



YEARLY STATUS REPORT - 2022-2023

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. Beena Rani S.
• Designation	Professor
• Does the institution function from its own campus?	Yes
• Alternate phone No.	04812420481
• Mobile No:	
• Registered e-mail ID (Principal)	principalnsstrcy@gmail.com
• Alternate Email ID	
• Address	Perunna P.O, Changanacherry, Kottayam District, Kerala
• City/Town	Perunna, Changanacherry
• State/UT	Kerala
• Pin Code	686102
2.Institutional status	
• Teacher Education/ Special Education/Physical Education:	Teacher Education
• Type of Institution	Co-education

• Location	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)					
• Mobile (IQAC)					
• IQAC e-mail address	iqacnsschry@gmail.com				
• Alternate e-mail address (IQAC)					
3.Website address					
• Web-link of the AQAR: (Previous Academic Year)	https://www.nsstcchry.org/pdf/AQAR2021-22.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-2022-23.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			06/07/2015		
7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNTT etc.					
Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount	
NA	NA	NA	Nil	00	
8.Whether composition of IQAC as per latest			Yes		

NAAC guidelines		
<ul style="list-style-type: none"> • Upload latest notification of formation of IQAC 	View File	
9.No. of IQAC meetings held during the year	4	
<ul style="list-style-type: none"> • Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? 	Yes	
<ul style="list-style-type: none"> • (Please upload, minutes of meetings and action taken report) 	View File	
10.Whether IQAC received funding from any of the funding agency to support its activities during the year?	No	
<ul style="list-style-type: none"> • If yes, mention the amount 		
11.Significant contributions made by IQAC during the current year (maximum five bullets)		
<ul style="list-style-type: none"> • Observation of National Science Day on 03/03/2023 by the Science Club of the College and IQAC of the institution; Inauguration of Women's Forum and Observation of International Women's day on 08/03/2023 on the theme ' Digital All: Innovation and technology for gender equality', by Dr. Lekshmi Pillai, Consultant obstetrician & Gynecologist; World Wildlife Day Observation on the theme ' Partnership for Wildlife Conservation' by Natural Science Association & IQAC on 6/3/2023; World Human Rights day was observed by the College Union and IAQC on 12/12/2022, Dr. Ragesh K. V., Assistant Professor, N.S.S. Hindu College, being the resource person for the programme; Malayalam Association & IQAC organized Short film screening and Discussion as part of Women's day observation on 03/03/2023; National Mathematics Day was observed on 22/12/2022 by the Mathematics Department & IQAC; Observation of Constitution day by ANVI- Social Science Association & IQAC on 25/11/2023 by Adv. Sheeba Tharakan as the Resource person; Observed International students day celebrations by Social Science Association & IQAC on 17/11/2022; The college in collaboration with IQAC and Dhehi Association organized a program on ' Prevention, Prohibition and Redressal of Sexual Harassment of Women at Workplaces' from 25/11/2022 to 10/12/2022 by Dr. K. Rema Devi, Former Principal, 		

N.S.S. Training College, Changanacherry; Anti-Drugs Campaign Week was observed by the college in association with IQAC from October 6th to November 1st 2022; Observation of World Environment day on 5/6/2022 by Bhoomitra Nature Club & IQAC, by Prof. Joseph Job, Associate Professor, St. Berchmann's College, Changanacherry. • Seminar and Quiz for the students was organized by Physical Science Association and IQAC on 10/11/2022 on World Science Day. Dr. Aravind K., Assistant Professor, Dept. of Chemistry, S. B. College, Changanacherry delivered seminar on the topic 'Basic Sciences for Sustainable development'. • A K-TET Workshop for students was organized by IQAC in collaboration with Teachers Academy on 23/02/2023 with Prof. (Dr.) K. Sivarajan, Former Dean, Faculty of Education, University of Calicut as the resource person; Workshop on Drawing was organized on 19/7/2022, Shri. Robin Paul as the resource person • A Paper Presentation Session for students was organized by IQAC and Dhehi Association on the topic ' POSH ACT, 2013' on 28/11/2022 • An invited talk by Dr. Rajagopal P.K was organized by the college in collaboration with IQAC for the National Education Day, 11/11/2022

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

Plan of Action	Achievements/Outcomes
To conduct a series of programs for the teacher trainees to get them know about the significance of National and International days and provide opportunities for planning, organizing and effective execution of the activities	The college was successful in organizing eleven varied programs related to different disciplines viz. English, Malayalam, Science, Mathematics and Social Science.
To organize Seminars and Quiz programs for the students.	The Physical science department of the college organised seminar and quiz for the teacher trainees of the institution.
To provide orientation for our students to compete in the teacher eligibility tests like K-TET and SET exams	Successful in arranging few K-TET orientation programs for students. A workshop on drawing and preparation of teaching aids was organized by the institution that provided real experience to the students.
To arrange paper presentation sessions for the students to experience them the skill of academic writing and to present it.	A Paper Presentation Session for students was organized by IQAC and Dhehi Association on the topic ' POSH ACT, 2013' on 28/11/2022
To arrange invited talks for the students to let them learn different perceptions of successful persons	An invited talk by Dr. Rajagopal P.K was organized by the college in collaboration with IQAC for the National Education Day, 11/11/2022
13. Whether the AQAR was placed before statutory body?	No
<ul style="list-style-type: none"> 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
2023	16/01/2023
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

1.Student

2.1 196

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 98

Number of outgoing / final year students during the year:

File Description	Documents
Data Template	View File

2.5 Number of graduating students during the year 98

File Description	Documents
Data Template	View File

2.6 98

Number of students enrolled during the year

File Description	Documents
Data Template	View File

2. Institution

4.1 2947473

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

4.2 29

Total number of computers on campus for academic purposes

3. Teacher

5.1 11

Number of full-time teachers during the year:

Extended Profile

1.Student

2.1 Number of students on roll during the year	196
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File Description	Documents
Data Template	View File

2.2 Number of seats sanctioned during the year	100
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File Description	Documents
Data Template	View File

2.3 Number of seats earmarked for reserved categories as per GOI/State Government during the year:	20
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File Description	Documents
Data Template	View File

2.4 Number of outgoing / final year students during the year:	98
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File Description	Documents
Data Template	View File

2.5 Number of graduating students during the year	98
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File Description	Documents
Data Template	View File

2.6 Number of students enrolled during the year	98
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File Description	Documents
Data Template	View File

2.Institution

4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	2947473
4.2 Total number of computers on campus for academic purposes	29

3.Teacher

5.1 Number of full-time teachers during the year:	11
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File Description	Documents
Data Template	View File
Data Template	No File Uploaded

5.2 Number of sanctioned posts for the year:	13
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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 the curriculum and its method of transaction. All the faculty members actively participate for the effective transaction of the curriculum. Curriculum committee meetings and staff meetings are regularly held in an academic year which discusses the kind 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 the transaction of theory papers, practicum and practical works, microteaching lessons/link lessons/discussion/demonstration/criticism lessons//examinations, extracurricular and co-curricular activities, teaching aid exhibition and so on. The institution through the IQAC reviews the teaching learning process and methodologies of academic operations periodically.

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

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

B. Any 3 of the Above

File Description	Documents
Data as per Data Template	View File
URL to the page on website where the PLOs and CLOs are listed	https://www.nsstcchry.org/courseoutcomes.p hp
Prospectus for the academic year	View File
Report and photographs with caption and date of student induction programmes	View File
Report and photographs with caption and date of teacher orientation programmes	No File Uploaded
Any other relevant information	No File Uploaded

1.2 - Academic Flexibility

1.2.1 - Curriculum provides adequate choice of courses to students as optional / electives including pedagogy courses for which teachers are available**1.2.1.1 - Number of optional / elective courses including pedagogy courses offered programme-wise during the year**

8

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

00

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

00

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

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

0

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

0

File Description	Documents
List of the students enrolled in the value-added course as defined in 1.2.2	No File Uploaded
Course completion certificates	No File Uploaded
Any other relevant information	No File Uploaded
1.2.4 - Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through Provision in the Time Table Facilities in the Library Computer lab facilities Academic Advice/Guidance	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	View File
Any other relevant information	No File Uploaded
1.2.5 - Number of students who have completed self-study courses (online /offline, beyond the curriculum) during the year	
98	
1.2.5.1 - Number of students who have completed self-study courses (online /offline, beyond the curriculum) during the year	
98	

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

1.3 - Curriculum Enrichment

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

B Ed Curriculum aims to enrich the new generation teachers with values,, 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 . Thus the B.Ed curriculum is structured to enable the student teachers to uphold the value system based on cultural, social, political and moral bases of Indian society. The core courses and pedagogic courses are good enough to instill the various teaching skills in the learners as the life skills essential for a teacher. The curriculum is designed in such a way that students can apply the theoretical and practical information and to nurture positive attitudes, skills and healthy behavior for living in the present and future. Micro teaching sessions, link lessons, demonstration classes, criticism classes and lessons based on models of teaching provide skills, and competencies to transact the school curriculum. The student teachers are oriented to conduct action research, case study, small projects, survey on the exceptional children in schools, remedial instruction programmes , to develop enquiry skills and problem-solving abilities. Communicative English is taught as a seperate course in the final semester and students are also given several opportunities to practise the same.

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

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

Institution familiarizes students with the diversities in the school system in India by providing a theoretical knowledge base and practical knowledge as envisaged in the layout of the curriculum which comprises three broader areas such as- a) Contemporary India and Education b). Knowledge and Curriculum c) Assessment for Learning and (d) various pedagogical courses. Over the past few years, a number of education systems and educational commissions have brought numerous changes in the schools system, school curriculum, areas of study, assessment systems, pedagogy and methodology and so on. With the increased number of boards like the State Boards, CBSE, ICSE, students, teachers as well as the parents needs to be oriented about their paradigm shift in various aspects of education. The B.Ed curriculum that we follow has ample theoretical papers as well as practicum and practical work for students which help them to get know about the different school systems, functioning of various boards and its assessment practices, norms and standards and thus students are helped in the comparative perspective of school education with the national level.

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 overall aim of teacher education curriculum is to prepare students to become professionally competent and thoughtful practitioners with values, life skills and to meet the challenges of tomorrow and to become the transmitters, inspirers and promoters of children's quest for knowledge. This is accomplished through the acquisition of the various teaching competence, theoretical knowledge, understanding, critical thinking, lesson plan writing skills and ICT skills. For this, wide range curricular and co-curricular activities are organized by the institution right from the first semester till the last semester. The school induction programme, which lasts for one month, introduces students to the world of teaching. The school internship programme of 16 weeks duration that is included in the third semester of the course provides ample time to practice the pedagogy and methodologies of teaching. The professional capacities, teacher sensibilities and skills among the student teachers are fully groomed during this tenure. They acquire professional knowledge in a wide variety of areas, including Technopedagogical content knowledge and skills along with skills in planning, organizing, implementing, carrying out action research, remedial teaching, achievement and diagnostic test, and involve in various co-curricular activities of the school. All these makes the student teachers equipped for professional preparation.

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	No File Uploaded
1.4.2 - Feedback collected from stakeholders is processed and action is taken; feedback process adopted by the institution comprises the following	Feedback collected, analyzed and action taken
File Description	Documents
Stakeholder feedback analysis report with seal and signature of the Principal	View File
Action taken report of the institution with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded
TEACHING-LEARNING AND EVALUATION	
2.1 - Student Enrollment and Profile	
2.1.1 - Enrolment of students during the year	
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

32

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

32

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

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

3

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

3

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.

Personal Interview of the students by the teachers and the principal brings out the preparedness for the professional education. Strengths and areas that need improvement are also noted. A brief student profile is also collected at this time. Special attention is given to the student achievements in the past. One week is set apart for orientation programme for tuning the learners to B.Ed course in which orientation in Life skills were imparted to them. Course and campus familiarization programme is organized as Induction programme which helps the learners an opportunity to understand the difference between B.Ed course and other courses. An entry test is also administered at the beginning of the course which brings out their awareness about the programme. After the commencement of the regular class, periodical tutorial sessions are also arranged to hear their opinions and for imparting the needed guidance to them in academic and personal affairs. Both optional and general education teachers identify the slow and advanced learners during the interaction in classrooms. During the course eve, a systematic evaluation process is also employed to assess the learning levels of the learners. Tutorial systems are organized by assigning a group of learners to a particular faculty.

File Description	Documents
Documentary evidence in support of the claim	No File Uploaded
Documents showing the performance of students at the entry level	View File
Any other relevant information	No File Uploaded
2.2.2 - Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through Mentoring / Academic Counselling Peer Feedback / Tutoring Remedial Learning Engagement Learning Enhancement / Enrichment inputs Collaborative tasks Assistive Devices and Adaptive Structures (for the differently abled) Multilingual interactions and inputs	Four/Three of the above
File Description	Documents
Data as per Data Template	View File
Relevant documents highlighting the activities to address the student diversities	View File
Reports with seal and signature of Principal	View File
Photographs with caption and date, if any	View File
Any other relevant information	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	No File Uploaded
Any other relevant information	No File Uploaded

2.2.4 - Student-Mentor ratio for the academic year

1:9

2.2.4.1 - Number of mentors in the Institution

11

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

2.3 - Teaching- Learning Process

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

The adoption of students centric methods to enhance student involvement as a part of participative learning and problem solving methodology. Role Plays, Team works, Debates, Seminar Quizzes and case studies Specifically Students centric Teaching Methods are reflected in project work, Field Visit, Industrial visit & guest lectures. Specifically the students centric methodology include

1. Experiential Learning-Project work
2. Field Visits-Faculty identifies and propose Academically

significant Field visits and Surveys

3. Participated Learning
4. Role play-Teachers adopt role play method to supplement Teaching by way of participative learning
5. Team work-organize students activities to promote the spirit of Team work.The activities like Camp and other co-curricular activities
6. Debates-Debates are followed in many of the subjects where students are required to come with different opinions, thought processes thus the learning process gets justified in the argue-mental way of learning.
7. Group work-Practicals and workshops in all individual and group work under the guidance of teachers are also conducted.

8.Case study.

9.Action research.

10.MOOC course

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

07

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

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

197	
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	No File Uploaded
Landing page of the Gateway to the LMS used	No File Uploaded
Any other relevant information	No File Uploaded

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

Three of the above

File Description	Documents
Data as per Data Template	View File
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	View File
Geo-tagged photographs wherever applicable	No File Uploaded
Link of resources used	https://www.youtube.com/channel/UCVafdd-R45xgRL10iyAIxHA
Any other relevant information	No File Uploaded

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

The Program outcomes, Program Specific Outcomes are helpful in developing the framework of teaching and learning. The Course outcomes facilitate in clear understanding about the course

expectations and support the process of learning. The Course outcomes also present a clear picture of employability, skill development and entrepreneurship prospects of the course. Further the outcomes help to understand the various cross cutting issues pertaining to gender, environment, values and professional ethics .Being mentors students are getting helpful feedback and guide them toward the best and most effective teaching methods. Allowing the student teacher to develop and prepare original teaching plans. Providing oral and written feedback regularly. Planning effective learning assessment with student teacher. Providing feedback on their classroom presence, i.e. how they navigate the classroom, their style of expression, having a professional appearance etc.

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

Three of the above

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

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

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.

Empathy&Life Skills

Programs like community camps, community services as railway station cleaning, food packets distribution to the poor people, distribution of learning materials to the needy learners in near by schools so on conducted every year.

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

2.4 - Competency and Skill Development

<p>2.4.1 - Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include Organizing Learning (lesson plan) Developing Teaching Competencies Assessment of Learning Technology Use and Integration Organizing Field Visits Conducting Outreach/ Out of Classroom Activities Community Engagement Facilitating Inclusive Education Preparing Individualized Educational Plan(IEP)</p>	<p>All of the above</p>
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File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the selected response/s	View File
Reports of activities with video graphic support wherever possibl	View File
Any other relevant information	No File Uploaded

<p>2.4.2 - Students go through a set of activities as preparatory to school- based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as Formulating learning objectives Content mapping Lesson planning/ Individualized Education Plans (IEP) Identifying varied student abilities Dealing with student diversity in classrooms Visualising differential learning activities according to student needs Addressing inclusiveness Assessing student learning Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement</p>	<p>Ten/All of the above</p>
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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	No File Uploaded
Documentary evidence in support of each selected activity	View File
Any other relevant information	No File Uploaded

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

All of the above

File Description	Documents
Data as per Data Template	View File
Details of the activities carried out during the academic year in respect of each response indicated	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	View File
Any other relevant information	No File Uploaded
2.4.5 - Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of Preparation of lesson plans Developing assessment tools for both online and offline learning Effective use of social media/learning apps/adaptive devices for learning Identifying and selecting/developing online learning resources Evolving learning sequences (learning activities) for online as well as face to face situations	All of the above
File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of each response selected	View File
Sample evidence showing the tasks carried out for each of the selected response	View File
Any other relevant information	No File Uploaded
2.4.6 - Students develop competence to organize academic, cultural, sports and community related events through Planning and scheduling academic, cultural and sports events in school Planning and execution of community related events Building teams and helping them to participate Involvement in preparatory arrangements Executing/conducting the event	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	All of the above
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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

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**

98

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

Nine/All of the above

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

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

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. Every Optional teacher 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 conducted 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

<p>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)</p>	<p>Four of the above</p>
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File Description	Documents
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	View File
Two filled in sample observation formats for each of the claimed assessors	View File
Any other relevant information	No File Uploaded

2.4.13 - Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include Effectiveness in class room teaching Competency acquired in evaluation process in schools Involvement in various activities of schools Regularity, initiative and commitment Extent of job readiness

Five 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

11

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

10

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

164

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

164

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

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

The faculty of the institution is dedicated to maintaining their professional development. Teachers actively engage in academic

discussions within the college, ensuring a collaborative approach to learning. Prior to submitting project works, faculty members discuss them amongst themselves to ensure quality. Additionally, some faculty members serve as resource persons, leveraging their expertise to enrich the professional environment. Their contributions are presented and thoroughly discussed among the teaching staff, fostering a culture of knowledge sharing.

Furthermore, faculty members regularly present their published research works to their peers, sparking insightful academic discussions. Every faculty member actively participates in national webinars, conferences, state, and college-level seminars, demonstrating a commitment to staying updated with the latest developments in their field. Many faculty members also contribute to the organization of webinars and conferences, showcasing their professional knowledge and leadership skills.

Moreover, their dedication extends to scholarly publications, with valuable contributions appearing in peer-reviewed journals, Care Listed journals, and book publications. To adapt to the changing educational landscape, faculty members quickly mastered various learning apps and digital platforms such as Google Meet and Zoom. These tools are seamlessly integrated into online classes, ensuring smooth and effective teaching delivery.

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

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. Every component in all the theory courses as instructed by the University is strictly followed while awarding the internal marks. The internal evaluation of theory courses is done by conducting two class tests and the respective practicum for each course. After putting the internal marks, they are then published before the commencement of University Examinations and are acknowledged by the students. All 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. The same procedure is practised in all the semesters of the B.Ed course, which ensures continuous evaluation in the institution. 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

1. Theory courses with Credit 3	Title No.	of Tasks	@ Course Marks	Total Marks	Internal Test
2	5	10	Practicum	1	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	View File
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 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.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

2.7 - 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	View File

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	View File

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

98

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	View File

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.

The B.Ed. Programme envisages school internship of 20 weeks duration spreading over two phases, first phase of four weeks during II semester and 16 weeks during III semester. The first phase consists of four weeks of school engagement. In the second phase, there shall be a minimum of 16 weeks intensive school internship and one week observation of a regular class room with a regular teacher. They involve in planning, teaching and assessment, interacting with school teachers, community members and children. 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.

File Description	Documents
Documentary evidence in respect to claim	View File
Any other relevant information	View File

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

<http://www.nsstcchry.org/pdf/student-satisfaction-survey/2022-23-new.pdf>

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	View File
Sanction letter from the funding agency	No File Uploaded
Any other relevant information	No File Uploaded

3.1.2 - Number of grants received for research projects from government and / or non-government agencies during the year (INR in Lakhs)

00

File Description	Documents
Sanction letter from the funding agency	View File
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	
File Description	Documents
Data as per Data Template	View File
Institutional Policy document detailing scheme of incentives	No File Uploaded
Sanction letters of award of incentives	No File Uploaded
Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	No File Uploaded
Documentary evidence for each of the claims	No File Uploaded
Any other relevant information	No File Uploaded
3.1.4 - Institution has created an eco-system for innovation and other initiatives for creation and transfer of knowledge that include Participative efforts (brain storming, think tank etc.) to identify possible and needed innovations Encouragement to novel ideas Official approval and support for innovative try-outs Material and procedural supports	One of the above

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

3.2 - Research Publications

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

09

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

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

07

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

3.3 - Outreach Activities

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

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

02

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	No File Uploaded
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

20

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

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

196

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

196

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the claim along with photographs with caption and date	No File Uploaded
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 is committed to nurturing social awareness and skills development among student-teachers by organizing off-campus activities. These initiatives are designed to instill a sense of responsibility towards social issues and foster positive contributions to society. Annually, we host a diverse array of programs aimed at bringing student-teachers closer to various social challenges.

A pivotal aspect of our efforts is the arrangement of educational tours, providing our student-teachers with invaluable exposure. These tours deliver firsthand experiences of diverse cultures,

places, and people, facilitating the expansion of their perspectives and understanding of the world.

In addition to these initiatives, our college's Physical Science department has been proactive in raising awareness about energy conservation and management. From December 14th to December 21st, 2021, a series of programs were organized with the specific goal of promoting energy conservation and management practices among student-teachers and the wider community.

Furthermore, our institution actively engages in the Swachh Bharat Abhiyan, a nationwide cleanliness campaign launched on October 2nd, 2014, by the honorable Prime Minister. In alignment with this mission, the college has taken the lead in maintaining cleanliness in our surroundings. We actively encourage participation from all stakeholders, emphasizing the importance of everyone playing a role in preserving a clean and hygienic environment.

Through these concerted endeavors, our institution aims to empower student-teachers to evolve into socially responsible citizens. Our goal is to nurture individuals who are not only sensitive to social issues but are also equipped with the necessary skills to make meaningful contributions to society.

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	View File
Appropriate certificates from the awarding agency	No File Uploaded
Any other relevant information	No File Uploaded

3.4 - Collaboration and Linkages

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

00

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

00

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

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

00

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

3.4.3 - Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes Local community based activities

One/Two of the above

**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 . 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 Computer laboratory Technology laboratory cum Mathematics class , Language laboratory, Work Experience Laboratory and 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.

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)

0.064759

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	View File
Web-link to library facilities, if available	https://www.nsstcchry.org/facilities.php
Any other relevant information	No File Uploaded

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

Online Public Access Catalogue (OPAC) OPAC is an access tool and resource guide to the collection of our library which provides bibliographic data in machinereadable 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 ebooks, 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	View File
Any other relevant information	View File

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

One of the above

File Description	Documents
Data as per Data template	View File
Receipts of subscription /membership to e-resources	View File
E-copy of the letter of subscription /member ship in the name of institution	View File
Any other relevant information	View File

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

0.074046

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

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

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

163

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 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

Two of the above

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

File Description	Documents
Receipt for connection indicating bandwidth	View File
Bill for any one month during the academic year indicating internet connection plan, speed and bandwidth	View File
Any other relevant Information	No File Uploaded

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

File Description	Documents
Data as per Data Template	View File
Link to videos of the e-content development facilities	NIL
List the equipment purchased for claimed facilities along with the relevant bills	No File Uploaded
Link to the e-content developed by the faculty of the institution	https://youtu.be/5H11cnq0Cw8 https://youtu.be/Gi7awYc8f7c https://youtu.be/_bhF7lQ1Mcg https://youtu.be/ibMe-7WGY48 https://youtu.be/3jtv_t27mhI https://youtu.be/c9G0Max007M https://youtu.be/zYnLp104pmc https://youtu.be/GPh3Erbfakc https://youtu.be/KmKyvcEOoBE https://youtu.be/yYtcFLu2K-k https://youtu.be/93kPHbTPcXg https://youtu.be/XI8WEPdfA2M https://youtu.be/vHQz78_rplk , 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)**

908470

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	website https://www.nsstcchry.org/facilities.php
Any other relevant information	No File Uploaded

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

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

One/Two of the above

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

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

Seven/Eight of the above

File Description	Documents
Geo-tagged photographs	View File
Any other relevant information	No File Uploaded
5.1.3 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees	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	No File Uploaded

5.2 - Student Progression

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

Number of students placed as teachers/teacher educators	Total number of graduating students
35	98

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)

43

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 each academic year a student union is formed.The college union is given a prominent role in decision making,planning of activities and administrative bodies of theinstitution.The arts and sports fest were conducted by the college union.Various competitions like Inter college programmes wereorganized by the union.The college union has representations in inthe grivence cell,library council and all other comittees in thecollege.In additiontocollegeunion there arstudentrepresentative sinvariouscommitteesandclubsoftheinstitution.Hencethecollegeuniona ndotherstudent representationconstitute the student council of the institution.During thisacademic year a student union was formed by election and they performed various activities in the college.

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

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

24

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 college 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 subject area by using different strategies of teaching. Providing scholarships for meritorious students. Workshop on documentary film making, Demonstration classes by the alumna of Physical Science, Natural Science, Social Science, Maths, Malayalam, 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	View File

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

Three/Four of the above

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

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

0

File Description	Documents
Data as per Data Template	View File
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	No File Uploaded
Any other relevant information	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 fitness and yoga classes, classes on documentary film making were done by our alumna members. The financial 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 take part 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.

Upload

• Vision and Mission statements of the institution

OUR MISSION-Training the future generations of teachers to act as catalysts in the intellectual, psychological, emotional, and social development of the student community.

OUR VISION-Our vision is ' Vidya viniyogath vikas ' which means 'progress results from proper application of knowledge'.

Description of Vision and Mission statement Our Institution aims to commitment to excellence, enhancing positive learning, Developing professionalism, Nurturing environmental sensitivity, Creating team spirit, Sensitizing towards unity in diversity, Promoting traditional, cultural and social value sand Inculcating a feeling of national and international citizenship. We motivate our future teachers to develop an attitude through which they can prepare good citizens for the country. We believe that justice, freedom, and harmony are the basic values for the development of classless society. Our mission is to train well motivated teachers who can contribute to the development of the country. Today is the age of Information and Technology in these perspectives we motivate future teachers to become competent regarding the use of ICT. It is our humble mission that our teachers should become instrument in the social transformation.

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

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

The NSS college management decentralises 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/opinions and those views/opinion 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. The members of the faculty are assigned duties of the various committees and clubs. The teachers are the convenors or members in various academic and non-academic committees and clubs of the college. Not only the teachers, but almost all stakeholders are involved in decision making process. 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.

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.

College council has been constituted to advice and assist the Principal in the academic and internal matters. The college council consists of the following members.

- Principal -President
- All Teaching Staff
- The Office Superintendent
- Librarian

The council will appoint one of the members as the secretary. The Secretary will hold office for one year and shall be eligible for re - election. It shall be the duty of the secretary to issue notice for the meeting and keeping the record of proceedings.

Internal Quality Assurance Cell

An Internal quality assurance cell (IQAC) was established in the

month of October 2005. The body consists of Principal, staff members, head of administrative staff, representative from the management and two representatives from the local community..

Admission

Admission is according to the rules and regulations stipulated by the government and Mahatma Gandhi University. The college has an intake strength of 100 students per year. The total strength of the college is 200 including the first- and second-year students. The following subjects are offered for the B. Ed course. English Education, Malayalam Education, Hindi Education, Mathematics Education, Natural Science Education, Physical Science Education, Social Science Education

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. These perspective plans are reflected in the annual action plans. The IQAC decides the perspective plan which is to be approved in the College Council 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

Plan of Action-To conduct a series of programs for the teacher trainees to get them know about the significance of National and International days and provide opportunities for planning, organizing and effective execution of the activities, To provide orientation for our students to compete in the teacher eligibility tests like K-TET and SET exams, To arrange paper presentation sessions for the students to experience them the skill of academic writing and to present it, To arrange invited talks for the

students to let them learn different perceptions of successful persons.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	http://www.nsstcchry.org/index.html
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 analysed 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 investigated 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. As a part of the administrative setup we are having proper work distribution. All the appointments at the College are being done by the government as per rules and regulations. We follow all the Service rules and procedures prescribed by the Government, U.G.C. , N.C.T.E. and affiliating university

File Description	Documents
Link to organogram on the institutional website	http://www.nsstcchry.org/index.html
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												
<table border="1"> <thead> <tr> <th data-bbox="86 483 539 551">File Description</th> <th data-bbox="539 483 1445 551">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="86 551 539 618">Data as per Data Template</td> <td data-bbox="539 551 1445 618">View File</td> </tr> <tr> <td data-bbox="86 618 539 719">Screen shots of user interfaces of each module</td> <td data-bbox="539 618 1445 719">View File</td> </tr> <tr> <td data-bbox="86 719 539 786">Annual e-governance report</td> <td data-bbox="539 719 1445 786">No File Uploaded</td> </tr> <tr> <td data-bbox="86 786 539 853">Geo-tagged photographs</td> <td data-bbox="539 786 1445 853">No File Uploaded</td> </tr> <tr> <td data-bbox="86 853 539 920">Any other relevant information</td> <td data-bbox="539 853 1445 920">No File Uploaded</td> </tr> </tbody> </table>	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	
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												
<p>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.</p>													
<p>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 Nonteaching 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. Internal Quality Assurance Cell monitors issues associated with teachers and students, specially focusing on the academic affairs. Staff Council comprising of all the teachers of the college is engaged in different administrative, academic and co-curricular activities through various committees. Other than the regular college committees, the college also has the Grievance Redressal Committee, and Cell Against Sexual Harassment. The objective of these committees is to ensure that no violation of rules takes place within the College and work towards addressing and settling grievances of both students and staff, in any</p>													

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

6.3 - Faculty Empowerment Strategies

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

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	No File Uploaded
Any other relevant information	No File Uploaded

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

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.

01

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

01

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 staff. The appraisal report is based on the annual performance of the employees based on their academic, research and other extra- curricular activities. The performance appraisal is also used for Career Advancement of the teachers. Performance appraisal procedure is done as per UGC norms.

Teacher's Evaluation by Students: Students are given with Feedback Forms to provide their feedback of the teachers. The questionnaire of the feedback forms is designed to elicit responses for parameters like classroom teaching, regularity, communication skills, subject knowledge, discipline, work- ethics, curriculum to provide effective mentoring and career guidance to students and grade the teacher's ability in creating an interactive, discussion-oriented teaching. The forms are then analysed by the staff

council ,IQAC, and the Principal and corrective measures taken, wherever necessary. . 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 behavioural aspects like group behaviour, acceptability, punctuality etc.

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

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. Proper procedure of purchase is adopted. Quotations are call for and prices are compared. Transparency is fully maintained. The Purchase Committee looks after the purchase related matters. For the grants received from the UGC, utilization certificates are prepared according to the allowed expenditure under various heads.The Utilisation Certificates are annually submitted to UGC.

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

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

00

File Description	Documents
Data as per Data Template	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.

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 the Chartered Accountant 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	View File

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 Academic Monitoring Committee 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. For the review of teaching learning process, the IQAC members always ask questions to the students and discuss about the teaching learning process with them formally and informally. The entire faculty members themselves review the teaching learning process continuously. It is to be noted humbly that the semester results issued by the University are itself the evidence of the improvement in the teaching learning process. Academic Calendar is prepared in advance, displayed and circulated in the Institute and strictly followed. All newly admitted students must 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 analysed 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

17

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

Two 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/downloads.php
Link to Annual Quality Assurance Reports (AQAR) of IQAC	http://www.nsstcchry.org/IOAC.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	No File Uploaded
Any other relevant information	No File Uploaded

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

The College has undergone the first and second cycles of accreditation in 2005 and 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	View File

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

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	View File

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	View File
Income Expenditure statement highlighting the specific components	View File
Any other relevant information	View File

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	View File
Documentary evidence in support of the claim	View File
Geo-tagged photographs	View File
Any other relevant information	View File

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

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	View File
Any other relevant information	View File

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

Two of the above

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

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

0.66

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

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 and empower

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.

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

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

C. Any 2 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	View File
Details of the Monitoring Committee, Professional ethics programmes, if any	View File
Any other relevant information	View File

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

Objectives: • 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	View File

7.3 - Institutional Distinctiveness

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

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 Orphanage 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	View File