YEARLY STATUS REPORT - 2020-2021

Part A

Data of the Institution

1.Name of the Institution

N.S.S TRAINING COLLEGE, CHANGANACHERRY

- Name of the Head of the institution

  Dr. Pradeep Kumar S.L

- Designation

  Principal(in-charge)

- Does the institution function from its own campus?

  Yes

- Alternate phone No.

  04812420481

- Mobile No:

  9446647354

- Registered e-mail ID (Principal)

  principalnsstrcy@gmail.com

- Alternate Email ID

  iqacnsschry@gmail.com

- Address

  Perunna P. O,Changanacherry

- City/Town

  Kottayam

- State/UT

  Kerala

- Pin Code

  686102

2.Institutional status

- Teacher Education/ Special Education/Physical Education:

  Teacher Education

- Type of Institution

  Co-education

- Location

  Semi-Urban

- Financial Status   **UGC 2f and 12(B)**

- Name of the Affiliating University   **Mahatma Gandhi University**

- Name of the IQAC Co-ordinator/Director   **Dr. Devika R**

- Phone No.   **9447204962**

- Alternate phone No.(IQAC)   **Nil**

- Mobile (IQAC)   **Nil**

- IQAC e-mail address   **iqacnsschry@gmail.com**

- Alternate e-mail address (IQAC)   **nil**

3.Website address   https://www.nsstcchry.org/

- Web-link of the AQAR: (Previous   https://www.nsstcchry.org/pdf/AQA
  Academic Year)   R2019-20.pdf

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

- if yes, whether it is uploaded in the   https://www.nsstcchry.org/pdf/Aca
  Institutional website Web link: demic-Calendar-2020-21-new.pdf

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 2	**B**	**2.81**	**2016**	**19/01/2016**	**18/01/2021**

6.Date of Establishment of IQAC   **06/07/2005**

**7.Provide the list of funds by Central/ State Government-UGC/ICSSR/
IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNMTT etc.**

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
Institution	E-grants	State & Central Government	01/01/2020	4,98,995
Institution	RUSA	State & Central Government	05/01/2021	1,00,00,000

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   **6**

- 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)

Amidst the Covid 19 pandemic, when the whole country was under lockdown, in order to educate the students and teachers on the ways and means to tackle the pandemic, One day National Webinar was organised on the topic " CROSSING THE COVID-19 CRISES WITH SAFETY AND EMPOWERMENT- A TEEN ORIENTED PROGRAMME". Resource person was Dr, Amar S Fettle, State Nodal Officer H1N1 & Covid 19 and State nodal officer Adolescent Health, Govt of Kerala. Through his discourse Dr. Amar S Fettle gave a detailed account of the situation and he also stressed on the ways and means to be adopted to tackle the situation effectively without panic.

One week National Webinar jointly organised by NSS Training College Changanacherry and Tamilnadu Teachers Education University on "Eco-friendly practices for Sustainability" from 15 October to 21 October 2020. Classes were handled by eminent resource persons across India. Topics were Indegenous Education for Eco-Preservation, Teacher Preparations for Nurturing Naturalistic Intelligence, Education for Sustainable Development and Sustainability in Higher Education, Environment Awareness and Consciousness in Children, Avoidance of Unwanted Materials Including Plastics, Sacred Groves, The Age of Nature Conservation, Eco-Friendly Lifestyle and Children.

During lockdown due to Covid-19, in order to equip our teachers to handle online classes, presentations, quizzes, online assessments etc, Workshop on "Procedures for conducting online webinars" a workshop was organised in collaboration with NSS training college, Ottapalam on 18 November 2020. Through the workshop our teachers were given hands on training on various technics and platforms to conduct online classes, presentations, quizzes, online assessments, preparation of brochures, live streaming etc.

Distribution of materials to Government Hospital, Changanacherry (CFLTC)- On 29-01-2021. During the first phase of COVID19, Hospitals and Covid centers were packed with patients. Government Hospital Changanacherry was handling hundreds of covid patients everyday. Since they were facing acute shortage of items like sanitiser, drinking water , toiletries etc, on their request Sanitiser, Mask, bottled drinking water, tooth brush, tooth paste, soap etc, were supplied to Government Hospital, Changanacherry (CFLTC) in order to fulfill our social commitment . The sanitiser was prepared by our Physical science students.

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

Plan of Action	Achievements/Outcomes
Utilise RUSA fund for infrastructure development and quality improvement of the college.	**The classrooms, staff room, office and toilets were renovated with the first phase of RUSA funding.**
Digitisation of library resources.	**Library was automated by COHA software.**
Increased integration of ICT in teaching, learning and evaluation.	**Increased integration of ICT resources in teaching resulted in providing more online classes and E resources to the students.**
Purchase Sports and fitness equipment, lab equipment, lab accessories/tools/consumables, software etc	**Sports and fitness equipment, lab equipment, lab accessories/tools/consumables etc.were purchased using PD fund**
Organise online/ offline seminars, workshops and FDPs.	**The College has organized several national, state and college level webinars, workshops and FDPs.**
Utilisation of renewable energy resources like solar panels.	**Proposal for installation of 10KW solar plant has been approved and sanctioned under RUSA funding**

13.Whether the AQAR was placed before statutory body?

No

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
Nil	**Nil**

14.Whether institutional data submitted to AISHE

Part A	
Data of the Institution	
1.Name of the Institution	**N.S.S TRAINING COLLEGE, CHANGANACHERRY**
• Name of the Head of the institution	**Dr. Pradeep Kumar S.L**
• Designation	**Principal(in-charge)**
• Does the institution function from its own campus?	**Yes**
• Alternate phone No.	**04812420481**
• Mobile No:	**9446647354**
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• Type of Institution	**Co-education**
• Location	**Semi-Urban**
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• Name of the IQAC Co-ordinator/Director	**Dr. Devika R**
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• Mobile (IQAC)	**Nil**
• IQAC e-mail address	**iqacnsschry@gmail.com**
• Alternate e-mail address (IQAC)	**nil**
3.Website address	https://www.nsstcchry.org/
• Web-link of the AQAR: (Previous Academic Year)	https://www.nsstcchry.org/pdf/AQAR2019-20.pdf
4.Whether Academic Calendar prepared during the year?	**Yes**
• if yes, whether it is uploaded in the Institutional website Web link:	https://www.nsstcchry.org/pdf/Academic-Calendar-2020-21-new.pdf

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- Name of the statutory body

Name of the statutory body	Date of meeting(s)
Nil	Nil

14.Whether institutional data submitted to AISHE

Year	Date of Submission
2020-21	15/02/2022

15.Multidisciplinary / interdisciplinary	
16.Academic bank of credits (ABC):	
17.Skill development:	
18.Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)	
19.Focus on Outcome based education (OBE):Focus on Outcome based education (OBE):	
20.Distance education/online education:	

Extended Profile

2.Student

2.1   **198**

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   **20**

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

File Description	Documents
Data Template	<u>View File</u>

2.4   **104**

Number of outgoing / final year students during the year:

File Description	Documents
Data Template	<u>View File</u>

2.5Number of graduating students during the year   **104**

File Description	Documents
Data Template	<u>View File</u>

2.6   **94**

Number of students enrolled during the year

File Description	Documents
Data Template	<u>View File</u>

4.Institution

4.1   **152997**

Total expenditure, excluding salary, during the year (INR in Lakhs):

4.2   **29**

Total number of computers on campus for academic purposes

5.Teacher

5.1   **12**

Number of full-time teachers during the year:

Extended Profile

2.Student

2.1	**198**
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	**20**
Number of seats earmarked for reserved categories as per GOI/State Government during the year:	

File Description	Documents
Data Template	View File

2.4	**104**
Number of outgoing / final year students during the year:	

File Description	Documents
Data Template	View File

2.5Number of graduating students during the year	**104**

File Description	Documents
Data Template	View File

2.6	**94**
Number of students enrolled during the year	

File Description	Documents
Data Template	View File

4.Institution

4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	**152997**
4.2 Total number of computers on campus for academic purposes	**29**

5.Teacher

5.1 Number of full-time teachers during the year:	**12**

File Description	Documents
Data Template	View File
Data Template	View File

5.2 Number of sanctioned posts for the year:	**12**

Part B

CURRICULAR ASPECTS

1.1 - Curriculum Planning

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

The institution has a regular in-house mechanism to review and revise curriculum and let it known to all cocerned.There are regular staff meetings which discuss the what and how of modifications to be made to suit the local demands related to curriculum.Then there are IQAC meetings which ratify and approve and also suggest revisions if any in the decisions already taken in staff meetings.At the beginning of each semester decisions are taken related to practical works, examinations,extra

curricular and co-curricular activities which is convenient for the faculty and students.

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

1.1.2 - At the institution level, the curriculum planning and adoption are a collaborative effort; Indicate the persons involved in the curriculum planning process during the year Faculty of the institution Head/Principal of the institution Schools including practice teaching schools Employers Experts Students Alumni	`D. Any 2 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	**No File Uploaded**
Any other relevant information	**No File Uploaded**

1.1.3 - While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course	`D. Any 1 of the Above`

Learning Outcomes (CLOs) for all programmes offered by the institution, which are stated and communicated to teachers and students through Website of the Institution Prospectus Student induction programme Orientation programme for teachers

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.nsstcchry.org/courseoutcomes.php
Prospectus for the academic year	**No File Uploaded**
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

10

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

1

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

1

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

104

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

104

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	One of the above

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

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

3

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

3

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)	**No File Uploaded**
Any other relevant information	**No File Uploaded**

1.3 - Curriculum Enrichment

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

The main objective of teacher education is to develop a skill to stimulate experience in the taught, under an artificially created environment, less with material resources and more by the creation of an emotional atmosphere. The teacher should develop a capacity to do, observe, infer and to generalize. The fundamentals of learning are the means through which learners achieve the content standards during their daily learning opportunities in the classroom. Designing coherent instruction is important in order to advance and challenge students at appropriate levels

Procedural knowledge refers to the knowledge of how to perform a specific skill or task and is considered knowledge related to methods, procedures, or operation of equipment. This theme measures what students do in the classroom to enhance their learning. Through practice and reflections students are able to apply these skills in new contexts and recognize their own critical thinking. Competencies are combinations of attitudes, skills, and knowledge that students develop and apply for successful learning. The curriculum promotes the development of the following competencies such as emotional intelligence, critical thinking, communication skills. As students develop competencies through learner outcomes they acquire knowledge

,skills and attitudes that contribute to their success as lifelong learners and active citizens.

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

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

Diversity among students in education directly impacts their performance Studies show that students work better in a diverse environment ,enabling them to concentrate and push themselves further when there are people of other backgrounds working alongside them. Diversity among staff is also important. Students in our nations' classroom today are more diverse than ever. They represent different races ,ethnicities, cultures and socio economic backgrounds. Further these students often exhibit a wide range of academic, physical and social abilities or skills. Diverse classrooms help develop tolerance and a greater sense of security when in environments with other foreign cultures present. It also helps students learn about other languages and cultures encouraging them to be inter culturally sensitive.

Diversity is everything that makes people different from each other.This includes many different factors: race, ethnicity ,gender ,sexual orientation , socioeconomic status, religious beliefs etc. Diversity in the classroom is managed by knowing your students, maintain consistent communication ,acknowledge and respect every student, practice cultural sensitivity, incorporate diversity in the lesson plan, give students freedom and flexibility. Teaching diversity exposes students to various cultural and social groups preparing students to become better citizens in their communities.The ways to promote diversity

awareness in classrooms includes celebrate differences, foster creative expressions, invite students to share, represent multiple cultures in the learning environment.

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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

The vision of the curriculum is to enrich the new generation teachers with values and life skills. equip them to be professionally competent, adaptable and socially committed to meet the challenges of tomorrow and to become the transmitters ,inspirers and promoters of children's eternal quest for knowledge.The curriculum is designed to enable the student teachers to uphold the value system based on the cultural, social,political and moral bases of Indian society, to identify and solve prevalent major social and environmental issues and equip the classroom learners to face those challenges. The curriculum also helps to get ready for professional preparation and to become technologically competent and to realize the importance of ICT and focus on communicative English which helps the student teachers to communicate well in diverse settings and groups. The community living camp is organised with a view to sensitize the participants on Civic sense and social skill ,developing social responsibility ,imbibing ,social ,moral and cultural values, leaning to live together etc.The college follows a student centred approach to education focussing on the needs ot the students.

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	Two of the above

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

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

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	No File Uploaded
Any other relevant information	No File Uploaded

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

100

2.1.1.1 - Number of students enrolled during the year

100

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

27

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

27

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

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

0

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

0

File Description	Documents
Data as per Data Template	View File
Certificate of EWS and Divyangjan	View File
List of students enrolled from EWS and Divyangjan	View File
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.

Our institution conducts Entry-Level Test to identify different learning needs of students, their learning readiness and to

professionally train accordingly. Before commencement of the regular classes, students are given an entry test, prepared and validated by the teaching fraternity of the institution. Utmost care is provided while preparing the test items. A blend of teaching aptitude questions and subject based questions (English, Malayalam, Hindi, Mathematics, Physical Science, Social Science and Natural Science) are included for this purpose. On the basis of this test, students at varying learning levels are identified. Students are given training on teaching skills, communication skills, information skills, personality development, time management, motivational sessions and career prospectus for all levels of learners during their two year course. For motivating both the slow and advanced learners, various workshops are organised by the institution. Hands-on training is arranged every year by the college before the commencement of their internship. Different clubs that are part of the institution also arrange activities that scaffold both the slow and advanced learners. Advanced learners are kept in charge of various programs so that slow learners are more benefited by such kind of peer assistance.

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** | Six/Five of the above |

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

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

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

9:1

2.2.4.1 - Number of mentors in the Institution

12

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.

Our institution adopts student centric methods like experiential, participative learning,problem solving methodologies and numerous other approaches for enhancing student learners. This approach is quite for the learner diversity found in the institution.

Participative learning

In this type of learning, students participate in micro teaching sessions, criticism classes, link practice, project works, workshops, seminars, sports and games, arts festival, community citizenship training programs, extension activities, debates, study tour, involvement in club activities etc.

Problem solving method

The institution provides many opportunities for developing problem solving methods. Case study, action research, participation in MOOC courses, participation in various inter collegiate and intercollegiate festivals and competitions provides opportunities for yielding problem solving skill in students.

Case study

It is conducted during the period of internship of the teacher training program. Case studies based on learning problems of school pupils are undertaken by the students.

Action research

Students as part of their curriculum does action research during the course of internship. After thorough observation, a problem is identified and based on a detailed study, actions are taken by students to resolve the problem identified.

Varied methods are used in each of the theory courses for eliciting maximum achievement and professionalism in students.

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

12

File Description	Documents
Data as per Data Template	View File
Link to LMS	https://sindhuclass.gnomio.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

198

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	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

File Description	Documents
Data as per Data Template	View File
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	View File
Geo-tagged photographs wherever applicable	View File
Link of resources used	https://classroom.google.com/u/0/c/Mzc1ODg0Njg3NzY5 https://indianexpress.com/article/what-is/what-is-swayam-4744152/ https://www.schoology.com/blog/flipped-classroom https://classroom.google.com/u/0/c/MjQ5NTcxOTY0MDk3 https://www.youtube.com/watch?v=-bwhR1ZKGRE https://www.youtube.com/watch?v=3xMqJmMcME0 https://diksha.gov.in/help/getting-started/login/ https://samagra.kite.kerala.gov.in/#/home/page https://www.ncertbooks.guru/samagra-kerala/ https://www.slideshare.net/BEdEnglishEng/it-school http://bildungthebeginning.blogspot.com/2015/10/fiacs-flanders-interaction-analysis.html?m=1#:~:text=in%20the%20classroom.%E2%80%9D-,FIACS%20%5BFLANDER'S%20INTERACTION%20ANALYSIS%20CATEGORY%20SYSTEM%5D,as%20a%20teacher%20training%20technique. https://www.slideshare.net/diputr/fiacs-flanders-interaction https://www.youtube.com/watch?v=hDfcuX-CZ4Y https://www.tutorialspoint.com/effective_communication/effective_communication_process.htm https://www.youtube.com/watch?v=SAvrQAyCzkc https://www.psychologydiscussion.net/individual-differences/individual-differences-meaning-and-causes-educational-psychology/1841 http://studylecturenotes.com/what-is-individual-differences-causes-types-of-individual-differences/ https://classroom.google.com/u/0/c/MjM0ODA4OTU3NjE3 https://classroom.google.com/u/0/c/MjM0ODA4OTU3NjE3 http://satavic.org/18-ways-how-modern-farming-affects-our-world/ https://www.nationalgeographic.org/encyclope

	[dia/nonrenewable-resources/#:~:text=There%20are%20four%20major%20types,the%20name%20%E2%80%9Cfossil%E2%80%9D%20fuels](https:) [https://en.unesco.org/themes/education-sustainable-development/what-is-esd](https) [https://classroom.google.com/u/0/c/MjM0ODA4OTU3NjE3](https) [https://www.slideshare.net/anam1994/inclusive-education-113525517](https) [https://link.springer.com/article/10.1007/s11125-011-9198-2#:~:text=Train%20teachers%20by%20equipping%20them,inclusion%2C%20and%20instruction%20attentive%20to](https://li) [https://educerecentre.com/challenges-of-inclusive-education/](https://educere) [https://www.unicef.org/education/inclusive-education](https) [https://classroom.google.com/u/0/c/MTIxNzAyMjQ0OTg3](https) [https://www.universitas.com.pl/media/File/Fragmenty/TOWARDS/mart_2-3.pdf](https:/) [https://study.com/academy/practice/quiz-worksheet-language-regions-dialects.html](https://study.co) [https://en.wikipedia.org/wiki/Malayalam#Dialects](https://en) [https://en.wikipedia.org/wiki/List_of_schools_of_philosophy](https) [https://www.drishtiias.com/to-the-points/paper4/schools-of-indian-philosophy](https://www.drishtiias.c) [https://en.wikipedia.org/wiki/Group_dynamics](https://en.wikipedia.org/wiki/)
Any other relevant information	[View File](#)

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

Mentoring is critical to any professional development. Every teacher maintains a good rapport with the students right from the commencement of an academic year. The Optional teachers, in particular, spend a good amount of time with them, in knowing them personally, understanding their strengths and weaknesses, guides and moulds them accordingly. Once the student diversity is identified after the Entry test, special care is taken by the teachers so that each student is benefited to the maximum. This course, being a professional one demands expertise teachers who can train the students for leading a successful professional life. Teachers at times work individually as well as in teams as per the situation demands. All the teachers very meticulously

observe the students, gives them sufficient theoretical knowledge about different subjects, help them in articulating the teaching skills, demonstrates classes for them, provide training sessions in writing lesson plans and preparation of teaching aids. Students are provided with the opportunity to take part in teaching aids workshops where they will be trained by experts. Webinars related to National Education Policy 2020, ICT's for classroom teaching, Pandemice Psychology were orgainsed by the institution so that students were kept abreast with recent changes in education.

File Description	Documents
Documentary evidence in support of the claim	[View File](#)
Any other relevant information	No File Uploaded

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	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 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 institution plays an active role in nurturing creativity, innovativeness, intellectual & thinking skills, empathy, life

skills etc. among students through multiple programs. We would like to highlight 'Teaching aids workshop' and 'Preparation of Eco-friendly products' that are attempted in our institution.

Preparation of teaching aids

The teaching-learning process is complete only when a teacher learns how to use teaching aids at appropriate situations. Every subject teacher in our institution provides students opportunities for hands-on experience in preparing teaching aids. They demonstrate how to prepare innovative teaching aids, in each subject. They also organise discussions and students are encouraged to make still, working and improvised aids in the classroom itself. Finally, a one day workshop is conducted in the institution where students are given ample time to indulge to exhibit their talents, creativity and innovativeness in preparing learning aids.

Preparation of Eco-friendly products

The concern for green protocol and the environment is evident from this initiative . Every student who undertakes the elective course is properly guided in preparing Eco-friendly products. Teachers along with students train students in this task. This venture instills environmental accountability in students which is very essential for the concept of sustainability.

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

2.4 - Competency and Skill Development

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

Individualized Educational Plan(IEP)	

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

2.4.2 - Students go through a set of activities as preparatory to school- based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as Formulating learning objectives Content mapping Lesson planning/ Individualized Education Plans (IEP) Identifying varied student abilities Dealing with student diversity in classrooms Visualising differential learning activities according to student needs Addressing inclusiveness Assessing student learning Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement	Eight /Nine of the above

File Description	Documents
Data as per Data Template	View File
Reports and photographs / videos of the activities	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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2.4.3 - Competency of effective communication is developed in students through several activities such as Workshop sessions for effective communication Simulated sessions for practicing communication in different situations Participating in institutional activities as 'anchor', 'discussant' or 'rapporteur' Classroom teaching learning situations along with teacher and peer feedback	All of the above

File Description	Documents
Data as per Data Template	View File
Details of the activities carried out during the academic year in respect of each response indicated	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	All of the above

File Description	Documents
Data as per Data Template	View File
Samples prepared by students for each indicated assessment tool	View File
Documents showing the different activities for evolving indicated assessment tools	No File Uploaded
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	All of the above

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	

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 ofcommunity related events Building teams and helping them to participate Involvement in preparatory arrangements Executing/conducting the event	All of the above

File Description	Documents
Data as per Data Template	View File
Documentary evidence showing the activities carried out for each of the selected response	View File
Report of the events organized	View File
Photographs with caption and date, wherever possible	View File
Any other relevant information	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	Four 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 preparatory stage beings with a staff meeting that is conducted prior to the internship and a list of schools is formulated. Schools from three districts Kottayam, Pathanamthitta and Alappuzha are taken for this purpose. The subject teachers notify the students about this and students are allowed to choose as per their convenience. If any new schools are available, they might also be included. This final list is sent to the Deputy Director of Education for approval. After this, communication is made with the selected schools. After acceptance, a school visit is made by students with their mentor/Head of the School. Timetable for the internship will also be collected during this time. The head of the institution along with subject teachers organises Orientation programs for school principals/teachers. Due to the pandemic situation, this was arranged through online platforms. Students are given a proper orientation regarding how the internship should be professionally carried out in the schools, preparation of lesson plans, teaching aid preparation workshop, teaching-learning activities code of conduct, discipline etc. Every student prepares and submits 10 lesson plans prior to the internship. They are assessed and proper feedback is given to the students.

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

104

File Description	Documents
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	**Seven/Eight of the above**

File Description	Documents
Data as per Data Template	View File
Sample copies for each of selected activities claimed	View File
School-wise internship reports showing student engagement in activities claimed	View File
Wherever the documents are in regional language, provide English translated version	**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.

Assessment is crucial to any teaching-learning process. Hence every measure is adopted by teachers to streamline assessment modes during the internship. The institution offers effective monitoring mechanisms for the same. One of the teaching faculty will be in charge of internship programme. After two or three weeks of internship commencement, every subject /optional teacher starts visiting and monitoring teacher trainees. The assessment of the classes, lesson plan, teaching activities, ICT integration, adequate use of teaching learning aids, classroom management and so on are very comprehensively monitpred by the mentor teachers. The monitoring mechanism is done periodically during this period, in total it is done thrice during the internship. Once in every month during the internship, students assemble at the college, meet their mentors, further lesson plans are submitted, and feedback is also provided. The Principal of the concerned school, school teachers and mentor teacher will periodically evaluate the teaching of internees using Observation Schedule. The feedback to students is also done by the concerned authorities. Teachers who are in charge of Physical Education and Value Education will also monitor the internship programme twice during this period.

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 (* 'Schools' to be read as "TEIs" for PG programmes)	Three of the above

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

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	Two 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

12

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

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

12

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

12

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

201

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

Every faculty of the institution is striving hard to keep themselves updated professionally. Teachers actively take part

in academic discussions within the college whenever possible. Project works are discussed among the faculty members before submission to the concerned authority. Some of the faculties contributed their expertise and professionalism as Resource persons. Their contributions are presented and discussed among the teaching staff. The published research works by the faculty members are presented before other faculty members and good academic discussions are made out of it. Every faculty member has been an active participant of National Webinar and Conferences, State and College Level webinars and various other programmes. Many of the faculties contributed their professional knowledge in the form of the organisation of webinars and conferences. There were valuable contributions in the form of journal publications in Peer reviewed, Care Listed journals , book publications etc.

Two webinars on National Education Policy was arranged during the academic period 2020-'21 in collaboration with N.S.S Training College, Pandalam and Ottapalam.

Various learning apps, digital platforms like Google meet, Zoom, and the like well quickly learned and adapted by the faculties for the smooth and effective functioning of the online classes.

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

The Continuous Internal Evaluation of student learning is done as per the guidelines of M.G University. All components in theory courses as instructed by the University is promptly followed for awarding the internal marks. The internal evaluation of theory courses is done by two class tests and the related practicum. It is done by all students for every theory course. They are then published before the commencement of University Examinations and are acknowledged by the students. All the details of the internal examination are safely kept in

the college for two years after the end of the programme and made available for verification by University if needed. All the documents pertaining to the practical courses are made available before the External Examination Board constituted by the University.

Scheme of Assessment for internal evaluation of theory courses

1. Theory courses with Credit 5

Title

No. of Tasks @ Course

Marks

Total Marks

Internal Test

2

10

20

Practicum

1

10

10

1. Theory courses with Credit 3

Title

No. of Tasks @ Course

Marks

Total Marks

Internal Test

2

5

10

Practicum

1

5

5

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	**Four 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	No File Uploaded
Any other relevant information	No File Uploaded

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

Mechanism for grievance redressal related to Examination time-bound and effectively

The College strictly adheres to the guidelines issued by the affiliating university(M.G University) Complete transparency is maintained in this regard. In order to address the grievances of students, an examination committee, consisting of Principal and Faculty members is constituted every year. All the students are clearly informed about the procedures while evaluation of student work\k is done. Two internal tests and one practicum are conducted in each semester for the theory courses. At the end of the semester, average marks of both the unit tests are calculated and then published before the commencement of University Examinations. Any discrepancies if reported by the students are resolved by the concerned faculty immediately. After valuation of the tests, the internal marks are displayed on the notice board. Students are made free to raise a grievance to the concerned faculty. Grievances, (if any) can be resolved immediately. The grievances of the students with reference to assessment are made clear by showing his/her performance in the answer sheet and are resolved immediately. If not, a student can approach the University level examination grievance committee.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	[View File](#)
Any other relevant information	**No File Uploaded**

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

The college adheres to the Academic Calendar, prepared by NSS Training College, Changanacherry. On the basis of the academic calendar, events are chalked out during an academic year beginning with the dates of commencement for the programme, start and end date of each semester, completion of syllabi for each semester, schedule of internal exams, submission of practicum and practical works, working days, holidays, semester breaks etc. As per the academic calendar and guidelines provided by M. G University, internal examinations and assessments are conducted. An examination committee consisting of the Principal, teacher-in-charge and other few faculties constitutes the Examination Committee at the College Level. This committee will monitor the overall internal assessment procedures. The committee also prepares an internal examination timetable for each Semester. Proper guidelines are conveyed to the faculty members regarding the criteria to be followed while carrying out the Internal Evaluation. Comprehensive planning is made in for every aspect related to the conduct of Internal evaluation and the publication of internal marks. Continuous internal evaluation is thus conducted throughout all semesters of the B.Ed programme.

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.

The structure of two year B.Ed programme is designed in such a way that it enables the student teacher to uphold the value system on various aspects of Indian society, to challenge the environmental and social issues, develop teacher competence, motivation, get them ready for professional preparation and many more. The teaching-learning process comprises various methodologies that are well executed by well qualified and experienced teachers and used appropriately for each of the

theory courses included in the curriculum. Students are involved in numerous practical works, practicums, teaching aid preparations, microteaching sessions, discussion, demonstration and criticism lessons which helps them to acquire essential teacher qualities. They are trained and guided by mentor teachers with well-prepared rubrics and observation modes. Opportunities are provided to student teachers to build their professional capacities, teacher sensibilities and skills through Engaging them with the field during their internship. The inclusion of Core papers, Pedagogic courses, Associate courses, Courses on Educational Technology, Educational Psychology, Curriculum Studies, Health and Physical Education, Drama and Art in Education, Communicative English, Pedagogic Course on Professional Development of Teacher and the associated practicum and practical works will enhance and mould the student teachers in moulding as true professionals.

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

2.7.2 - Pass percentage of Students during the year

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

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

The structure of two year B.Ed Curriculum is designed to enable student teachers to acquire the stated General and Course Objectives as listed in the curriculum. The Theory Courses, its associated Practicums and Practicals are well aligned with the stated PLO's and CLO's. The progressive student performance(in four semesters), of both professional and personal attributes

are evaluated, both internally and externally The internal evaluation of theory courses is done by class tests and the related practicum. Two class tests and one practicum is done by all students for every course. Appropriate feedback is given to students for each of their assigned work and the progress made by students are recorded by the mentor teachers. The assessment criteria for each of the practical work is defined in the curriculum, which the teachers strictly adheres to. The internship programme(which evaluates professional attributes) of B.Ed course is done in two phases- as school induction(for one month) in SEM II and teaching practice in phase 2(for 4 months) in SEM III is monitored by mentor teachers using Criteria for assessment and is verified by documents that are maintained by students as prescribed in the Curriculum.

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

104

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.

Our institution conducts an Entry Level Test at the beginning of each academic year, and the student learning needs are identified. In the first semester, students are given three practice lessons on Microteaching followed by a Link Practice. Mentor teachers, as well as peers, record their observations using rubrics.Students are given individual attention in framing different lesson plans. The peer feedback and teacher feedback helps in making marked improvements. Good theortical support along with provisions for practising teaching skills, prcaticum and practicals, various co-curricular activities, Workshops conducted, webinars, out of classroom activities, opportunities for orgainsation, team building, execution of academic as well as co-curricular activities all has truly helped in moulding a professional teacher. The mentor teacher periodically visits each trainee, records their observation on all aspects of teaching based on assessment criteria. Immediate feedback and suggestions are provided. Thus regular monitoring will help students to make progress during the course.

The thought for the day programmes and other activities conducted in the institution also provide opportunities to mark their overall improvement in their performance. The success of the course and catering to the initially identified learning needs are evident from the excellent perforamnce of students in the Univeristy examinations

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	**One of the above**

File Description	Documents
Data as per Data Template	View File
Institutional Policy document detailing scheme of incentives	View File
Sanction letters of award of incentives	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	View File

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

File Description	Documents
Documentary evidences in support of the claims	No File Uploaded
Details of reports highlighting the claims made by the institution	No File Uploaded
Reports of innovations tried out and ideas incubated	View File
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

2

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

22

File Description	Documents
Data as per Data Template	View File
• First page of the published book/chapter with seal and signature of the Principal	**No File Uploaded**
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

1

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

32

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	No File Uploaded

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

198

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

198

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.

Our institution organizes activities outside campus to make student-teachers sensitive to social issues. At the same time, they develop their skills which is good for society. Every year various programs are organized which brings our student-teacher closer to social issues. Educational tours are arranged every year which provides a great exposure to our student-teachers. These tours provide a firsthand experience to student-teachers to different culture, place, people etc. The Physical Science department of our college prepared 10 Litres of sanitiser in accordance with the guidelines of WHO on 21-01-2021. The whole college is involved in the outreach activity of contributing the prepared sanitiser, masks drinking water and consumable goods to the Taluk Govt. hospital, Changanacherry on 20-01-2021. It was an opportunity for the institution to contribute to the society in the pandemic situation of COVID 19.Our college believes that effective learning occurs in clean and green environment. Swachh Bharat Abhiyan was launched on 2nd Oct, 2014 by honourable Prime Minister with the vision of clean India. As a part of this mission the college took this initiative to keep the surrounding clean through active participations by all stakeholders.

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

00

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

3.4 - Collaboration and Linkages

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

3

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

3

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	No File Uploaded
Any other relevant information	No File Uploaded

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

Nil

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

3.4.3 - Institution has linkages with schools and other educational agencies for both	Three/Four of the above

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

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	No File Uploaded

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

Campus Area

Campus land area occupies a total of .97 Acres. The college functions in two blocks; one double storied with carpet area of 10614.68 Sq. Feet (Main Block) and another three storied with carpet area of 15320. 36 Sq. In the ground floor of the two storied building is the Seminar Hall cum Mathematics class. In the ground floor of the three storied building, is the Natural science class cum Laboratory and Physical science class cum laboratory .In the second floor of the three storied is the English optional class cum Laboratory, Hindi optional class cum laboratory, and Social science class cum Laboratory. In the second floor of the three storied building is the Malayalam optional class cum laboratory.There are Psychology Laboratory Computer laboratory Technology laboratory Language laboratory Work Experience Laboratory two Science Method Laboratories for Physical Science and Natural Science Optional classes for

conducting experiments in science subjects.All the classes of the institution have LCD facility.Institution has three Seminar Halls with ICT facilities, one Seminar hall in the ground floor an Auditorium cum General class room in first floor and a Multipurpose hall in the Second floor of the New Block.

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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

10

File Description	Documents
Data as per Data Template	[View File](#)
Geo-tagged photographs	[View File](#)
Link to relevant page on the Institutional website	https://www.nsstcchry.org/facilities.php
Any other relevant information	**No File Uploaded**

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

108.25215

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.

Library is automated by using KOHA software.

Koha has multiple functionalities to complete all size Library. It is Internationally accepted. Support Linux, Unix, Windows, and MAC operating systems. Web-based OPAC system allows the public to search the catalog all over the world. Full MARC21 and UNIMARC support for professional cataloging. Enhance catalog display using contents from Amazon, Google, Library thing, etc. This software helps to print your own bar codes, spine labels & ID card. Provides Multilingual and multi-user support. Imports catalog by the power full Z39.50 server. Uses power full ZEBRA search engine. Send E-mail & messages for overdue and other notifications. Manage online and offline resources with the same tool. Flexible reports generation. RFID & BARCODE READER. Flexible to customize according to your library requirements. Support for z39.50, SIP2, NCIP, EDI. Import data from Excel files.

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

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

Online Public Access Catalogue (OPAC)

OPAC is an access tool and resource guide to the collection of our library which provides bibliographic data in machine-readable form and can be searched interactively on a computer terminal by users. It enables the librarians to catalog different genres of books and maintain its database online. It allows students and teachers to search books on parameters such as title, author's name, volume, and keywords with mere clicks. The purpose of OPAC or the Online Public Access Catalogue to make the digital resources search faster & easier for the students by offering a digital library catalogue. Library software integrated with the OPAC is not just helpful for librarians & students but it's highly beneficial for educators as well. It's the responsibility of educators to keep track of everything that goes on in their institution. Students can identify the number of copies left in the library, its location, and such crucial information and then visit the library to get the books. For e-books, they can directly get information & access it at any point in time.

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	**Three 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)

`0.59142`

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

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

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

`8`

File Description	Documents
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the academic year with seal and signature of both the librarian and principal	View File
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	NIL
Any other relevant information	View File

4.2.6 - Efforts are made to make available National Policies and other documents on education in the library suitable to the three streams of teacher education –general teacher education, special education and physical education by the following ways Relevant educational documents are	One of the above

obtained on a regular basis Documents are made available from other libraries on loan Documents are obtained as and when teachers recommend Documents are obtained as gifts to College	

File Description	Documents
Data as per Data Template	[View File](#)
Any other relevant information	**No File Uploaded**

4.3 - ICT Infrastructure

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

In educational institutions, providing Internet access for employees, students and visitors is paramount, since student support services are offered virtually, classes are increasingly interactive and digital, subjects are taught in a virtual format, or in a hybrid way (blended), making the internet resource, inside and outside the institution, highly relevant to the student learning cycle. The connection strength has been progressively increased over the years to meet the demands of the situation. The college provides network connection through OFC (optical fiber connection) (connection No-04812420481) uninterrupted in 50 meter radius of the institution(high speed connectivity). The speed of internet availability 100MBPS.Availability of the signal will vary from place to place for students/faculty members and staffs. The signal strength also may vary from location to location. It is not mandatory that each and every area in each floor of every block will have the same kind of signal strength. Institution has 5 access points with 2 booster router and two Modems. Password protection is ensured for security and safety. Access to Wireless internet is only an extended service and either students or staff can access it on demand with support of the technical staff.

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

6:1

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	**No File Uploaded**
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://youtu.be/_bhF7lQ1Mcq https://youtu.be/ibMe-7WGY48 https://youtu.be/3jtv_t27mhI https://youtu.be/c9G0MaxQ07M https://youtu.be/zYnLp1O4pmc https://youtu.be/GPh3Erbfakc https://youtu.be/KmKyvcEOoBE https://youtu.be/yYtcFLu2K-k https://youtu.be/93kPHbTPcXq https://youtu.be/XI8WEPdfA2M https://youtu.be/vHQz78_rp1k,https://youtube.com/channel/UCLwllhem_VRz1uBTzP5CLAA
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)

12.65803

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

The technical devices available in the institution like Slide projectors, LCD projectors, OHPs, DLPs, Interactive projectors, Smart boards, Radio, Television, Audio systems, Digital cameras, Handy cams, Lap Top computers. Auditorium is used to conduct general classes, college Union activities PTA and alumni meetings, cultural activities competitions and exhibitions .The multipurpose hall and seminar hall is used to conduct seminars, workshops,various competitions and guest lectures. Counseling room is utilized for giving counseling for needy students. The exhibits in the Social science museum glorify our cultural heritage. Library is computerized with internet facility. Equipments in the Technology laboratory,Science Laboratory, Language Laboratory, Psychology laboratory and computer Lab are effectively used in the teaching learning process.Tools available in the work experience laboratory are used to make necessary teaching aids and products related to SUPW. Photocopy machines and printers are available in the college which are utilized by staff and students. The Physical education department has facilities for indoor and outdoor games. All classrooms,seminar hall and Auditorium are provided with DLPs and computers. Generators and inverters are available in the college for providing uninterrupted power supply. The establishment of public address system makes it convenient for the principal and faculty to handle situations through announcements

File Description	Documents
Appropriate link(s) on the institutional website	https://www.nsstcchry.org/facilities.php
Any other relevant information	View File

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	Three of the above

difference between the two E-content development Online assessment of learning	

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	**Nine or more 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	**No File Uploaded**
Any other relevant information	**No File Uploaded**

5.1.4 - Institution provides additional support to needy students in several ways such as Monetary help from external sources such as banks Outside accommodation on reasonable rent on shared or individual basis Dean student welfare is appointed and takes care of student welfare Placement Officer is appointed and takes care of the Placement Cell Concession in tuition fees/hostel fees Group insurance (Health/Accident)	**Two 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	**No File Uploaded**
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
58	104

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).

3

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	No File Uploaded

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

40

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

Our College has a well organized student council for each academic year.In the beginning of eaqch academic year a student union is formed.The college union is given a prominent role in decision making, planning of activities and administrative bodieas of the institution.The arts and sport fest were conducted by the college union.Various competitions like Inter college programmes were organized by the union.The college union has representations in the grievance cell,library council and all other committies in the college.in addition to college union there are student representatives in various committees and clubs of the institution.Hence the college union and other student representation constitute the student council of the institution. Due to covid pandemic there is no formal student union is constituted during this academic year but student representatives from all the optional subjects were engaged and functioned for the better working of the college activities.

File Description	Documents
Copy of constitution of student council signed by the Principal	<u>View File</u>
List of students represented on different bodies of the Institution signed by the Principal	<u>View File</u>
Documentary evidence for alumni role in institution functioning and for student welfare	<u>View File</u>
Any other relevant information	<u>View File</u>

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

27

File Description	Documents
Data as per Data Template	View File
Reports of the events along with the photographs with captions and dates	View File
Copy of circular / brochure indicating such kind of events	View File
Any other relevant information	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

The Alumni Association of our colloege has extended its support for the enhancement of the institutional functioning in the following ways.Organizing workshop for various skill development activities.Conducting demonstration classes in the concerned suibject area by using different strategies of teaching.Providing scholarships for meritorious students.Workshop on doccumentory film making,Demonstration classes by the alumna of Physical Science,Natural Science,Social Science,Maths,Malayalm,English,Hindi.Alumna provide its supports for the conduction of orientation classes on Competitive examinations like TET,KTET,SET .Motivational programmes for freshers were conducted by the alumna of the college.The alumni provide financial support to the meritorious students of each academic year.

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

5.4.2 - Alumni has an active role in the regular institutional functioning such as Motivating the freshly enrolled students Involvement in the in-house curriculum	Five/Six of the above

development Organization of various activities other than class room activities Support to curriculum delivery Student mentoring Financial contribution Placement advice and support	

File Description	Documents
Documentary evidence for the selected claim	View File
Income Expenditure statement highlighting the alumni contribution	View File
Report of alumni participation in institutional functioning for the academic year	View File
Any other relevant information.	**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	View File

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

The alumni association of our institution provide several activities for the freshers of this college .Orientation classes for different competitive examinations, Demonstration classes, Physical fittness and yoga classes ,classes on documentary film making were done by our alumna members.The finacial contribution for the cash awards given to the second class toppers of all the seven optional subjects every year is a very significant support from the part of the alumni association. The alumni also

takepart in so many cultural and academic activities of the institution.Motivational classes were handled by our eminent alumna for our freshers.The alumni also play a major role to intimate different placement opportunities to our students through different social media platforms.

File Description	Documents
Documentary evidence in support of the claim	[View File](#)
Any other relevant information	No File Uploaded

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

OUR MISSION

"Training the future generations of teachers to act as catalysts in the intellectual, psychological, emotional and social development of the student community"-The College vision for excellence in academics and integrity of character and aim to develop a scientific temperament for a caring, impartial, and inclusive society, with its mission to create and facilitate an environment for knowledge, research, skill, self-reliance, and humanitarianism that propels the young to build a caring and sharing society is seen in its governance. Its high morals and values are reflected in its policy .To make student teachers understand the theories, principles and current trends in education to keep them in good stead in the new world scenario. To enable the prospective teachers to develop an understanding of the latest methods, strategies and techniques of teaching and learning to meet the global needs of the society.

Our motto, "THAMASO MA JYOTHIRGAMAYA", a lighted "nilavilakku" representing the motto itself-leading one from darkness to light, an open textbook showing the unlimited fund of knowledge and below which a flower of lotus in water represents the beauty of life emanating from panchabhootha, the building constituent of this universe.

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	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

The NSS college management decentralizes all academic and administrative matters by constituting various committees consisting of teachers and student representatives with specific objectives to achieve the vision of the college. In decision-making process every member of the committees are given complete freedom to express their views and those views are well taken for the improvement of the college functions.The principal convenes regular meetings of the faculty and staff to discuss various issues related to the academic and non-academic functioning of the college. faculty members are assigned duties of the various committees and clubs. The teachers are the convenors in various academic and non-academic committees and clubs of the college. It includes students 'representatives, librarian and office staff, and the parents, who contribute their ideas towards setting up of the institutional goals, crucial decision making and its implementation. The student's union which comprises the elected representatives of the student community. A member of the faculty is assigned the duty of union Advisor who acts as a link between the students' union and the faculty. Entire schedule of the academic events r is discussed and tentatively fixed in the beginning of the academic year.

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.

Our college maintains complete transparency in its financial, academic, and administrative functions at all levels. Proper procedures are strictly followed according to Govt. norms. The annual academic plan, is prepared in advance, communicated and displayed by the respective bodies. The details of various activities are regularly reported to concerned bodies and committees and records and minutes of the meetings maintained meticulously

Transparency in Academic Functioning-admission process of candidates strictly on merit. Our academic calendar that details the various activities in advance. The entire academic plan is clearly explained to all students in a compulsory orientation programme after admission, addressed by the principal

Transparency in Administrative Functioning- Recruitments and Staff Promotions are also undertaken with utmost transparency. All posts are advertised, and list of candidates screened and called for interview. All posts follows all the rules and regulations of the Government of India.

Transparency in Financial Functioning-All expenditure proposals undergo strict financial scrutiny at various levels including Finance Committee and Governing Body. All purchases are made in a transparent manner.Annual Budget prepared as per norms and are placed before PTA, the Finance Committee and Governing Body. Propriety is ensured at all levels with regular audits by State Government

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

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic plan is effectively deployed Describe one activity successfully implemented based on the strategic plan with details of deployment strategy, during the year in

not more than 100 - 200 words

The College Management believes in setting up perspective plan for excellence in academic and infrastructural development. This is drawn in the form of long term and short-term goals in different aspects of college functioning. These perspective plans are reflected in the annual action plans. The IQAC decides the perspective plan which is to be approved in the meetings. Although the College has been realized most of its perspective plans, noteworthy is the augmentation and renovation of infrastructure, and increase in laboratory equipment and Library resources by means of grants received from RUSA.This activity has been verified by visits by RUSA officials and Government auditors in a periodic manner. Many of the classrooms have been made ICT enabled, bringing to fore the technological advancements in teaching-learning.Rusa's permission has been granted to build classrooms and other ancillary facilities in the college, which are in progress.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	https://www.nsstcchry.org/
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.

The organizational structure of the College facilitates its smooth functioning. The Governing Council is the policy making body. The overall supervision of the College comes under its purview. After discussion, it decides the academic policy keeping in view the national policies in higher education, existing priorities and local needs. Regular feedback obtained from the alumni,students, parents and faculty along with suggestions of NAAC peer team form the major inputs for the planning. These inputs are discussed and analyzed by the Principal and IQAC.The planning and infrastructural development is decided by the Head of the institution .The plans proposed are discussed by the respective Cells and committees, fine-tuned as per needs and then finalized. Financial implications and possible hurdles are thoroughly looked into and taken care of

before finalizing any plan. The Principal, committee / cell in-charges and office staff, monitor and work together for the effective implementation of these policies.

Appointment.-. Teacher appointments are made in strict compliance with UGC rules.UGC REGULATIONS ON MINIMUM QUALIFICATIONS FOR APPOINTMENT OF TEACHERS AND OTHER ACADEMIC STAFF IN UNIVERSITIES AND COLLEGES AND MEASURES FOR THE MAINTENANCE OF STANDARDS IN HIGHER EDUCATION, 2018 are strictly followed

File Description	Documents
Link to organogram on the institutional website	https://www.nsstcchry.org/
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

One/Two 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	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

NSS training college has a decentralized administration, provides complete transparency in the decision-making process. The governing body has given powers to the principal to take

decision in Academic and Co-curricular activities. The governing body meets at regular intervals and monitors the activities of the institute. The principal conducts regular meetings with the programme coordinators and discuss the activities of the department. The programme coordinators conduct meetings with faculties and Non teaching staff in the departments and discusses the activities. Under the guidance of the Management, Principal constitutes different committees for the successful operation of the institution.

CASE STUDY:

PTA

College follows standards in budgeting and over all transparency is maintained from proposal to expenditure statement. At the end of financial year, the estimated budget from each department is collected for the next academic year. The estimated budget proposal is based on the requirements provided by the faculty in-charges and supporting staff. The faculty in charges and staff will decide the requirements as per the syllabus The budget coordinator consolidates the proposals of all labs and is presented in budget meeting for the approval from the management and PTA through principal.

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

Our college has effective welfare measures in place for its teaching and non-teaching staff. The various welfare schemes are as follows

- Leave is readily sanctioned to the staff for personal work, attending Refresher Course/Orientation

Program/seminars etc.

- **Faculty members are encouraged for research and publications for their career advancement.**
- **Free Wi-Fi facility**
- **Dedicated cabins/workspaces, separate reading and computer space in the library.**
- **Separate parking for Staff**
- **The Management is easily approachable to the staff.**
- **Washrooms for staff**
- **Canteen facility**
- **Maternity benefits as per norms**
- **Provisions for doing PhD under FDP programme.**
- **Festival advance.**
- **Festival bonus.**
- **Advance, if requested, to the newly appointed staff against the salary due as regular salary starts**
- **College give an amount of Rs.10,000 to retiring staff as token of appreciation**
- **Insurance for Teaching and non teaching staff such as Group insurance(GIS),STATE LIFE INSURANCE,GPAIP**

File Description	Documents
List of welfare measures provided by the institution with seal and signature of the Principal	View File
List of beneficiaries of welfare measures provided by the institution with seal and signature of the Principal	View File
Any other relevant information	**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

00

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

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

8

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

32

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

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

Performance appraisal system for teaching staff:

The institution has performance-based appraisal system for the assessment of teaching and non teaching staff. The appraisal report is based on the annual performance of the employees based on their academic, research and other extra- curricular activities. Every year the outgoing students carry out and submit Teacher Evaluation and course Evaluation surveys. The duly filled in forms are analyzed by the Principal and the Feedback thus obtained is judiciously addressed for the betterment of the Teaching-Learning process.

Performance appraisal system for non- teaching staff:

A few strategies are observed in appraising non-teaching staff's performance this includes technical contribution of individuals such as subject knowledge, awareness, productivity, quality, innovation willingness to learn, diligence etc. besides they also assess the behavioral aspects like group behavior, acceptability, punctuality etc.

The Annual Confidential Report and the Performance Appraisal System has significantly helped in the evaluation of the performance of employees, in motivating them, analyzing their strengths and weaknesses and ensuring better performance

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

Yes. Internal audit is done regularly by the management. Management gives a report. External audit -Department audit and A.G audit done regularly. For the department audit, they provide a statement. Apart from this, there is UG Audit for the all the schemes of University Grants Funds. Audit statement and utilization certificate for University Grants Audit. The PTA fund is audited regularly by the PTA secretary and by the principal every year and the report is submitted in front of the PTA general body and executive body. Rectifications regarding audit objections were done by the college administrative wing under the guidance of the principal

File Description	Documents
Report of Auditors of during the year signed by the Principal.	View File
List of audit objections and their compliance with seal and signature of the Principal	View File
Any other relevant information	**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	View File
Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal	**No File Uploaded**
Copy of letter from the NGO / Individual / Philanthropists stating the Fund / Donation given	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

Institute maintains & follows a well-planned process for the mobilization of funds and resource. The process involves various committees of the institute as well as PTA and Accounts office. Our college follows Kerala state government rules for the fund usage and resource utilization.

Sources of funds are as follows:

1. **Fees: Fees charged as per the university and government norms from students.**
2. **Salary Grant: The College receives salary grant from the State Government.**
3. **UGC Grants: Receive grants from the UGC for the development and maintenance of Infrastructure, upgrade of the Learning Resources and Research (including grants for Minor and Major Research Project).**
4. **Funds from RUSA.**

Our resource mobilization policy and procedures are as follows:

1. **College council and the IQAC, monitors the mobilization of funds and makes sure that the funds are spent for the purpose for which they have been allocated.**
2. **The Purchase Committee takes care that purchases are done properly and in accordance with the rules**
3. **Internal audits from management and external audits from the government make sure that the mobilization of the**

resources is being done properly.

4. To ensure the optimum utilization of resources, the
   Principal issues directions

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 Cell of the college works towards improving and maintaining the quality of education, identifying, and suggesting new ways of using teaching aids and developing suitable infrastructure. IQAC is an effective and efficient internal coordinating and monitoring mechanism. The IQAC plays a vital role in maintaining and enhancing the quality of the institution and suggests quality enhancement measures to be adopted. The IQAC meets every quarterly to plan, direct, implement and evaluate the teaching, research, and publication activities in the College. The sub-committees dealing with various activities implement the IQAC guidelines and report the feedback. The IQAC strives to spread quality culture through quality enhancement initiatives and best practices.

College has developed several quality assurance mechanisms under IQAC as under:-

• Feedback analysis received from Students and stakeholders

• Getting updated on latest information on various quality parameters of higher

education

• Institute appreciates, encourages, and provides support for quality improvement in

teaching, research & administration.

- **Documentation of the various programs /activities leading to quality improvement.**

- **Planning and Support effective implementation for Total Quality management,**

Curricula development, Teaching-Learning and evaluation, Research, Consultancy

and Extension activities .

- **Preparation of Academic Audit as per the guidelines**

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	No File Uploaded

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

The IQAC continuously reviews and takes steps to improve the quality of the teaching-learning process. The Academic Calendar is prepared in advance, displayed and circulated in the Institute and strictly followed. All newly admitted students have to compulsorily attend the Orientation Programme. Important announcements are made in the morning assembly .And attendance and conduct of classes are monitored by the faculties. The Discipline Committee members make random visits to ensure smooth functioning of classes. Feedback from students is also taken individually by teachers and directly through IQAC. Feedback is properly analyzed and shared with the Principal, and individual faculty members. The teaching-learning processes are reviewed, and improvements implemented, based on the IQAC recommendations

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	No File Uploaded

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

42

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	**Four of the above**

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

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

- **The College has undergone the first and second cycles of accreditation in 2005and 2016. Review of the various processes has been based mainly on their Peer Team Reports.IQAC, through discussions and recommendations, identifies need of improvement towards teaching-learning and prepares a plan of action for upcoming session. In line with the peer team recommendations**
- **The classrooms and staff room toilets were renovated with the first phase of RUSA funding.**
- **Library fully automated by COHA software.**
- **Increased use of ICT in teaching and provided more online classes and E resources to students.**
- **Organized awareness classes and webinars on Communicative English and Life Skills.**
- **Published papers in reputed journals by faculty members.**
- **Organized Training programs on use of ICT for teaching staff.**
- **Academic collaborations with external agencies established**

- **Group accident insurance policy has been implemented for students**

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 has a clear cut view regarding the energy policy. Our institution is committed to minimize impact on the environment as far as possible. Our institution gives maximum awareness regarding the consumption of energy. We promote the concept of energy efficiency at all levels in the institution. We use maximum LED bulbs in the institution. We have initiated to fix a solar panel of 10KV for our institutional use. Energy conservation awareness programmes are being conducted in our institution to make our staff and students aware about the relevance of energy consumption .We communicate our energy policy at all levels within the institution.

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

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

Our institution has kept two bins for depositing food waste and other waste. These wastes is being taken away by the Municipality in our locality. Students and staff are strictly instructed to use these bins. Dustbin is provided in every classroom, staffroom and office. Bins are being kept in the premises of our institution. Our institution with the help of P.T.A has appointed a person for the cleaning purpose. E-Waste

is being given to waste disposal agency.We provide a clean hand
washing station and ensure sanitary toilets. Incinerator is
being provided in the toilet for the disposal of sanitary
napkins.We give awareness regarding reduce,reuse,recycle and
recover waste product in preference to the disposal of waste to
landfill.Appropriate awareness is being given to teachers,staff
and students and other stake holders on waste management issue.

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	Two of the above

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

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

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

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

Our institution gives utmost care and importance for cleanliness. Our institution with the help of P.T.A has appointed a person for the cleaning purpose and watering plants in the institution .Institution has taken initiative for becoming a paperless office .We provide a clean hand washing station and ensure sanitary toilets. Incinerator is being provided in the toilet for the disposal of sanitary napkins. Our institution has kept two bins for bio-degradable and Non- bio degradable waste. Students and staff are strictly instructed to use these bins. Dustbin is provided in every classroom, staffroom and office. Bins are being kept in the premises of our institution. Students are given charge to monitor class wise cleanliness .College wise cleanliness is also monitored. E-waste is being given to waste disposal agency. Steps are taken by the institution to become plastic free. Awareness is being to the students to use maximum eco-friendly products and to make a pollution free environment.

File Description	Documents
Documents and/or photographs in support of the claim	<u>View File</u>
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	**Three of the above**

trees and plants

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	**No File Uploaded**

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

0.66Lakhs

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

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

N.S.S.Training college ,Changanacherry is one of the pioneer educational institution

which started functioning in 1954 under the management of Nair Service Society, a

registered charitable society founded in the year 1914 by late Mannath Padmanabhan,the

legendary,social reformer,educationist and visionary. The vision

of our founder to serve the downtrodden of the society andempower the weaker and marginalized people in the community is put in to practice by

our institution through various programmes.We believe that these activities act as a

catalyst in empowering the student teachers to lead the community as well as to serve

the community.Our institution use to join hands with the community and render help to the community when ever needed. During this covid pandemic situation our students under the supervision of the science Faculty have prepared sanitizer following the guidelines of WHO and given the sanitizer to Taluk Government hospital of our locality. We have also distributed a kit containing mask, sanitizer, soap, tooth paste to the people admitted in the Taluk Government Hospital. Awareness programme regarding covid 19 is being given to our students during the Pandemic period and Homeopathic medicine is distributed to our students from Government Homeopathic Medical College in our locality.

File Description	Documents
Documentary evidence in support of the claim	[View File](#)
Any other relevant information	No File Uploaded

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

Title of the Practice: ACADP - A Coin a Day for the Poor Obectives: • To help the

downtrodden of the society • To make the student teachers act as social engineers • To

instill in the mind of student teachers a spirit of social commitment • To train them

as good citizens Details ACADP, A Coin a Day for the Poor programme to help the poor

people of the society by generating a fund through the daily contribution from students

and staff which helps the pupil to think and save for the weaker and socially deprived

people of the society. The amount collected through this is donated to the weaker

section of the society every year. II. Title of the Practice :
LEP- Learning

Empowerment Programme Objectives: • To help the economically
backward students of model

school • To motivate the school students • To give practice for
the student teachers

how to organize a programme Details Learning Empowerment
Programme (LEP) supply of

learning aids like note books, instrument boxes to economically
backward students of

the model school. Conducting quiz competitions involving
students of neighboring

schools and rewarding the winners with cash prizes and
certificates.

File Description	Documents
Photos related to two best practices of the Institution	[View File](#)
Any other relevant information	**No File Uploaded**

7.3 - Institutional Distinctiveness

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

Areas of Distinctiveness • The college has developed a clear
vision,

viz, 'Vidya Viniyogaath Vikas' the meaning of which is progress
results from proper

application of knowledge. Being a teacher education institution,
the student teachers

of our institution are provided with a wide variety of
activities to gain knowledge and

apply it appropriately. They become future teachers to prepare
school students and to

serve the nation as ideal citizens. Thus the vision is clearly put in to practice in

our institution. • Activities such as ACADP, A Coin a Day for the Poor • Teaching

Empowerment Programme (TEP) supply of teaching aids to schools in the campus. •

Learning Empowerment Programme (LEP) supply of learning aids like note books,

instrument boxes to economically backward students of the model school . •

'Santhwanam'-visiting Orphange and old age home, supply food,clothing,learning

materials and donations, conducting classes and cultural programmes at the orphanages,

• 'Pothicor"-Noonmeal programme for the poor in the street .

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