberty to introduce creative and innovative measures for the benefit of their students.

They can decides on the nature, pattern and duration of special and remedial classes for the students of their department.

The above enumeration of features comprising participatory management points fairly conclusively to the ethics of decentralization which is integral to the institution and informs its functioning at every level.

File Description	Documents
Relevant documents to indicate decentralization and participative management	No File Uploaded
Any other relevant information	No File Uploaded

6.1.3 - The institution maintains transparency in its financial, academic, administrative and other functions Describe the efforts of the institution towards maintenance of transparency in its financial, academic, administrative and other functions in not more than 100 - 200 words.

Response:**Financial Affairs:**

Subhash Teachers Training College is a self-finance institution. Salaries and other expenditures are directly controlled by the Trust management. Funds collected from the students fee as per norms as a part of a self-generated resource that is spent for the salary. 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.

Academic Affairs:

The college offers B.Ed course. Admission is taken on the basis of entrance examination conducted by the state government. Admission is done as per the guidelines issued by the government from time to time.

Administrative Affairs:

Every employee from top to bottom 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. Deep interest is taken by the employees to complete the assigned tasks. Various committees are formed at the beginning of the session every year to look into the various activities of the college.

File Description	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	No File Uploaded
Any other relevant information	No File Uploaded

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic plan is effectively deployed Describe one activity successfully implemented based on the strategic plan with details of deployment strategy, during the year in not more than 100 - 200 words

Response:

The college has practiced quite specific and action oriented strategic plan. In order to achieve the goals of the National College of Education has designed specific short term and long term plans. The time-bound strategic plan developed by the college is effectively implemented and supported with appropriate financial allocations. The officers of the college are governed on the principles of participation and transparencies. The college maintains an IQAC and program has been organised 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 various teacher-incharges are under the obligation of reporting the matter to the head. It is a well-planned and meticulously observed practice. Particularly, the following activities fall under the preview of the issue in hand:

- a. Syllabus Coverage
- b. Use of Audio Visual Aids.
- c. Students Attendance Record
- d. Internal Assessment,
- e. Organization of CCA
- f. Laboratory Work
- g. Use of ICT and Educational Technology.

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	Documents
Link to the page leading to Strategic Plan and deployment documents	Nil
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

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

Response:

National College of Education has framed a organizational structure in which, Principal is the head of the academic and administration. He is assisted by senior most teachers like, Professor in charge and other professors. Rules and regulations as prescribed by UGC/NCTE/State Government for the constituent colleges will be followed by all the faculties. 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. Every committee consists of committee chairperson, staff and student members. They together plan for the activities. The function of every committee in the Institution is well defined. All Chairperson report to Principal and Principal monitors the effective functioning of these bodies. Apart various committees are formed for smooth functioning of various activities of the college like:

1. NAAC steering committee
2. Anti-Sexual Harassment Cell
3. Human Rights Protection Committee
4. Parent-Teacher Association

File Description	Documents
Link to organogram on the institutional website	Nil
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

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

All of the above

File Description	Documents
Data as per Data Template	View File
Screen shots of user interfaces of each module	No File Uploaded
Annual e-governance report	No File Uploaded
Geo-tagged photographs	No File Uploaded
Any other relevant information	No File Uploaded

6.2.4 - Effectiveness of various bodies / cells / committees is evident through minutes of meetings and implementation of their resolutions / decisions Describe one decision based on the minutes of the

meetings of various Bodies / Cells / Committees which is successfully implemented in not more than 100 - 200 words.

Response:

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. Each and every committees minutes of staff meetings are duly recorded for maintenance and transparency of records. Various activities and plans in the college are formulated according to the guidelines of the State Higher Education Department, UGC, Kuvempu University and the vision and mission of the college. It is based on feedback and suggestions in meetings with stakeholders such as college students, teachers and members of the Parent Teachers Association (PTA), alumni and IQAC. 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. Press releases are also issued by the institution to make public any significant achievement. The college also provides important information on the website and notice board. The various bodies and committees present in the college make it a point that the academic and cultural calendar is implemented in a timely manner. Decisions taken at various meetings are properly documented and effective steps are taken to implement the decisions at the ground level in reality.

File Description	Documents
Minutes of the meeting with seal and signature of the Principal	View File
Action taken report with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

6.3 - Faculty Empowerment Strategies

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

Response:

National Education Society, the management of National College of Education has catered their staff as family members and fully supportive in every way to improve their professional development of its teaching and non-teaching staff. 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. Encouraging the faculty to take up membership of various state and local level research. The administrative/non-teaching staff also needs training in advanced skills related to their work. Training in computer and software management is provided to the staff members as per requirement.

File Description	Documents
List of welfare measures provided by the institution with seal and signature of the Principal	No File Uploaded
List of beneficiaries of welfare measures provided by the institution with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

6.3.2 - Number of teachers provided with financial support to attend seminars / conferences / workshops and towards membership fees of professional bodies during the year

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File Description	Documents
Data as per Data Template	View File
Institutional Policy document on providing financial support to teachers	No File Uploaded
E-copy of letter/s indicating financial assistance to teachers	No File Uploaded
Certificate of participation for the claim	No File Uploaded
Certificate of membership	No File Uploaded
Income Expenditure statement highlighting the financial support to teachers	No File Uploaded
Any other relevant information	No File Uploaded

6.3.3 - Number of professional development /administrative training programmes organized by

the institution for teaching and non-teaching staff during the year.

6

File Description	Documents
Data as per Data Template	View File
Brochures / Reports along with Photographs with date and caption	No File Uploaded
List of participants of each programme	View File
Any other relevant information	No File Uploaded

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

13

File Description	Documents
Data as per Data Template	View File
Copy of Course completion certificates	View File
Any other relevant information	No File Uploaded

6.3.5 - The institution has a performance appraisal system for teaching and non-teaching staff Describe the process of performance appraisal system for teaching and non-teaching staff in not more than 100 - 200 words.

Response:

National College of Education has mechanisms in place for performance assessment and using the evaluations to improve teaching, research and service of the faculty and other staff. The college analyses and appropriately uses the assessment and evaluation and the annual appraisal outcome of both teaching and non-teaching staff. Students' feedback is a regular practice and they are free to communicate to the principal and the management. Students are given opportunity to express their views about different academic and co-curricular programmes organized by the college, during the academic session. Comprehensive evaluation by students and peers are also incorporated in the assessment. The college procures written feedback from the students at the end of the academic year. The feedback form has columns dealing with the

performance of the faculty. The faculty is required to submit self-appraisal report as well. The relevant committees, Teacher-in-charges, event managers and the principal present their over all assessment. All the suggestions and feedback are analyzed and a report is prepared and placed before the Management, who decides on the action to be taken by the executives. The analysis report is implemented for the betterment of the faculty and other staff, and with that the total working of the college. Concerned decision-making bodies and committees and functionaries workout the mode of operation and provide necessary resources and issue directives for its implementation. If need be services of some expert are also requisitioned for seeking necessary guidance.

File Description	Documents
Proforma used for performance appraisal for teaching and non-teaching staff with seal and signature of the Principal	View File
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal or /and external financial audit regularly Describe the process of internal and external financial audits along with the mechanism for settling audit objections, if any, during the year in not more than 100 - 200 words

Response: National College of Education has set up a system for directing internal and external audits for ensuring proper accounting for receipts and payments of the student fees is looked after by the management. All vouchers are examined by an internal financial committee on half yearly basis. The expenses incurred under various heads are completely checked by confirming the bills and vouchers. In the event that any discrepancy is discovered, the same is brought to the notice of the Principal. A similar cycle is being followed throughout the previous five years. 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, stationery, 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.

File Description	Documents
Report of Auditors of during the year signed by the Principal.	View File
List of audit objections and their compliance with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

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

Nil

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal	No File Uploaded
Copy of letter from the NGO / Individual / Philanthropists stating the Fund / Donation given	No File Uploaded
Any other relevant information	No File Uploaded

6.4.3 - Institutional strategies for mobilization of funds and the optimal utilization of resources are in place. Describe the procedure of mobilization of funds and its optimal utilization in not more than 100 - 200 words.

Response: 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. It budgets all items of expenditure which remain transparent. In the financial sphere it honours all the legal limits and maintains transparency in transactions.

The college is aided and grant will be received from UGC and other various agencies for the conduct of the programme. The details are reflected in the annual budget of the college.

File Description	Documents
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

6.5 - Internal Quality Assurance System

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

Response:

National College of Education has adopted quality management strategies in academic and administrative aspects. It is geared to promote an ambience of creativity, innovation and improving quality. The college formulated and established a Internal Quality Assurance Cell (IQAC) so as to respond to the changing educational, social and market demands. 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, communicated or through Suggestion Box and allied channels. Its major activities include Development and application of quality benchmarks/parameters for the various academic and administrative activities of the College; Facilitating the creation of a learner-centric environment conducive for quality education and faculty maturation to adopt the required knowledge and technology for participatory teaching and learning process; Arrangement for feedback responses from students, parents and other stakeholders on quality related institutional processes; Dissemination of information on the various quality parameters; Organization of inter and intra institutional workshops, seminars on quality related themes and promotion of quality circles; Documentation of the various programmes/activities of the College, leading to quality improvement.

File Description	Documents
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	No File Uploaded
Any other relevant information	No File Uploaded

6.5.2 - The institution reviews its teaching-learning process periodically through IQAC or any other mechanism Describe the process adopted by the institution for reviewing Teaching-Learning Process periodically in not more than 100 - 200 words.

Response:

National College of Education is sensitive to the quality of education as well as to changing educational, social and market demands. The college has IQAC which assess the performance of the programmes approved by it. The quality is reflected in the implementation of the academic programmes and quantum of target achieved. The college takes utmost care in planning and implementation of the academic programmes. To sustain the quality of its academic programmes, the stakeholders' feedback and the previous years' results are the benchmark for further improvement. The college makes all efforts to ensure adherence to academic calendar with the help of schedule for all activities Supervises content delivery by faculty, through Principal ensures high performance of students in internal examination, monitors attendance of students and also keeps the students informed on quarterly basis. Remedial classes are organized as per the requirement and feedback of the students. To make the library student friendly the institution has taken the measures to digitalize the library. Internet facility is also provided to the students in the library. Evaluating teaching-learning methodology periodically through student feedback. The college does not have any control over the syllabi and these are implemented as per the direction of the Kuvempu University, Shankarghatta.

File Description	Documents
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

6.5.3 - Number of quality initiatives taken by IQAC or any other mechanism for promoting quality culture during the year**Nil**

File Description	Documents
Data as per Data Template	View File
Report of the work done by IQAC or other quality mechanisms	No File Uploaded
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	No File Uploaded
Any other relevant information	No File Uploaded

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

Three of the above

File Description	Documents
Data as per Data Template	View File
Link to the minutes of the meeting of IQAC	Nil
Link to Annual Quality Assurance Reports (AQAR) of IQAC	Nil
Consolidated report of Academic Administrative Audit (AAA)	View File
e-Copies of the accreditations and certifications	No File Uploaded
• Supporting document of participation in NIRF	No File Uploaded
Feedback analysis report	No File Uploaded
Any other relevant information	No File Uploaded

6.5.5 - Institutions keeps track of the incremental improvements achieved in academic and administrative domains of its functioning through quality assurance initiatives For first cycle: Describe two examples to show incremental improvements achieved within the institution during the year in not more than 100 - 200 words each For second and subsequent cycles: Describe two examples to show incremental improvements achieved within the institution due to quality initiatives since the previous accreditation in not more than 100 - 200 words each

Response:

The National College of Education reviews its teaching learning process, operations and learning outcomes. The IQAC continuously reviews and takes steps to improve the quality of the teaching-learning process. The academic calendar is prepared in advance, displayed and circulated at the institute and is strictly adhered to. Admission to B.Ed. Programs, summer, winter and mid-term holidays, examination schedules and results are announced in the academic calendar. All newly admitted students are compulsorily involved in orientation programs, in which they have philosophy, specificity of education system, teaching learning process, system of continuous assessment, compulsory core curriculum, various cultural activities, discipline and culture of the institution. All students are also given a guided tour of the campus and various facilities. Students are made aware of time table, program structure, syllabus of courses before the semester starts. Class committees are held regularly to seek feedback with students and appropriate steps are taken for the teaching-learning process. The

approach of IQAC has always focused on the process of learner-centered teaching learning and it has formulated policy to evaluate and evaluate it from time to time. Accordingly, the IQAC complies with teaching, learning activities and reviews, and modifies after taking suggestions. To see the learning outcomes, the IQAC periodically reviews the teaching process and suggests gradual and regular expansion, upgrades and addition of expected materials, equipment, infrastructure and more.

File Description	Documents
Relevant documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

7.1.1 - Institution has a stated energy policy streamlining ways of energy conservation, use of alternate sources of energy for meeting its power requirements Describe the institution's energy policy streamlining ways of energy conservation, use of alternate sources of energy for meeting its power requirements in not more than 100 - 200 words.

The college currently uses generator as an alternative source to meet its power requirements. In the future, the college for alternative sources is poised to formulate a systematic energy policy of energy conservation methods and has considered to work seriously on it. This is our long term goal as per the policy includes educating students and employees on environmental concerns and sustainability to turn our college into a carbon-negative institute. To include environment concerns in planning and decision making. Our sole goal is to include environmental concerns in planning and decision making. Solar is one of the easy ways to cut down electricity costs at institutions. In our area, we receive around 330 days of 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.

File Description	Documents
Institution's energy policy document	No File Uploaded
Any other relevant information	No File Uploaded

7.1.2 - Institution has a stated policy and procedure for implementation of waste management Give a brief note on the institution policy for waste management along with its implementation procedure in

not more than 100 - 200 words.

National College of Education will adopt the principles of the "MAXIMUM SUSTAINABLE WASTE MANAGEMENT" in the delivery of its waste management services. The College will apply a 'squander various leveled approach', to diminish, reuse, reuse and recuperate by products in preference to the removal of waste to landfill. The College recognizes the importance of meeting these legal prerequisites and deal with its waste responsibly, diminish the volume of waste sent to landfill and boost reuse and recycling where possible.

The College needs all the teaching and non-teaching staff, students, making use of the premises to comply with this Policy. Any solid waste generated in the campus hall be overseen and taken care in accordance with the compliance criteria and the procedure laid down by the CPCB. There is a legal requirement for all who produce, keep or dispose hazardous/radioactive waste/chemical waste of any type to comply with the various regulations under national and international environmental protection legislation.

Implementation Procedure:

It will be compulsory with respect to the Principal Investigator to report changes/additions in unsafe waste generation and step taken to decrease generation of waste per unit of production.

According to the Hazardous Waste guidelines, College can store dangerous waste for a period not 6 exceeding 90 days and will manage a record of sale, shifting, storage, reusing and reprocessing of such wastes except if the concerned State Pollution Control Board has broadened the specified period.

The waste could either be reused or discarded in captive or regular treatment, storage and disposed facilities available in the campus, as proposed in the following waste hierarchy.

- Prevention
- Minimization
- Reuse
- Recycle
- Energy
- Recovery
- Proper
- Disposal (Landfill/Incineration)

Avoiding waste at source and minimizing waste utilization:

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. Promote the implementation of recovery of resources such as solvents, other reagents and by-products, as well as the regeneration of spent catalysts within the time limit.

Reuse, retrieval and recycling of non-hazardous waste:

National college of education will explore opportunities / opportunities for reuse, recovery and recycling of waste in an environmental manner. Paper waste will be recycled to make paper boards and packing materials. The paper's toxic inks and dyes will be treated with enzyme technology, which is environmentally benign.

Safe disposal of hazardous waste:

For waste that cannot be recycled, safe and environmentally sound disposal will be adopted based on the waste category. The design and operation criteria of disposal facilities should be strictly followed as per the guidelines laid down by the CPCB.

Setting up of general treatment, storage and disposal facilities:

General treatment plant for departmental and house hold waste will be set up and rotatable and non biodegradable waste will be separated and treated according to their physical nature.

File Description	Documents
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

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

File Description	Documents
Documentary evidence in support of each selected response	No File Uploaded
Geo-tagged photographs	No File Uploaded
Income Expenditure statement highlighting the specific components	No File Uploaded
Any other relevant information	No File Uploaded

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

File Description	Documents
Income Expenditure statement highlighting the specific components	No File Uploaded
Documentary evidence in support of the claim	No File Uploaded
Geo-tagged photographs	No File Uploaded
Any other relevant information	No File Uploaded

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

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. It encourages learners to take pride in their college, which makes them less likely to drop litter and as such they will potentially make a bigger effort to maintain their environment. Cleanliness is incredibly important when it comes to cutting down on the spread of diseases in the college and means that staff and students are able to enjoy a comfortable learning environment. It also improves hygiene levels and can help to reduce the spread of sickness.

Cleanness in Campus:

- Provide door mats in each class.
- Keep trash bins in each working station and class.
- Start recycling practices in the college
- Encourage students and teachers to keep things away immediately after use.
- Organise cleaning day events like Swachh Bharat.
- Clean the campus facilities frequently.
- Hire a professional cleaning team.

Sanitation:

- Personal hygiene
- Safe drinking water
- Toilet/human excreta disposal
- Disposal of waste water
- Solid waste management
- Environmental sanitation

Green Cover:

We are endorsing and enforcing measures to make the College a carbon negative campus using the following:

1. Tapping Solar Energy:

There is an abundant supply of solar energy. We therefore have plans to install in house solar plants and create sustainable energy for the requirement of the campus.

2. Rainwater Harvesting:

In another step towards the preservation of the intricate water table in the college, building have been made compatible for rain water harvesting. We are positive that the rain water harvesting method employed by us will be the guiding light for others.

3. Utilizing Natural Light:

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.

Pollution Free Healthy Environment:

- Use Reusable Water Bottles and Coffee Mugs. ...

- **Recycle and Compost.**
- **Waste control chemicals and e-waste management**
- **Use of LED bulbs in college**
- **Conducting energy audit**
- **Dustbins on the Premises**
- **Waste control in entire campus**
- **No use of plastic in campus**
- **Use of dust proof chalks in classrooms**
- **Minimum use of Photocopy/Printing**

File Description	Documents
Documents and/or photographs in support of the claim	View File
Any other relevant information	No File Uploaded

7.1.6 - Institution is committed to encourage green practices that include Encouraging use of bicycles / E-vehicles Create pedestrian friendly roads in the campus Develop plastic-free campus Move towards paperless office Green landscaping with trees and plants

File Description	Documents
Videos / Geotagged photographs related to Green Practices adopted by the institution	No File Uploaded
Circulars and relevant policy papers for the claims made	No File Uploaded
Snap shots and documents related to exclusive software packages used for paperless office	No File Uploaded
Income- Expenditure statement highlighting the specific components	No File Uploaded

7.1.7 - Number of expenditure on green initiatives and waste management excluding salary component during the year (INR in Lakhs)

Nil

File Description	Documents
Data as per Data Template	No File Uploaded
Income Expenditure statement on green initiatives, energy and waste management	No File Uploaded
Any other relevant information	No File Uploaded

7.1.8 - Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges. Describe institution's efforts showcasing the way it leverages local environment, locational knowledge and resources, community practices and challenges in not more than 100 - 200 words

The college is affiliated to Kuvempu University so don't have any role in this context.

File Description	Documents
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

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

File Description	Documents
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	View File
Web-Link to the Code of Conduct displayed on the institution's website	No File Uploaded
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	No File Uploaded
Details of the Monitoring Committee, Professional ethics programmes, if any	No File Uploaded
Any other relevant information	No File Uploaded

7.2 - Best Practices

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

1. TET coaching - TET was made a necessary prerequisite for appointment of teachers . It helps to establish a national benchmark and standards for teacher quality and recruitment . College faculty members give TET coaching and practice to the student teachers everyday to achieve excellence in teaching. 2. Spoken English classes - English is an international language , the main language of this planet .Speaking English allows an individual to broaden their world ,form job opportunities to the ability to relate to people from every country .Language fluency and communication skills are the need of the hour for present generation teachers .College is providing spoken English training to student -teachers to improve themselves and to improve the quality of life and quality of teaching . 3. The institution conducts enrichment programs to refresh the learners of the basics of each optional subject .

File Description	Documents
Photos related to two best practices of the Institution	View File
Any other relevant information	No File Uploaded

7.3 - Institutional Distinctiveness

7.3.1 - Performance of the institution in one area of distinctiveness related to its vision, priority and thrust Describe the institutional performance in one area of distinctiveness related to its vision, priority and thrust in not more than 100 -200 words

The 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. Special attention is given to weak students especially belonging to ST/SC, OBC and minority groups. This college caters to the needs of rural students also.

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. Most of the girls would have remained either at home or would have chosen different tracks. The college administration always endeavors 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. For the safety of the girls, the college has appointed one security guard at its own expenses which is not a routine practice generally in government colleges. As a distinctive feature, the college has created a "Mobile Using Zone" so as to restrict the usage of mobiles in the campus.

Through proper planning and strategies, the institution focuses at delivering to its best ability the vision of the college. Our college believes in philosophy that students are the most essential and crucial stakeholder and all essential efforts are made to make them professionally and socially competent, so special efforts are made in this context. In our institute students from a diverse socio-economic and academic background are enrolled annually.

File Description	Documents
Photo and /or video of institutional performance related to the one area of its distinctiveness	No File Uploaded
Any other relevant information	No File Uploaded