



YEARLY STATUS REPORT - 2020-2021

Part A

Data of the Institution

1.Name of the Institution

NAZARETH COLLEGE OF EDUCATION FOR WOMEN

- Name of the Head of the institution **Dr .B.GOLDEN KISHA**
- Designation **Principal**
- Does the institution function from its own campus? **Yes**

- Alternate phone No. **044-26380203**
- Mobile No: **7550210918**
- Registered e-mail ID (Principal) **naacpro@ncefw.in**
- Alternate Email ID **info@ncefw.in**
- Address **Kannadapalayam Avadi ,Chennai
600062**
- City/Town **Chennai**
- State/UT **Tamil Nadu**
- Pin Code **600062**

2.Institutional status

- Teacher Education/ Special Education/Physical Education: **Teacher Education**
- Type of Institution **Women**

- Location **Semi-Urban**
- Financial Status **Self-financing**
- Name of the Affiliating University **TAMILNADU TEACHERS EDUCATION UNIVERSITY**
- Name of the IQAC Co-ordinator/Director **Dr.S.Sujatha**
- Phone No. **9445218979**
- Alternate phone No.(IQAC) **7550210918**
- Mobile (IQAC) **9445218979**
- IQAC e-mail address **iqac@ncefw.in**
- Alternate e-mail address (IQAC) **info@ncefw.in**

3.Website addresswww.ncefw.ac.in

- Web-link of the AQAR: (Previous Academic Year) <https://www.ncefw.in/pdf/AQAR%2019-20%20NCFW.pdf>

4.Whether Academic Calendar prepared during the year?**Yes**

- if yes, whether it is uploaded in the Institutional website Web link: <https://www.ncefw.in/pdf/Academic%20Calendar%202020-21.pdf>

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	B	2.70	2012	05/07/2012	04/07/2017

6.Date of Establishment of IQAC**13/07/2009****7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNTT etc.**

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

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

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

9. No. of IQAC meetings held during the year **2**

- Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? **Yes**
- (Please upload, minutes of meetings and action taken report) [View File](#)

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

- If yes, mention the amount

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

Staff and students participated in sharing knowledge, attending webinars, skill development workshops and meets through a virtual academic networking platform subscribed by the college <http://myonlinestatusin.com>

An awareness programme on effects of malnutrition to pregnant women of kannadapalayam village was organized followed by distribution of fruits.

A Certificate course by Fevicryl on mask making, marble glass art, texture painting and thurigai creations was organized for the student teachers.

Streetplay and Rally was conducted on Covid awareness by student teachers at kannadapalayam village

National webinars were organised on topics -Sustainable development, Inclusive Education, Futuristic and challenges in Agricultural water management as part of Swachhata action plan, Health vs Bio-mechanics at home kitchen by YRC, OER-A pathway to democratize higher Education were organized.

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
To conduct online competition for student teachers during the pandemic.	An online poster contest on the topic-Exploiting Earth Expels Existence
To organize a workshop for student teachers on skill development.	A Certificate course by Fevicryl on mask making, marble glass art, texture painting and thurigai creations was organized for the student teachers.
To organize online quiz to bring awareness on various topics.	National level online quizzes were conducted on topics NEP-2020, Augmented Reality Apps in Education, science facts and NAAC-Revised Framework, Environment, YRC, Physical Education, Sanitation and Hygiene.
To organize National webinars during the pandemic period.	National webinars on Sustainable development, Inclusive Education, Futuristic and challenges in Agricultural water management as part of Swachhata action plan, Health vs Bio-mechanics at home kitchen by YRC, Fuel conservation and management, ABC of personality development for social engineers, OER-A pathway to democratize higher Education were organized.
To conduct revision tests for the student teachers and orient them to submit it through online mode.	Student teachers were oriented and mock exams theory and practical were conducted through online mode
To conduct workshop for students on Covid DIY face mask making.	An online workshop on Covid DIY Face mask making was organized.
To conduct an awareness	Streetplay and Rally was

programmes at kannadapalayam village.	conducted on covid awareness by student teachers at kannadapalayam village
To organize a session on nutrition for the non-teaching staff of Nazareth Institutions.	An awareness programme on effects of malnutrition to pregnant women of kannadapalayam village was organized followed by distribution of fruits.
To conduct a workshop on Google classroom for staff and students.	A workshop on google classroom was organised for staff and students
To make effective use of the college virtual academic networking platform MyOS for knowledge sharing.	Staff and students participated in sharing knowledge, attending webinars, skill development workshops and meets through a virtual academic networking platform subscribed by the college http://myosconnect.in

13. Whether the AQAR was placed before statutory body? Yes

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
Academic council	06/01/2021

14. Whether institutional data submitted to AISHE

Part A**Data of the Institution**

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14. Whether institutional data submitted to AISHE

Year	Date of Submission
2020-21	10/02/2022

15. Multidisciplinary / interdisciplinary

The Institution will focus on providing holistic multidisciplinary education for the student teachers enriching their soft skills through debates, discussions, and communication skills. Integration of STEM (SCIENCE, TECHNOLOGY, ENGINEERING, AND MATHEMATICS) in their microteaching skills, lesson plans, and macro teaching will enable the trainees to develop higher-order thinking skills, and creativity, critical thinking, and problem-solving. The curriculum is framed by Tamilnadu Teachers Education University and the holistic multidisciplinary approach and credit-

based courses as per the norms will be followed. Student teachers are trained in life skills and digital pedagogy to help them face global challenges. Recent techniques of pedagogy are updated to the student teachers through seminars, conferences, and workshops with a focus on 21st-century skills. The strengthening of the school internship program will be based on the needs of the student community. Student teachers will be encouraged to join more multidisciplinary credit-based courses through online mode. The training of teachers will focus on promoting innovation through incubation centers and among the students in schools through projects. The Institution encourages the professional development of teachers by providing the necessary resources and moral support. The teacher training will continue to emphasize the participation of student teachers and staff members in community-based services, eco-friendly activities, and value-based education.

16.Academic bank of credits (ABC):

Academic bank of credits as per NEP 2020 will help the student teachers digitally store the academic credits earned from various higher education institutes and acquire a degree by taking the credits earned. This will facilitate student teachers to choose subjects of their interest and consolidate the credits earned during the course. This also paves way for the trainees for a creative combination of disciplines for study with multiple entries and exit points. Flexibility in choice of subjects will help the student teachers for credit accumulation in their degree. The curriculum is framed by Tamilnadu Teachers Education University and credit-based courses as per the norms will be followed. The Institution will facilitate student mobility through this academic service mechanism. Various pedagogical approaches will be followed by the faculty to train the student teachers and they will be motivated to register under the Academic Bank of the Credit system.

17.Skill development:

Vocational education and skill development will be encouraged in the Institution by enriching the workplace-related skills and attitude through the Internship. Video lectures and guest lectures will be organized to change the student attitude toward vocational education. The Institution will organize workshops on entrepreneurship Education and integrating 21st-century skills into teacher training. Internal assessment and aptitude tests will be conducted for the trainees to measure their interest in vocational education and skill development. Teacher trainees will

be motivated for innovations and skill development. The psychomotor skill development will be catered to through partnership with vocational training institutes in the locality. Focus on Innovative pedagogical approaches by teacher educators will be followed. Student teachers will update on Artificial Intelligence, Robotics, and the Internet of things besides enhancing their knowledge and skills through MOOCs, Flipped learning, and Hybrid learning methods. Various Assessment tools will be used to identify and measure the student's interest in skill development like a checklist, peer assessments, worksheets, group projects, student portfolios, and presentations. Certificate courses and workshops on skill development will be organized by the Institution.

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

The Institution organizes programs for all National days, Interreligious fests, and InterCultural celebrations. Everyday prayer is organized by the student teachers sharing a thought with the peer group. A bilingual mode of teaching and learning is implemented, and student teachers are provided with learning materials in both English and Tamil medium. The library is equipped with textbooks, workbooks, magazines, and novels. More library resources to preserve and promote Indian Languages Culture and Tradition will be included. Student teachers will be encouraged in the use of literature, grammar, and vocabulary. Language dictionaries in printed form and online will be provided in the library for the student teachers. They are encouraged to compose poems and songs, recite poems, role play, folk dance, and narrate stories during their practice teaching as a step towards promoting Indian culture and tradition. Competitions will be conducted and prizes awarded to winners in cultural programs such as poetry recitation, creative writing, music, poster making, storytelling, and drama. International Yoga day is celebrated every year and this will continue a step forward in training the school students and the public in the neighborhood. The Institution organized programs to create awareness to the public on right to vote bilingually. Teacher educators will train the student teachers to integrate the Indian culture and languages while teaching the school subjects in schools. During the Innovative school visits, the student teachers will be encouraged to record the various initiatives by the schools in promoting the Indian languages, culture, art, and tradition. The student

teachers visited Dakshinchitra, Chennai to observe and learn the occupation and traditions of Indian culture. The tradition and culture of India are focused on the intercollegiate cultural programs and inter-department programs by our student teachers. Experts related to language learning, literature, and arts will be invited to enrich the student teachers with comparative literature and culture of Indian origin.

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

The Institution gives importance to outcome-based Education in the teaching-learning process. The Course outcomes and program learning outcomes are stated for each course/program and also displayed on the website of the Institution to maintain transparency to all stakeholders. The course objective and program objectives were aligned and the Student teachers are trained in the application of Bloom's taxonomy in teaching their school subjects, writing lesson plans, preparing instructional aids, and for assessment. This enables them to focus on higher-order thinking skills and 21st-century competencies. Mind mapping was taught to the student teachers and this was implemented for each lesson plan by the trainee Teacher educators encouraged the trainees in technology integration in schools to make students learning meaningful and dynamic. They were motivated to use more free accessible online tools and apps for teaching. Remedial teaching is given to slow learners and they are encouraged on reflective teaching. They are given the freedom to express their ideas and take leadership roles and responsibilities. Student teachers are given opportunities to involve in all activities related to a community-based environment and value-based activities. Orientation on life skills and micro-teaching skills are organized at the beginning of every year by teacher educators in the form of team teaching. The trainees are given in-depth knowledge on continuous and comprehensive evaluation and the significance of grading. Various Certificate courses were organized for the student teachers in skill development.

20.Distance education/online education:

The student teachers are encouraged in digital learning through online tools. Student teachers have enrolled in SWAYAM and MOODLE for various online courses and utilized the open access resources and assessment tools. Student teachers were made aware of virtual labs, augmented reality, virtual reality, and Open educational resources. A webinar on google classroom, google forms, and open educational resources were organized by the college during the pandemic to adapt, sustain and strengthen the teaching-learning

process They were also informed of the various online courses in DIKSHA and MOOC. Teacher educators and student teachers are provided with optimal resources for continuous professional development through digital learning. Vocational courses of interest can be enrolled through these digital learning platforms and this was made aware to the students. There is credit transfer of courses done through SWAYAM was also emphasized. Student teachers were oriented by our Alumnae on enrolling in SWAYAM and periodically guidance is given in overcoming the challenges during the course. This facilitated all the student teachers in enrolling in SWAYAM and sharing their experience of digital learning using video lectures, reading materials, assignments, quizzes, discussion forums, and online exams.

Extended Profile

2.Student

2.1 84

Number of students on roll during the year

File Description	Documents
Data Template	View File

2.2 100

Number of seats sanctioned during the year

File Description	Documents
Data Template	View File

2.3 50

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

File Description	Documents
Data Template	View File

2.4 83

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	83
File Description	Documents
Data Template	View File
2.6 Number of students enrolled during the year	84
File Description	Documents
Data Template	View File
4. Institution	
4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	858719
4.2 Total number of computers on campus for academic purposes	11
5. Teacher	
5.1 Number of full-time teachers during the year:	13
File Description	Documents
Data Template	View File
Data Template	View File
5.2 Number of sanctioned posts for the year:	16
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

The curriculum is framed by the Tamil Nadu Teachers Education University (TNTEU).. Whenever the University seek suggestion with regards to the curriculum development, the Head of the institution represents the college with all necessary suggestions drawn on the feedback from all the stakeholders. The content of the curriculum is updated by the University whenever required.

In house practice of implementing curriculum.

- Beginning of every academic year, students are given an orientation on the B.Ed curriculum for the year
- Enabling the students to develop a better understanding about the theoretical and practical components apart from the modes of curriculum transaction and evaluation.
- Every teacher educator prepares academic planning for effective implementation of the curriculum based on recent trends in teaching learning process.
- Attempts are made periodically to enhance the curriculum delivery mechanism in the institution by providing series of orientations and in-service programmes to the teacher educators/student teachers to enhance their teaching skills.
- Student teachers provide their feedback on curriculum delivery.

Review of plans : The progress in the teaching plans and action plans are reviewed during staff meetings. Meetings are also convened by the Curriculum Planning Committee to review the implementation of teaching plans

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

C. Any 3 of the above

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

B. Any 3 of the Above

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

File Description	Documents
Data as per Data Template	View File
URL to the page on website where the PLOs and CLOs are listed	https://www.ncefw.in/pdf/B%20Ed%20PLO_CLO.pdf
Prospectus for the academic year	View File
Report and photographs with caption and date of student induction programmes	View File
Report and photographs with caption and date of teacher orientation programmes	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

08

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

1.2.2 - Number of value-added courses offered during the year	
8	
1.2.2.1 - Number of value-added courses offered during the year	
8	
File Description	Documents
Data as per Data Template	View File
Brochure and Course content along with CLOs of value-added courses	View File
Any other relevant information	No File Uploaded
1.2.3 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year	
83	
1.2.3.1 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year	
83	
File Description	Documents
List of the students enrolled in the value-added course as defined in 1.2.2	View File
Course completion certificates	View File
Any other relevant information	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	Two of the above

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

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

83

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

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

Institution provides opportunities for the students to acquire and demonstrate knowledge, skills, values and attitudes related to various learning area

Besides training the student teachers in teaching skills, the college provides multi skill capacities aiming at the development of following skills:

- Communication skills
- ICT skills
- Life Skills
- Teaching skills

- ICT skills: One hour per week has been allotted for Audio-visual class in which the students are taught to exploit the existing technology for effective teaching and learning process.
- Communication skills: Communication skill is enhanced by organizing seminars in every subject. They are encouraged to participate in various competitions such as role play, debate, speech which really help them enhance their speaking skill
- Life skills: The institution allocates each faculty member to teach one or more life skills which really help the student teachers to know the importance of the life skills

- Social Behaviour
- Transactional Analysis
- Positive thinking
- Stress Management
- Time Management
- Interview skill
- Self motivation
- Emotional Intelligence

- Teaching skills : Teaching skills are practiced to mastery each skill under specific and simplified situation- Micro-teaching. Teaching skills are assessed through observation in classroom situations.

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

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

Institution familiarizes students with the diversities in school system by adopting the innovative school visit and conducting webinar on "Open Educational resources: pathway to democratize Higher Education

- VISIT TO INNOVATIVE SCHOOLS

During the visit to innovative schools, students teachers observe the practising of innovations in teaching, curriculum and assessment techniques of the various school boards(ICSE,CBSE, MATRIC AND STATE). The visit to the innovative schools gave the student teachers and the faculties' awesome experience on novel innovative practices. The student teachers gathered information by interacting with the students, and teachers of the schools. Each school had its own uniqueness in teaching-learning transaction.

The observations of each different schools are recorded in the innovative school visit record.

- WEBINAR ON "OPEN EDUCATIONAL RESOURCES: PATHWAY TO DEMOCRATIZE HIGHER EDUCATION

Webinar on "Open Educational resources

Resource Person : Dr . Jyoti Bawane , Associate Professor, Indian Institute of Education, Pune,

She highlighted the need and significance of OER

OER (Open Educational Resources) helps to bridge the gap in providing education through effective use of OER , especially during pandemic situation when there is a sudden shift from Traditional Offline to online mode.

File Description	Documents
Action plan indicating the way students are familiarized with the diversities in Indian school systems	View File
Documentary evidence in support of the claim	View File
Any other relevant information	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

Curriculum experiences in teacher education aids the prospective teachers in the development of teaching skills to teach in professional institutions , students teachers are well trained by the teacher educators, which helps the student teachers to

- Impart an adequate knowledge of the subject- matter
- Equip with necessary pedagogic skills
- Develop proper attitudes towards teaching
- Understand the significance of individual differences of child

Syllabi Driven Curricular Experiences The learning engagement of students is assured by the institution through its way of planning curricular experiences given in the syllabus for different programmes. Tasks and assignments for all the courses provide understandings relevant to the concepts being learnt. The following courses in B. Ed. programme on Enhancing Professional Capacities provide rich curricular experiences:

- Book reading and reflection
- Drama and art in education
- Critical understanding of ICT
- Understanding yourself Learning Engagement through Seminars/ Webinars/ Workshops/Special Sessions It is a regular practice of the institution to organize seminars, webinars

workshops and special sessions for teaching and student community at large. The students of the institution are the primary beneficiaries of these programmes. The themes of such programmes are planned to prepare students for the teaching profession.

File Description	Documents
Documentary evidence in support of the claim	View File
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

Three of the above

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

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

Feedback collected, analyzed and action taken

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

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

84

2.1.1.1 - Number of students enrolled during the year

84

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

78

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

78

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

00

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

00

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

2.2 - Honoring Student Diversity

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

The institution has the following ways to understand the learning needs of students and their level of readiness to undergo professional education programme:

- Entry-level assessment analyzes the college preparedness of all new students to ensure they have the best possible chance of success in attaining their academic goals.
- Writing and communication skills are assessed through various assessment procedure to guide the students in selecting the medium of instruction. Considering the importance of language proficiency for the teaching profession, a reading and writing assessment in Tamil and English language is done
- A Talent Show is organized for the students to get to know their non-scholastic abilities. The performances of the students are noted in an Observation Schedule.

The data gathered from all the three modes are collated to given an overall picture of the abilities of students. The profile of the learners thus constructed are given to the mentors and pedagogy teachers for better understanding of the needs of students. The pedagogy teachers and mentors work together to provide the required academic support to the students.

File Description	Documents
Documentary evidence in support of the claim	View File
Documents showing the performance of students at the entry level	View File
Any other relevant information	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	Four/Three of the above
File Description	Documents
Data as per Data Template	View File
Relevant documents highlighting the activities to address the student diversities	View File
Reports with seal and signature of Principal	View File
Photographs with caption and date, if any	View File
Any other relevant information	View File
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	Three of the above

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

2.2.4 - Student-Mentor ratio for the academic year

1:10

2.2.4.1 - Number of mentors in the Institution

10

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

The students are engaged in active learning, given comprehensive learning experiences; enabled to manage diverse learning needs and challenges.

The assessment and evaluation scheme is comprehensive, reliable, objective and transparent, outcomes of which are utilized in improving the performance of student teachers.

Use of new technologies is quite good in teaching -learning. Unit tests are conducted to assess the academic needs of the students.

Slow learners and advanced learners are identified through such analysis.

Remedial classes are arranged to help the slow learners to adapt to the rigorous teaching learning process and to make credible academic progress.

ICT based teaching learning is one of the helps the students to perform well in the summative examinations to be conducted by the university.

.The teachers employ interactive and participatory approach creating a feeling of responsibility in learning and make learning a process of construction of knowledge.

ICT based facilities are used extensively for dissemination of knowledge and evaluation. Interactive instructional techniques like focused group discussions, projects, internships, brain storming sessions, experiments, Power Point Presentations and other applications of ICT resources enrich the teaching learning experience and engage students in higher order thinking and investigation.

File Description	Documents
Course wise details of modes of teaching learning adopted during the academic year in each programme	View File
Any other relevant information	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

10

File Description	Documents
Data as per Data Template	View File
Link to LMS	https://myosconnect.com
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

83

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

Three of the above

File Description	Documents
Data as per Data Template	View File
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	View File
Geo-tagged photographs wherever applicable	View File
Link of resources used	https://www.ncefw.in/pdf/ICT_facilities.pdf
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 academic experiences are planned for the development of personal and professional attributes required for the teaching profession. Mentoring for Collaborative work in groups Collaborative work is

integral to all the activities of students. The morning assembly, collaborative tasks in the classroom, cultural programmes outreach activities help students share responsibilities with a team spirit Mentoring for Dealing with heterogeneous groups The varied group situations during the teaching learning process gives them a ground for practicing inclusion. A general session on "How to take class in Google Classroom" is organized for the students. Special address on differentiated instructional strategies and dealing with different categories of students are organized. Mentoring for teaching competency and skill The student teachers are trained to take up their work in a professional way. Special sessions emphasizing teacher professionalism are also organized by the institution. Micro, Mini- Teaching techniques and demonstration classes are taken before the onset on intership. Mentoring for Emotional Management Ways of managing stress and balancing home and work responsibilities become a topic discussed now and then in the classroom. A session ON "ABC Of Personality Development for social engineers was conducted, Experts in the field of psychiatry and counselling are invited to highlight on emotional balance.

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

2.3.6 - Institution provides exposure to students about recent developments in the field of education through Special lectures by experts Book reading & discussion on it Discussion on recent policies & regulations Teacher presented seminars for benefit of teachers & students Use of media for various aspects of education Discussions showcasing the linkages of various contexts of education- from local to regional to national to global

Three of the above

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the selected response/s	View File
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	View File
Any other relevant information	No File Uploaded

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

The teacher educators extensively employ interactive and participatory approach in transaction of theory to nurture creativity, innovativeness, intellectual and thinking skills, empathy, life skills etc. among students

Case I

Development of Teaching competencies prior to internship

- The students are involved in activities directed to the improvement of teaching(Micro- teaching sessions) and learning, the students learn to integrate into the teaching practice along with school programme.
- Field experiences allow students to apply and reflect on their content, professional and pedagogical knowledge, skills and attitudes in diverse school situations.
- During practice teaching our students created awareness through cultural programmes regarding Health education and Eco - friendly environment.

Case II

Student teacher participation in various curricular activities

- The institution encourages
 - To organize class seminars, to attend and present papers in the symposiums conducted in various colleges,
 - To conduct action research and case study, to conduct

experiments on psychology, to make teaching aids, to operate OHP, LCD and slide projectors,

- To organize and participate in programmes of both intra and inter collegiate competitions
- The institution also develops a sense of community building by organizing various campaigns through NSS, YRC, RRC, Eco club and various subject clubs.

File Description	Documents
Documentary evidence in support of the claim	View File
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)

Three/Four of the above

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the selected response/s	View File
Reports of activities with video graphic support wherever possibl	No File Uploaded
Any other relevant information	No File Uploaded

<p>2.4.2 - Students go through a set of activities as preparatory to school- based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as Formulating learning objectives Content mapping Lesson planning/ Individualized Education Plans (IEP) Identifying varied student abilities Dealing with student diversity in classrooms Visualising differential learning activities according to student needs Addressing inclusiveness Assessing student learning Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement</p>	<p>Four/Five of the above</p>												
<table border="1"> <thead> <tr> <th data-bbox="86 904 539 967">File Description</th> <th data-bbox="539 904 1436 967">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="86 967 539 1030">Data as per Data Template</td> <td data-bbox="539 967 1436 1030">View File</td> </tr> <tr> <td data-bbox="86 1030 539 1137">Reports and photographs / videos of the activities</td> <td data-bbox="539 1030 1436 1137">View File</td> </tr> <tr> <td data-bbox="86 1137 539 1276">Attendance sheets of the workshops / activities with seal and signature of the Principal</td> <td data-bbox="539 1137 1436 1276">View File</td> </tr> <tr> <td data-bbox="86 1276 539 1384">Documentary evidence in support of each selected activity</td> <td data-bbox="539 1276 1436 1384">View File</td> </tr> <tr> <td data-bbox="86 1384 539 1447">Any other relevant information</td> <td data-bbox="539 1384 1436 1447">No File Uploaded</td> </tr> </tbody> </table>	File Description	Documents	Data as per Data Template	View File	Reports and photographs / videos of the activities	View File	Attendance sheets of the workshops / activities with seal and signature of the Principal	View File	Documentary evidence in support of each selected activity	View File	Any other relevant information	No File Uploaded	
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Reports and photographs / videos of the activities	View File												
Attendance sheets of the workshops / activities with seal and signature of the Principal	View File												
Documentary evidence in support of each selected activity	View File												
Any other relevant information	No File Uploaded												
<p>2.4.3 - Competency of effective communication is developed in students through several activities such as Workshop sessions for effective communication Simulated sessions for practicing communication in different situations Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’ Classroom teaching learning situations along with teacher and peer feedback</p>	<p>Three of the above</p>												

File Description	Documents
Data as per Data Template	View File
Details of the activities carried out during the academic year in respect of each response indicated	View File
Any other relevant information	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	Three of the above
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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	Three of the above
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File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of each response selected	View File
Sample evidence showing the tasks carried out for each of the selected response	View File
Any other relevant information	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

Three of the above

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

Three of the above

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

The practice teaching plans are developed in partnership with cooperatively involving the school staff and teacher educators..

- Training and guidance is given to the student teachers on preparation of lesson plan, preparation of blue prints and question papers, case studies, achievement tests and model preparation before extending in school for teaching practice.
- Student teachers are required to do a teaching practice for 16 weeks which includes ten days of observation.
- They are deputed to schools in accordance with the approved list given by the District Educational Officer.
- This practice teaching covers 60 lesson plans along with relevant teaching models and charts. Diagnostic and achievement tests for students are conducted by the trainees during and at the end of the internship to evaluate their performance. .
- The school teachers guides, regarding lesson planning and teaching of specific subject
- The trainees are evaluated by their respective guide teachers, evaluation sheet is submitted in college.
- The concerned teacher educators of the college visit the school and assess the performance of student teachers periodically.
- A feedback on the performance of the trainee in general is collected from the Head master of the school concern and guide teachers

File Description	Documents
Documentary evidence in support of the claim	View File
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

83

File Description	Documents
Data as per Data Template	View File
Data as per Data Template	View File
Plan of teacher engagement in school internship	View File
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

Three/Four of the above

File Description	Documents
Data as per Data Template	View File
Sample copies for each of selected activities claimed	View File
School-wise internship reports showing student engagement in activities claimed	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.

The practice teaching plans are generally developed by the subjects teachers educators .Before going for practice teaching each student teachers prepares lesson plan on the basic of format and methodology discussed by the subject teachers the plan prepared is discussed individually or in groups and feedbacks is provided to the students.

Observation by Teacher Educators The teacher educators observe the student teachers in the host schools on a regular basis. The teacher educator holds a conference with the student teacher to present feedback immediately after the observation. The post observation conference is very crucial to refine the teaching competencies of the student teachers. **Observation by Guide Teachers** The school teachers to provide constructive feedback to the student teachers. A common observation form is used for this purpose.

Observation by Head master/Headmistress The school head plays an important role in the observation procedure. They make an occasional visit to observe the student teacher and record their observations in a separate form.

Observation by Peer group The peer group are an additional source of information on student performance. The peers are encouraged to observe the classes of student teachers and provide suggestions for improvement.

File Description	Documents
Documentary evidence in support of the response	View File
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

Three of the above

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

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

Three of the above

File Description	Documents
Format for criteria and weightages for interns' performance appraisal used	View File
Five filled in formats for each of the aspects claimed	View File
Any other relevant information	No File Uploaded

2.5 - Teacher Profile and Quality

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

10

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

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

2

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

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

15

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

15

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

Continuous Professional Development (CPD) programmes The college management provides financial support to teachers upon request to

attend seminars, workshops and conferences. The teachers make use of the resources available in the library and the e-resources to know the recent developments in education. They learn new technologies and use them through self-exploration. Teachers complete online courses and keep themselves updated on modern trends in education. Sharing of knowledge through common forum -MYOSIN The institution organizes faculty development programmes on a regular basis. Experts from outside are sometimes invited to serve as resource persons for faculty development programmes. MYOSIN-`Knowledge Sharing Forum" is another way of faculty development. The teachers who get a chance for knowledge updating by participation in a seminar/workshop/conference share what they have learnt with the others in the institution through Knowledge Sharing Forum. Networking with Others Teachers leverage technology to get connected with colleagues and other professionals outside the institution. E- net working groups are the major ways of professional communication. The teachers are also members of many academic Whatsapp groups. The membership in such groups help them to know and share the latest information in the field of education

File Description	Documents
Documentary evidence to support the claim	View File
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

Theory Examination: Student teachers are evaluated on five core subjects, one elective and two optional subjects. Students' continuous internal evaluation carry grades, term-end university examination carry 600 marks. Our college conducts three unit(Revision) tests, the revision test are conducted by dividing the unit as

- I Revision Test : Units 1 to 4
- II Revision Test : Units 4 to 6
- III Revision Test : Units 7 to 10

and two Pre-university examination(Model) in each subject during the programme. In addition, students need to submit five assignments in each subject and deliver seminars periodically.

Qualifying for Degree: Student Teachers have to score minimum 33% in both theory and practical examinations for the successful completion of programme

The co-scholastic abilities assessment is done by the way of the tasks and assignments that run along all the courses. The teachers grade the performance of students in tasks and assignments with an eye for the development of certain professional attributes. Attributes like organizational skills, communication skills, team work, creativity and attention to quality are assessed and the results are made known to the students within a week after the assessment.

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

Three of the above

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

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

Role of Exam Committee

The examination committee conducts the examination in a clear and transparent manner. The Exam Committee develops guidelines for the conduct of internal exams and orients the students on the procedure of internal assessment. The Exam Committee prepares the examination schedules and allocates responsibilities to the teachers for the conduct of internal assessment. The Exam Committee looks into the redressal of internal examination related grievances.

The faculty members in charge of various theory courses consolidate the internal marks which comprise of all the tests, assignments done by the students throughout the academic year. The students are permitted to check their consolidated internal marks and if they have any grievance related to it, they can solve it with the help of the faculty.

The group grievances of the students, if any, is brought to the attention of the Exam Committee who work to resolve the issue.

The terminal examination are scheduled and conducted by the examination office of the university. If the students have any grievance related to their marks, they report to the exam committee who in turn check with the university to resolve the same, Students can apply for revaluation if they have grievance regarding evaluation.

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.

Preparation of Academic Calendar The academic calendar is developed by the Academic Calendar Committee in line with the academic calendar of the affiliating University. The academic calendar is developed at the beginning of the academic year and uploaded in the college website. The academic calendar is printed

and distributed to the students and teachers every year.

Preparation of Annual Plan for Internal Evaluation

The academic calendar shows the start and end of each academic year stating various activities to be conducted, the internal evaluation schedule and the tentative schedule of external evaluation. The college strongly believes on transparency in its functioning .

The dates of internal evaluation are made known to the faculty members and students through the academic calendar. This helps the teachers to plan the teaching learning process accordingly. If any unforeseen circumstances lead to slight changes in the internal evaluation schedules, the Exam Committee announces the revised schedule after due consultation with the Academic Calendar Committee.

CCE, demonstration classes, observation, micro-teaching, internship, model examinations and semester examinations are marked in the academic calendar, Project Sports, Citizenship camp, Life skill course, Socially useful productive work classes are scheduled and conducted, students' participation and involvement in all activities are monitored and evaluated for internal assessment.

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, Course Learning Outcomes

The college has well defined "Programme Learning Outcomes" The Programme Learning Outcomes (PLOs) are realized through the attainment of Course Learning Outcomes (CLOs). All the theory courses and practicum components, have a set of course Learning Outcomes to be achieved on completion.

The faculty members handling various courses inform the students about the CLOs to be achieved on completion of the course.

The teaching plan encompasses aspects like assignments, constructive approaches, collaborative tasks, enrichment content, presentation on recent developments, discussion on contextual linkages, group projects and special lectures. Apart from the core courses, special courses and elective courses, there are some

value-added courses which will help in achieving the PLOs of the programme.

The practicum components are also designed in such a way that they play a vital role in achieving the CLOs and PLOs. At the end of each academic year, faculty members check the achievement of CLOs. The entire process of teaching and learning is carefully planned and executed in line with the CLOs for the different courses

File Description	Documents
Documentary evidence in support of the claim	View File
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

Assessment of theory component

Student teachers are evaluated on all core subjects, one elective and two optional subjects. Students' continuous internal evaluation is done on tasks and assignments that run along the syllabus prescribed by the University. These are integrated into the teaching plan and they form the basis for the assessment of the development of professional attributes Our college conducts three unit(Revision) tests, and two Pre-university examination(Model) in each subject during the programme.

Assesment of practical component

The micro teaching classes are recorded and student-teachers view

the recordings and rectify their mistakes. This helps them when they appear for macro teaching or internship to different schools. The training helps to accommodate themselves based on the school climate and needs of the students. The teacher educator evaluates all the teaching components as, based on universities evaluation proforma.

Assessment of professional capacities In addition, the University has prescribed a few courses called Enhancing Professional Capacities (EPC) for the B. Ed. programme. Attributes like organizational skills, communication skills, team work, creativity and attention to quality are assessed and the results are made known to the students within a week after the assessment.

File Description	Documents
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	View File
Any other relevant information	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

75

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.

Tutor ward helps to monitor and identify the needs of the

students. At the beginning of the course, students are oriented towards different courses in the programme and their expectations are recorded

Teacher educator identifies learning needs like lack of communication skills, lack of confidence, fear of expression, time management, sympathy, adjustment problems with peers and stress. Based on the need of the student teachers, training is given in spoken English, teaching skills and technological skills. To assess their achievement in these skills performance test is conducted immediately after completion of each activity.

The student's grievance and suggestions are also taken into consideration at the end of each academic year, the problems are addressed. The points of improvement are recognized and suitable action is taken in the next year.

At the end of every academic year, the filled in feedback forms are collected from students to get feedback on infrastructural facilities, the course content, subjects covered, performance of staff etc. The students also give oral feedback on their experience during the whole course on attainment skills and improvement in their performance from beginning to end of the course.

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

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

Nil

RESEARCH AND OUTREACH ACTIVITIES

3.1 - Resource Mobilization for Research

3.1.1 - Number of research projects funded by government and/ or non-government agencies during the year

00

File Description	Documents
Data as per Data Template	No File Uploaded
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)

00

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	View File
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

Two of the above

File Description	Documents
Documentary evidences in support of the claims	View File
Details of reports highlighting the claims made by the institution	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

01

File Description	Documents
Data as per Data Template	View File
First page of the article/journals with seal and signature of the Principal	View File
E-copies of outer jacket/contents page of the journals in which articles are published	View File
Any other relevant information	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

03

File Description	Documents
Data as per Data Template	View File
• First page of the published book/chapter with seal and signature of the Principal	View File
E-copies of outer jacket/contents page of the books, chapters and papers published along with ISBN number in national / international conference-proceedings per teacher	View File
Any other relevant information	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

16

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

80

File Description	Documents
Event-wise newspaper clippings / videos / photographs with captions and dates	View File
Report of each outreach activity with seal and signature of the Principal	View File
Any other relevant information	View File

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

80

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

80

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.

NAZARETH COLLEGE OF EDUCATION FOR WOMEN- OUTREACH ACTIVITIES

Nazareth college of Education for women organised such outreach activities in the academic year of 2020-2021.

World Nature conservation Day (07/07/2020)

The swachhta Action committee in association with TNTEU organized Poster making contest for world nature conservation day.

FIT INDIA FREEDOM (29/08/2020 to 07/09/2020) MHRD

This program has a vision to make every youth as a change agent and catalyst to take the cost of fitness to all the people in the campus and the community.

FIT INDIA FREEDOM RUN/WALK (31/08/2020 to 19/09/2020)

Each student chose an activity of - Traditional games, cycling, walk and solo run. Our students taught the above to their neighbors, friends , family and community to serve the purpose of motivating people to stay healthy and hygienic.

TREE PLANTATION . (24/09/2020) , (02/10/2020), (22/04/2021) &(05/07/2021)

On account of NSS day , Gandhi Jayanthi, World Earth day and Van Mahotsav day saplings were planted in different place to insist the importance of planting the sapling.

SIGNATURE CAMPAIGN (25/01/2020)

An awareness was conducted among the public and made them to do their signature on pledge board which was specially designed for the purpose.

STREET PLAY - COVID (30/04/2021)

Street play was conducted to insist the public to get vaccinated.

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

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

04

File Description	Documents
Data as per Data Template	View File
Appropriate certificates from the awarding agency	View File
Any other relevant information	View File

3.4 - Collaboration and Linkages

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

04

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

04

File Description	Documents
Data as per Data Template	View File
List of teachers/students benefited by linkage – exchange and research	View File
Report of each linkage along with videos/photographs	View File
Any other relevant information	View File

3.4.2 - Functional MoUs with institutions of National and / or International importance, other

universities, industries, corporate houses etc. during the academic year

01

File Description	Documents
Data as per Data Template	View File
Copies of the MoU's with institution / industry/ corporate houses	View File
Any other relevant information	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	View File
Any other relevant information	View File

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

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

The following adequate facilities are available on the campus to support the teaching-learning process:

The college has adequate physical and academic facilities. The

classrooms, laboratories, and seminar hall are well equipped along with a computing system and internet facility. Besides the building, the college has a spacious playground for sports activities. The college has an atmosphere providing importance to extracurricular and support services organized by NSS, YRC, RRC, and ECO CLUB. Spacious seating arrangements with the qualitative furniture. Light and ventilation facilities are maintained in the classroom and laboratories. In addition to that, we tie up with MyOS connect.com an online portal which builds, connects, up skills, mentors, equips, and recruits our trainee teachers to uplift their professional and academic confidence. Moreover, the portal plays a vital role to provide online teaching learning during the pandemic period.

File Description	Documents
List of physical facilities available for teaching learning	View File
Geo-tagged photographs	View File
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

17

File Description	Documents
Data as per Data Template	View File
Geo-tagged photographs	View File
Link to relevant page on the Institutional website	https://ncefw.in/pdf/ICT_facilities.pdf
Any other relevant information	No File Uploaded

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

119739

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.

The library is partially automated. The entry of books is done as and when it is purchased on the computer. This facilitates the student and faculty to use the library resources. The library has internet facilities and wifi. The college library provides the staff & students use online journals, E-books, and open-access tools for teaching and learning. The computer in the library has high-speed net connectivity and storage facilities.

File Description	Documents
Bill for augmentation of library signed by the Principal	No File Uploaded
Web-link to library facilities, if available	https://www.ncefw.in/facilities/library/index.html
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

Student teachers and staff members have access to books, journals, and e-journals with the help of an online link.

<http://www.neper.in/> Nazareth Educational Pedagogy and Educational Research (NEPER) is a bi-annual journal brought out by our college with an objective to bring solutions to various problems and issues related to Education.

www.myosconnect.com this link helps staff and students to share

their knowledge through the platform that is subscribed by our college.

Access to free journals by student teachers and staff for reference work and research work

1. <https://openj-gate.org>.

2. OAJSE-open access journal research engine <https://www.oajse.com>

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

One of the above

File Description	Documents
Data as per Data template	View File
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)

17175

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the expenditure on purchase of books, journals, e-resources with seal and signature of both the Principal and Chartered Accountant	View File
Any other relevant information	View File

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

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

106

File Description	Documents
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the academic year with seal and signature of both the librarian and principal	View File
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	https://drive.google.com/file/d/1d6QUW5nKUNh3ppmwadKQvOK_tKskzjXF/view?usp=sharing
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

Two of the above

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

ICT FACILITIES

The Institution is well equipped with ICT facilities. There is 24x7 internet and Wi-Fi connection available for the Teaching staff, non-Teaching staff and students as of now, the available bandwidth is 150 MPBS (FIBER NET). There are LCD projector, Over Head Projector (OHP), OHP transparent sheets, audio-visual equipment's like tape recorder, television, CDs, DVD player, four set of Collar microphones, Wire Microphones, Wireless Microphones, Built in Amplifier & speaker, Digital Camera, Photo copier cum scan & Printer.

- College Administrative Office is furnished with two high configured systems with printer. The office is connected with internet and Wi-Fi. There are two computers available for the student-teachers to access to electronic resources. The library has also internet and Wi-Fi connection.
- Computer cum Language Lab are well-furnished with Headphones, ten systems with high configuration and LAN connection
- **Accessibility:** The staff and student-teachers use the available computers in the institution for curricular and co-curricular activities like power point preparation, seminar and assignments, etc.
- **Software:** The institution uses predominantly Windows 7, MS office 2010 and NOCKS for Teaching and Learning.

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

4.3.2 - Student – Computer ratio during the academic year

10:1

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:**

D. 50 MBPS - 250MBPS

**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**

One of the above

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	https://docs.google.com/document/d/15T6isnpFCoY6l3eGSVlr_POwxsZKfZxO/edit?usp=sharing&oid=108477494847032484918&rtpof=true&sd=true
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)

34856

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

NCEFW provides the infrastructure to all its departments and other functional areas to ensure the needs and requirements of the teaching-learning process.

A) Records of all infrastructure including equipment, books, and other items are maintained by all the departments and entered into the stock register

B) Lab technicians checked the working condition of the system on daily basis.

The batteries of the UPS are cleaned on daily basis.

C) The library stock is verified at the end of the academic year when all the registers and the books including the reference books are verified.

D) Scrap items in the laboratories are identified and sent to the e-waste center.

The stock register is maintained in laboratories and the stock verification committee checks the availability and working of the equipment.

E) Damaged sports equipment is replaced by a new one as per the requirements.

File Description	Documents
Appropriate link(s) on the institutional website	https://ncefw.in/pdf/ICT_facilities.pdf
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	View File
Sample feedback sheets from the students participating in each of the initiative	View File
Photographs with date and caption for each initiative	View File
Any other relevant information	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

Five/Six 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

B. Any 3 of the above

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

Four of the above

File Description	Documents
Data as per Data template	View File
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	View File
Report of the Placement Cell	View File
Any other relevant information	View File

5.2 - Student Progression

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

Number of students placed as teachers/teacher educators	Total number of graduating students
26	83

File Description	Documents
Data as per Data Template	View File
Reports of Placement Cell for during the year	View File
Appointment letters of 10 percent graduates for each year	View File
Any other relevant information	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).

01

File Description	Documents
Data as per Data Template	View File
Details of graduating students and their progression to higher education with seal and signature of the principal	View File
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

02

File Description	Documents
Data as per Data Template	View File
Copy of certificates for qualifying in the state/national examination	View File
Any other relevant information	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

NAZARETH COLLEGE OF EDUCATION FOR WOMEN ROLE OF STUDENT COUNCIL - (2020 -2021) The student council plays an important and proactive role in the smooth functioning of the institution. Every year students are nominated for the post of President, General Secretary, Cultural Secretary, Sport Secretary and election is conducted. During Union Inauguration all the elected office bearers take their oath which is presided by the Chief Guest. All the office bearers have their respective roles to play in all the academic and administrative bodies of the institution. They serve as a facilitator between the management and the student bodies. President and General Secretary helps in organizing all the awareness programs and college academic programs. Cultural Secretary helps in organizing all the cultural activities conducted both in intra and inter collegiate level. Sports secretary takes the responsibility to organize all the sports activities conducted in both the levels (Intra and Inter collegiate). In the year 2020-21 ,Ms Getsi Prabhakar ,Vice Principal ,Nazareth matriculation Hr. sec. school Chennai -71, was the Chief guest for the union Inauguration STUDENTS REPRESENTATIVE ON DIFFERENT BODIES OF THE INSTITUTION Student representatives of different bodies contributed toward academic and non-academic activities for the growth of the institution. ? ACADEMIC: The student quality assurance committee of Nazareth College of Education for Women hereby constituted the following members for the Academic year 2020-21

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

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

14

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

REPORT OF ALUMNI PARTICIPATION IN INSTITUTIONAL FUNCTIONING During the pandemic year 2020-21 our college alumnae took great efforts to contribute materials to the needy of SIRAGU MONTESSORI SCHOOL They also contributed few sweets and needed items to PARISUTHA NARKARUNAI ILLAM a home for street wanderers. They donated almirah, plant saplings , books for the college library and cloth bags as an eco-friendly practice. Each student of our college contribute Rs 2000 as life term membership. Every year suggestions and feedback is got from the alumnae and their suggestions are take for the betterment of the institution. Besides alumnae also contributed in informing the institution time to time on the various vacancies existing in the schools where they work via social media which enables the institution to bring it to the notice of the student teachers. This facilitated the students in online placement to schools

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

5.4.2 - Alumni has an active role in the regular institutional functioning such as Motivating the freshly enrolled students Involvement in the in-house curriculum development Organization of various activities other than class room activities Support to curriculum delivery Student mentoring Financial contribution Placement advice and support	Three/Four of the above
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File Description	Documents
Documentary evidence for the selected claim	View File
Income Expenditure statement highlighting the alumni contribution	No File Uploaded
Report of alumni participation in institutional functioning for the academic year	View File
Any other relevant information.	No File Uploaded

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

00

File Description	Documents
Data as per Data Template	No File Uploaded
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

Alumnae Association of Nazareth College Of Education For Women was formally registered On 13th November 2017 , the logo was designed with the motto" REUNITE TO REJOICE". The first formal alumnae meet was organized on 1st May 2018 , Ms Rakhee President of KV Alumni

Association was invited as guest of honour. Alumnae association of NCEFW has opened a bank account in the name of Nazareth College of Education For Women, alumnae association. The account number and the IFSC code of the account is sent to the alumnae members for their contribution towards the welfare of the institution. Transparency is maintained in operating the alumnae account. The treasurer Mrs. Amutha and the alumnae secretary Ms. Vinoliy, are authorized by NCEFW to operate the account according to the norms.

During the pandemic year 2020-21 our college alumnae took great efforts to contribute materials to the needy of SIRAGU MONTESSORI SCHOOL

They also contributed few sweets and needed items to PARISUTHA NARKARUNAI ILLAM a home for street wanderers

They donated almirah, plant saplings , books for the college library and cloth bags as an eco-friendly practice.

Each student of our college contribute Rs 2000 as life term membership.

Every year suggestions and feedback is got from the alumnae and their suggestions are take for the betterment of the institution.

Besides alumnae bring it to the notice of the student teachers the various vacancies existing in the schools. This facilitated the students in online placement to schools.

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

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

The vision of the Institution is to provide education of highest

quality to teacher trainees, to equip the teacher trainees with various learning skills and learning methodology, to impress upon teacher trainees their social responsibility to raise good citizens of India, to bring an overall development of the teacher trainees and thereby equip them to face the global needs. The Mission of the Institution are to provide best resources and methodology to impart quality education, to provide various co-curricular programs for better learning and understanding of student community, to provide various leadership, personality development programs through camps, workshops and seminars.

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

The goals and objectives are communicated and deployed at all levels to ensure every individual employee's contribution towards institutional development. The administrative activities like affiliation, admission, approvals, examinations, scholarships, faculty details, accounts, maintenance of records, salary, Government related works etc., are decentralized among the administrative staff. The Principal does the overall supervision. Beginning of the academic year, the academic and co-curricular responsibilities are distributed among all faculty and committees respectively. Faculty members are also in charge for various clubs and committees. In decision-making process every member of the committees are given complete freedom to express their suggestions and these are taken into account for the improvement of the Institution. The Faculty in charge for practice teaching interact with the school principals and guide teachers to organize the training in schools. The faculty in charge for community living camp forms sub-committees and allot work for each sub-committee. Placement officer establishes network with other schools for

placement. The alumni committee in charge plan and organize alumni association activities. The student council members also play an active role in organizing the various activities of the committees. The principal is supported by various committees exercising their authority within the specified jurisdiction. Delegation of responsibilities to all the faculty members on rotation basis so that everyone will get an opportunity to handle the responsibilities. The whole team works together in unity for the growth and development of the institution.

File Description	Documents
Relevant documents to indicate decentralization and participative management	View File
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.

The Institution maintains transparency in financial, academic and administrative functions. Institution conducts both internal and external auditing. The Accounts are tallied every day by the internal accountant. Annual audit is done by an external Chartered Accounting Agency. All vouchers are audited and the expenses incurred under different heads are thoroughly checked. The external auditor prepares necessary balance sheets along with enclosures using software tally and IT Returns are filed every year. In the process of auditing queries if any will be attended immediately with the necessary supporting documents. The admission committee admits students as per the norms of the university and transparency is maintained in admission of the reserved categories. The university exam results with internal marks are displayed on the noticeboard. The college website is updated with academic calendar, annual quality assurance reports, best practices and student satisfaction survey every year for the stakeholders. The Principal discusses the annual academic plan and its implementation regularly during staff meetings. The various committees of the college involves elected student representatives to carry out the various academic and non-academic activities. Placement details from schools are displayed for the students on the noticeboard as well as forwarded through student whatsapp group.

File Description	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	View File
Any other relevant information	View File

6.2 - Strategy Development and Deployment

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

The institutional Strategic plan is effectively deployed

During the pandemic situation when there was a paradigm shift from traditional mode of teaching to online mode there was a need to orient students and staff on online tools. The principal discussed with the staff members on the need to shift over to online mode of teaching, learning and assessment. A workshop on google classroom and google form by resource was organised. The students and staff used them effectively during the teaching learning process. Besides a national webinar on open educational resources was organised by the Institution. Students and staff were made aware of the free accessible online tools that helped teaching, learning and assessment, they were encouraged to use virtual learning platform www.myosconnect.com subscribed by the college. Practice teaching was facilitated through online mode, lesson plans were sent through online and videos of teaching using appropriate teaching aids were reviewed by the teacher educators. Mock practical exam and Revision tests in theory was conducted prior to university exam to help students gain confidence in the use of online mode.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	https://classroom.google.com/u/1/c/MTI3MzI4NTkwMjc2
Documentary evidence in support of the claim	View File
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.

Nazareth college of Education is managed by C&DEducational trust. The management, principal ,staff and students work together towards the attainment of the vision of the Institution. Various committees are constituted for the smooth functioning of the academic and administrative activities of the college. The Governing body acknowledges the academic activities and approves finance for the same. IQAC focusses on sustaining the quality aspects and identifying the areas of improvement. The academic council approves the academic plan for implementation by updating the student teachers and teacher educators with the recent trends in Education and the diverse needs of the community. Every year student representatives are elected by the student teachers. The student President, General secretary, Cultural secretary ,Sports secretary and student representatives for each optional subjects are delegated with roles and responsibilities. They help in organising the activities by coordinating with both the staff and the peer group members.

File Description	Documents
Link to organogram on the institutional website	https://www.ncefw.in/pdf/Organogram.pdf
Documentary evidence in support of the claim	View File
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

Three/Four of the above

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

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

The staff and students had to shift from offline mode to online mode of teaching during the pandemic. During IQAC meet and staff meet the principal and staff discussed on the various online platforms the teaching learning process can continue during the lockdown period. The google classroom was comfortable for all staffs to use as learning management system in sharing the learning materials, assignments and lesson plans. To help the staff and students have an in depth knowledge and skill on the use of google classroom and gform , a workshop was organized. This initiative helped the staff and students as a team in sharing econtents and organizing various online quiz competitions. Gmeet, watsapp groups for students optional wise and watsapp common group helped the staff and students for sharing informations from time to time and continue the teaching learning process effectively. A National webinar on open educational resources was also organized by Iqac that facilitated the staff and students to be aware of various online assessment tools, e resources, ebooks, and educational apps that can be accessed free of cost by teachers and students. These measures helped the transition of teaching learning process to online mode and further sustained and strengthened it.

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

The Institution provides various welfare measures for the teaching and non-teaching staff members.

- The teaching staff members are provided with the following

benefits- Registration fee for attending conferences and seminars paid by the institution, access to free wifi to enhance teaching competencies and for research, a provident fund scheme, and free transport to and from college to the main Avadi bus stand

- The non-teaching staff members are provided with free health checkups, free transport to and from college to the main Avadi bus stand, gifts on college day, Yoga and meditation, training in computer skills, and fee concession to their children who are studying in Nazareth school.

File Description	Documents
List of welfare measures provided by the institution with seal and signature of the Principal	View File
List of beneficiaries of welfare measures provided by the institution with seal and signature of the Principal	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

3

File Description	Documents
Data as per Data Template	View File
Institutional Policy document on providing financial support to teachers	View File
E-copy of letter/s indicating financial assistance to teachers	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.

17

File Description	Documents
Data as per Data Template	View File
Brochures / Reports along with Photographs with date and caption	View File
List of participants of each programme	View File
Any other relevant information	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

10

File Description	Documents
Data as per Data Template	View File
Copy of Course completion certificates	View File
Any other relevant information	View File

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

The institution has a performance appraisal system for teaching and non-teaching staff. at the end of every academic year. The self-appraisal proformais filled by the teaching and non-teaching staff. This helps the Management and the Principal to track the performance of both teaching and non-teaching staff members. During staff meetings, the principal discusses the progress of staff members regarding journal and bookpublications as well as paper presentations in seminars and conferences, to enrich their teaching profile.

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

Institution conducts both internal and external auditing. The Accounts are tallied every day by the internal accountant. Annual audit is done by an external Chartered Accounting Agency. All vouchers are audited and the expenses incurred under different heads are thoroughly checked. The external auditor prepares necessary balance sheets along with enclosures using software tally and IT Returns are filed every year. In the process of auditing queries if any will be attended immediately with the necessary supporting documents.

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)

00

File Description	Documents
Data as per Data Template	No File Uploaded
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.

The college follows a transparent mechanism for optimal utilization of resources. The college facilitates scholarships from the government for the reserved categories. The Alumnae association of the college is registered and the funds are utilised in appropriate way. The budget required for various academic and non-academic activities are discussed by the Principal with the concerned committee members, then with the approval of college Secretary the resources are optimally utilised. The financial resources are used for infrastructure development, maintenance and purchase of equipment, payment of salary, subscription of library resources, electricity bill and fuel expenses. Besides the financial support is given to faculty for presentation of papers and publications in journals and books. The financial resources are also utilized for organising various academic activities like workshops, seminars and conferences by the Institution.

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

The IQAC has contributed significantly for institutionalizing the quality assurance strategies. The academic activities are well planned in coordination with the Mission of the Institution. Various committees of the college work with well defined roles and responsibilities. Student representatives are elected by the student teachers and they coordinate as a member of the committees. Besides Academic, students are involved in NSS, YRC, RRC and Environment friendly community based activities that develop a sense of social responsibility. Students and staff members attended workshops and webinars organised by the college on various online tools that are free and accessible. This helped them to use these online tools for teaching, learning and assessment. Feedback from all stakeholders are obtained and analysed for finding the areas of improvement. Professional development of teachers are encouraged through paper presentations and publications. IQAC takes efforts to document the activities of the college criteriawise by concerned staff-in -charge and then compiles it for preparation of the Annual Quality Assurance Report. The college website is updated with AQAR, Student satisfaction survey, Best practices for the stakeholders.

File Description	Documents
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	View File
Any other relevant information	View File

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

The Institution reviews its teaching-learning process periodically. During the pandemic situation students were oriented on the use of online tools. Students are oriented by each staff on various teaching skills. They are well trained in practicing various skills of teaching as miniteaching, then they are taught to integrate the various skills. Before practicing teaching student teachers are guided by the Teacher Educators on preparing lesson plans, activity based teaching concepts, preparing variety of teaching aids as well as classroom management skills. During teaching practice their teaching and lesson plans are assessed regularly and feedback is given for improvement. After practice

teaching students give their feedback on their experience in schools and are further trained for their practical exam viva-voce through online mock test.

File Description	Documents
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	View File
Any other relevant information	View File

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

19

File Description	Documents
Data as per Data Template	View File
Report of the work done by IQAC or other quality mechanisms	View File
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	View File
Any other relevant information	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	https://ncefw.in/pdf/Minutes%20of%20the%20IOAC.pdf
Link to Annual Quality Assurance Reports (AQAR) of IQAC	https://www.ncefw.in/pdf/AQAR%202019-20%20NCEFW.pdf
Consolidated report of Academic Administrative Audit (AAA)	No File Uploaded
e-Copies of the accreditations and certifications	View File
• Supporting document of participation in NIRF	No File Uploaded
Feedback analysis report	View File
Any other relevant information	View File

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

The teaching-learning process of the Institution is made more systematic and accountable. The Annual Quality Assurance Reports are prepared by compiling all reports prepared by the staff members criteria-wise. Feedback is obtained from all stakeholders. for identifying the areas for further improvement. Student Satisfaction Survey is conducted online through google forms on various parameters. The data is analyzed, and students' feedback and suggestions are noted. Teacher Educators were encouraged to use ICT, prepare e-content, Google Classroom, and Whatsapp chat to share learning materials. National-level Online quiz competitions were conducted on various topics related to NEP 2020, Augmented Reality, Revised format NAAC, Science quest & Mathsmania. Webinars ,Workshops, and awareness programmes were organized.The Institution was appreciated with certificates by Mahatma Gandhi National Council of Rural Education Department of Higher Education, Ministry of Human Resource Development Government of India for active involvement in Swachhta Action Plan and Ventel

Action Plan.

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

INSTITUTIONAL VALUES AND BEST PRACTICES**7.1 - Institutional Values and Social Responsibilities**

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

The Institution streamlines the energy policy for energy conservation and uses alternate sources of energy for meeting its power requirements. LED lights are used in the college premises instead of the traditional lights to save electricity.

Old computers are replaced by new ones to conserve energy. The Institution has invested in using solar energy for long term benefits. A session in energy conservation was organised for the staff and students. LCD and computers are switched off by the students and staffs when not in use.

Students are informed to switch off the fans and lights when not required. The union elected members are encouraged to guide other students to follow energy conservation guidelines.

File Description	Documents
Institution's energy policy document	View File
Any other relevant information	View File

7.1.2 - Institution has a stated policy and procedure for implementation of waste management Give a brief note on the institution policy for waste management along with its implementation procedure in not more than 100 - 200 words.

Institution encourages student teachers and staff to use paper cups and steel cups instead of plastic and cutting down on throw away products. Students are encouraged to participate in competitions on "Best out of waste" during citizenship training

camp organised by the college. Wire chairs are periodically repaired and used to prolong their life. Student teachers are informed not to use thermocole for preparing models for their practice teaching. Bins are kept in sensible areas for easier segregation and collection. Even old banners of the college are used by student teachers while preparing seed balls. Old newspapers are exchanged for A4 sheets

File Description	Documents
Documentary evidence in support of the claim	View File
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

Three of the above

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

Three of the above

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

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

The cleanliness of the campus is maintained by the non-teaching staffs appointed by the institution. On regular basis the rest rooms are also sanitised by the appointed non-teaching staff. The gardener keeps the garden eco-friendly by segregating the dry leaves and using it for the plants. Wasting food in the college premises is not encouraged and use of packaged foods by student teachers is strictly banned. College is plastic-free zone. Awareness programme on Ban on plastics by student teachers in railway stations of Avadi, Perambur and Central was organised by the Institution. Alumnae contributed towards distribution of cloth bags to the public. The teacher educators motivate the student teachers to improvise waste materials in preparing instructional aids. During Christmas celebration, the waste cardboard and paper cups are used for preparing decorative items.

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

Three of the above

File Description	Documents
Videos / Geotagged photographs related to Green Practices adopted by the institution	View File
Circulars and relevant policy papers for the claims made	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	View File

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

60638

File Description	Documents
Data as per Data Template	View File
Income Expenditure statement on green initiatives, energy and waste management	View File
Any other relevant information	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

Students visit schools of different boards to find the innovative practices existing in the schools. They learn the best practices followed in schools based on the diverse needs of the students and the community. Student teachers are involved in outreach activities and they develop a social responsibility through NSS, YRC, RRC Activities. The Institution collaborates with other colleges and Tamil Nadu Teachers Education University in conducting various programmes to leverage community practices and challenges. Swatchhta action plan, Ventel, Vital and various activities as and when announced by MHRD are carried out enthusiastically by the student teachers. Interreligious fest is celebrated to encourage students to have mutual respect for all

religions. Streetplay and Rally was conducted at kannadapalayam village to create awareness on covid-19 preventive measures. During the pandemic various online programmes were conducted on environment, health and social issues besides orientations on adapting to the use of various freely accessible online resources.

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

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

B. Any 3 of the above

File Description	Documents
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	View File
Web-Link to the Code of Conduct displayed on the institution's website	View File
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	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

I. TRANSITION TO ONLINE MODE OF TEACHING-LEARNING IN THE NEW NORMAL

To help the teachers and students adapt to online teaching and learning. The role of the teacher was challenging, moving beyond the traditional pedagogical method of teaching. Orientation programs were conducted for the student teachers and staff members on how to use Google Classroom, Google meets, and how to prepare Google forms. Student teachers were able to perform well during their practice teaching. An Attitude to adapt to change, and Slow NET connectivity were the issues. Smartphones/Laptops with high-speed Net connectivity were required.

II. SUSTAINING AND STRENGTHENING TEACHER & STUDENT LEARNING DURING PANDEMIC

To involve students and teachers' collaboration online in enhancing their knowledge and skills. Teachers and students worked as a team virtually in organizing various programs collaborating and learning from each other. Collaboration with the students and teachers of other colleges and universities, organizing programs, and obtaining feedback from the participants for further improvement. The student teachers applied the knowledge and skill of using these online tools in their teaching and this was evident from the feedback from schools. Few students and staff faced internet issues. Computers or smartphones/Laptops with high-speed Net connectivity were the resources required.

File Description	Documents
Photos related to two best practices of the Institution	View File
Any other relevant information	View File

7.3 - Institutional Distinctiveness

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

The vision of Nazareth College of Education for women is to provide education of the highest quality to teacher trainees, equip them with various learning skills and methodologies, social responsibility to raise good citizens, overall development of trainees, and equip them to face the global needs. The feedback from various stakeholders helps in ensuring that the best educational practices are available to the student teachers. The student council of the institution plays a pivotal role in organizing all the academic, cultural, and sports activities. Alumnae Association of NCEFW was formally registered and the logo was designed with the motto "REUNITE TO REJOICE". The Alumnae support help in nurturing the strength of the institution. The community-based activities and green practices of the institution through various committees and clubs organized by the student council account for the sustained reputation of the college. Orientation was conducted for the staff and students on the use of various online tools during the pandemic, various workshops, webinars, competitions, and awareness programs were organised. The Institution believes that achieving excellence is a journey and not a destination and as a team sets goals to achieve them and works for its distinctiveness- Truth, Joy, and Peace.

File Description	Documents
Photo and /or video of institutional performance related to the one area of its distinctiveness	View File
Any other relevant information	View File