



YEARLY STATUS REPORT - 2020-2021

Part A

Data of the Institution

Part A	
Data of the Institution	
1.Name of the Institution	NSS Training College, Pandalam
• Name of the Head of the institution	Dr.P.G. Ajimol
• Designation	Principal
• Does the institution function from its own campus?	Yes
• Alternate phone No.	04734252252
• Mobile No:	9496735322
• Registered e-mail ID (Principal)	principal_tcpdlm@yahoo.com
• Alternate Email ID	principaltcpdlm@gmail.com
• Address	N.S.S.Training College
• City/Town	Pandalam,Pathanamthitta
• State/UT	Kerala
• Pin Code	689501
2.Institutional status	
• Teacher Education/ Special Education/Physical Education:	Teacher Education
• Type of Institution	Co-education
• Location	Semi-Urban

• Financial Status	UGC 2f and 12(B)				
• Name of the Affiliating University	University of Kerala				
• Name of the IQAC Co-ordinator/Director	Dr.Ranjini Devi.S				
• Phone No.	9447461643				
• Alternate phone No.(IQAC)	Nil				
• Mobile (IQAC)	Nil				
• IQAC e-mail address	iqacnsstcpdlm@gmail.com				
• Alternate e-mail address (IQAC)	Nil				
3.Website address	http://nsstcpdlm.org/				
• Web-link of the AQAR: (Previous Academic Year)	http://www.nsstcpdlm.org/AOAR2019-20.pdf				
4.Whether Academic Calendar prepared during the year?	Yes				
• if yes, whether it is uploaded in the Institutional website Web link:	http://www.nsstcpdlm.org/pdf/Collge-calendar_2020-21.pdf				
5.Accreditation Details					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	B++	80.75	2005	20/05/2005	19/05/2010
Cycle 2	A	3.24	2014	24/09/2014	23/09/2019
6.Date of Establishment of IQAC	15/12/2005				
7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNMTT etc.					
Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount	
Nil	Nil	Nil	Nil	0	
8.Whether composition of IQAC as per latest NAAC guidelines	Yes				
• Upload latest notification of formation of	View File				

IQAC		
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)		
3 Day national webonar on Perspectives in educational research: a practical approach from 17-19 August 2020		
One week international webinar on honouring student diversities: mechanisms and practices from 13-19 September 2020		
National level e faculty development programme on revised NAAC assessment and accreditation framework for teacher education institutions from 19,25-11-20		
Lecture series on Carving out the complete teacher-10 talks from 9-10-20 to 25-5-21		
e-content development: phases, facts and figures on 17-5-21		
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
A talk on teaching-learning	A talk on Why to learn, what to learn on 19 August 2020
National level Webinar	3 Day national webinar on Perspectives in educational research: a practical approach from 17-19 August 2020
International Webinar	One week international webinar on honouring student diversities: mechanisms and practices from 13-19 September 2020
Faculty development programmer on NAAC Accreditation and assessment	National level e faculty development programme on revised NAAC assessment and accreditation framework for teacher education institutions from 19,25-11-20
Lecture Series on teaching/teacher	Lecture series on Carving out the complete teacher-10 talks from 9-10-20 to 25-5-21
Class on inclusive Education	Interactive session on Inclusive education on 20-2-21
Class on e-content	e-content development: phases, facts and figures on 17-5-21
Skill development for digital classrooms	Interactive talk on Skills in virtual classroom on 24-5-21
Class on sexual development of children	Understanding sexual development: Victimization and violence towards children during covid-19pandemic on 29-5-21
Interaction with medical expert regarding Covid 19	A talk by a doctor -Black fungus and Covid pandemic on 31-5-21
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
2022	16/02/2022

15. Multidisciplinary / interdisciplinary**16. Academic bank of credits (ABC):****17. Skill development:****18. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)****19. Focus on Outcome based education (OBE): Focus on Outcome based education (OBE):****20. Distance education/online education:****Extended Profile****2. Student**

2.1	142
Number of students on roll during the year	

File Description	Documents
Data Template	View File

2.2	75
Number of seats sanctioned during the year	

File Description	Documents
Data Template	View File
2.3 Number of seats earmarked for reserved categories as per GOI/State Government during the year:	22
File Description	Documents
Data Template	View File
2.4 Number of outgoing / final year students during the year:	68
File Description	Documents
Data Template	View File
2.5 Number of graduating students during the year	66
File Description	Documents
Data Template	View File
2.6 Number of students enrolled during the year	75
File Description	Documents
Data Template	View File
4. Institution	
4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	592382
4.2 Total number of computers on campus for academic purposes	30
5. Teacher	
5.1	14

Number of full-time teachers during the year:		
File Description	Documents	
Data Template	View File	
Data Template	View File	
5.2	14	
Number of sanctioned posts for the year:		
Part B		
CURRICULAR ASPECTS		
1.1 - Curriculum Planning		
1.1.1 - Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation. Describe the institutional process of planning and/or reviewing, revising curriculum and adapting it to the local context in not more than 100 - 200 words		
<p>The Institution is affiliated to the University of Kerala and hence the curriculum for the B.Ed. and M.Ed. courses are prepared by the University .Due to the threat of Covid -19 pandemic a lock down on educational institutions was implemented from March 9th 2020 and hence many changes happened in the implementation of curriculum. Before planning activities related to curriculum, meeting of staff council was conducted to review and revise the programmes planned earlier. After the meeting various changes were implemented most important one was the shift from offline to the on-line mode of teaching. Practice teaching was planned to conduct in online mode. In order to help the students and teachers to overcome the difficulties associated with online teaching -learning process, webinars and online workshops were planned on ICT related topics. To adapt with this context the institution also planned to implement a learning management system for students and teachers. It was also planned to allow students to submit their assignments through email or WhatsApp. Midterm examinations were planned to conduct in online mode.</p>		

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

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

B. Any 5 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

B. Any 3 of the Above

**students through Website of the Institution
Prospectus Student induction programme
Orientation programme for teachers**

File Description	Documents
Data as per Data Template	View File
URL to the page on website where the PLOs and CLOs are listed	http://www.nsstcpdlm.org/html/programme_outcomes.html
Prospectus for the academic year	No File Uploaded
Report and photographs with caption and date of student induction programmes	View File
Report and photographs with caption and date of teacher orientation programmes	View File
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

1

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

1

File Description	Documents
Data as per Data Template	View File
Brochure and Course content along with CLOs of value-added courses	View File
Any other relevant information	View File

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

46

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

46

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

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

All of the above

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

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

0

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

0

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

1.3 - Curriculum Enrichment

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

Institution integrates contemporary issues relevant to Gender,

Environment and Sustainability, Human Values and Professional Ethics into the Curriculum and are reflected in the implementation of programs. The institution follows Curriculum of University of Kerala which offers a paper on Environmental Studies as part of the syllabus for B.Ed. students. A five-day Residential community living camp is also included in the curriculum. Students undertake community surveys, project works and Action Research on pressing social and environmental issues in and around their immediate locality. A number of activities are carried out to develop human values and professional ethics among the students. Classes and discussions on social issues, public health, gender issues etc are also held. Nature Club and Biodiversity club of the college has been spreading awareness among students and the larger community about threats to our environment and the need to promote sustainability through its activities and maintaining a plastic -free college campus. Desirable civic attitudes and values finds expression through the celebration of National Days such as National Integration Day, Gandhi Jayanti, Independence Day ,and also World Environment Day, Water Day. Internship programme in schools provides a platform to apply what they have learned in terms of skills and competencies.

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

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

One of the core papers entitled Education in Indian Society enables the student teachers to have a detailed understanding of the school system in India and how it had evolved in a remarkable way starting from Gurukula system of the ancient period. Student teachers are briefed about the different education systems that prevail simultaneously- CBSE, CICSE, IB Curriculum and State Boards.

Teachers discuss all the leading school boards in India and encourage student teachers to prepare assignments by comparing them on the basis of their teaching and assessment methods, curriculum, difficulty level and other factors affecting a student's overall development. Analysis of secondary school curriculum is done by students as part of internal works. They are also familiarised with curricula of different countries so that they could compare and analyse them with our curriculum. School induction programme assists students to understand the functioning of schools in a practical way.

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 course delivery is a combination of different activities such as classroom contact sessions (Lectures, Tutorials and Practical), workshops, seminars, project work, internship and assignments. Student teachers are given exposure to curriculum development, of various boards of school education. The purpose being to develop the capacity of student teachers in preparing textual materials and plans for classes-VIII, IX and X . School Induction Programme is scheduled in the first semester for 5 continuous days to acquaint the student teachers with the school environment and day today functioning of the school. A School Internship programme for a period of 20 weeks, in two phases(12 and 8 weeks) is a part of the curricular area -Engagement with the Field- to develop broad repertoire of perspectives, professional capacities, teacher sensibilities and skills among the prospective teachers. During this period the student teacher will perform tasks related to practicing the process of preparation of material, teaching, assessment and evaluation, participate in all academic activities of the school under direct supervision, learn to set realistic goals in terms of learning, curricular content, and pedagogic practices, choose,

design, organize and conduct meaningful classroom activities. and associate with children in multi-socio-cultural environments.

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

1.4 - Feedback System

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

Three of the above

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

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

Feedback collected, analyzed, action taken and available on website

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

75

2.1.1.1 - Number of students enrolled during the year

75

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

28

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

28

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

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

Nil

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

Nil

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

2.2 - Honoring Student Diversity

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

Programmes to identify learner's academic diversities are started from the very beginning of an academic year. The first step was to collect the detailed biodata of learners. As a follow-up to understand the academic diversity, a teaching aptitude test along with subject knowledge tests was conducted. With continuous follow-ups with PTA meetings, we were able to get acquainted with the socio-economic background of each learner and provide the correct and effective support to the needy. By conducting teaching aptitude test, we will be able to define learner's natural ability to perform teaching. After identifying learner's diversity and needs with conjunction with their socio-economic backgrounds, the next key step is to assess the performance of learners. Their subject matter knowledge will also be tested as an entry level assessment. Mentoring and remedial teaching are included to provide academic support to learners. The more the details uncovered from a learner helped to give them more effective development measures and individual attention through follow-ups. For the evaluation and promotion of student's research culture a research project is included which is assessed by internal evaluation followed by an external viva voce.

File Description	Documents
Documentary evidence in support of the claim	View File
Documents showing the performance of students at the entry level	View File
Any other relevant information	View File

2.2.2 - Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through Mentoring / Academic Counselling Peer Feedback / Tutoring Remedial Learning Engagement Learning Enhancement / Enrichment inputs Collaborative tasks Assistive Devices and Adaptive Structures (for the differently abled) Multilingual interactions and inputs	Six/Five of the above
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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
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File Description	Documents
Relevant documents highlighting the activities to address the differential student needs	View File
Reports with seal and signature of the Principal	View File
Photographs with caption and date	View File
Any other relevant information	No File Uploaded

2.2.4 - Student-Mentor ratio for the academic year

1:4

2.2.4.1 - Number of mentors in the Institution

16

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.

Teachers are using multiple modes of teaching which includes participative learning, problem solving methodologies, online learning and focus group discussion for enhancing student learning. All of these methodologies are used in variety of ways to support B.Ed and M.Ed courses. Students can recognize the importance of using these strategies in teaching as well as completing learning objectives. It positively influences their creative thinking and efficiency in learning activities. Teacher efforts are used to suit different topics and different subjects. Participatory learning helps to increase team spirit and healthy competition in students. Brain storming and experiential learning are practiced in classrooms

to enhance teaching -learning process. The rationale for using multiple mode approach to teaching -learning process is that, this will enable the future teachers and teacher educators to become more effective in their own classrooms.

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

16

File Description	Documents
Data as per Data Template	View File
Link to LMS	https://nsstrainingcollegepandalam.gnomio.com/
Any other relevant information	No File Uploaded

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

75

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

2.3.4 - ICT support is used by students in various learning situations such as

Four of the above

Understanding theory courses Practice teaching Internship Out of class room activities Biomechanical and Kinesiological activities Field sports

File Description	Documents
Data as per Data Template	View File
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	View File
Geo-tagged photographs wherever applicable	View File
Link of resources used	https://nsstrainingcollegepandalam.gnomio.com/
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

Teachers provide mentoring to the students for developing professional attributes and considering the learning diversities to a great extent. At the very beginning stage of the academic year mentors are employed by the institution, assisting students to help them find the academic path and their aptitude and interests. The mentors offer advice, provide information and helps, access their academic performance, and equip to find future opportunities aligned to their interests Collaborative as well as cooperative learning strategies are the core aspect of the process when teacher becomes the mentor. Teachers have been making desirable changes in their teaching process to suit to the changing learning approaches and participating in professional courses and orientation to keep abreast of the latest trends in education. Teachers also try to apply the knowledge gained from those courses in their classroom. They also consider the individual differences and try to identify learning difficulties in children. Creating team spirit and tolerance in children enables them to actively participate in the learning process and complete courses with confidence. As mentors and mentees work as a group, diverse needs of students could be easily identified and it becomes easier for the mentor to

effectively assist students.

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

Five/Six of the above

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

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

As our institution is moulding future teachers and teacher educators, teaching-learning process emphasizes nurturing creativity, innovativeness, intellectual and thinking skills, empathy, life skill etc. Students are given opportunities to prepare innovative products, learning aids and lessons so that they could foster their creativity and innovativeness. It is compulsory for students to develop two innovative works during their BEd course. Interactive sessions to develop life skills/soft skills helps them to understand and apply them. As a part of their elective course they are learning about different types of thinking skills. They practice their knowledge by developing rubrics to assess these skills. Students are involved with community activities to understand their community so that they can empathize with their fellow beings. During Covid 19 period students

were involved in distributing masks and sanitizers to the locality. As a part of Socially Useful Productive Work students prepare creative and innovative products, from waste materials.

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

2.4 - Competency and Skill Development

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

Seven/Eight of the above

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

2.4.2 - Students go through a set of activities as preparatory to school- based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as Formulating learning objectives Content mapping Lesson planning/ Individualized Education Plans (IEP) Identifying varied student abilities Dealing with student diversity in classrooms Visualising differential learning

Eight /Nine of the above

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

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

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

Four of the above

**essentially based on subject content
Observation modes for individual and group
activities Performance tests Oral assessment
Rating Scales**

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

Four of the above

Executing/conducting the event	
File Description	Documents
Data as per Data Template	View File
Documentary evidence showing the activities carried out for each of the selected response	View File
Report of the events organized	View File
Photographs with caption and date, wherever possible	View File
Any other relevant information	No File Uploaded
2.4.7 - A variety of assignments given and assessed for theory courses through Library work Field exploration Hands-on activity Preparation of term paper Identifying and using the different sources for study	Four of the above
File Description	Documents
Data as per Data Template	View File
Samples of assessed assignments for theory courses of different programmes	View File
Any other relevant information	No File Uploaded
<p>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</p> <p>Internship is a part of the curricular area of 'engagement with the field' designed to lead to development of a broad repertoire of perspectives- Professional capacities, teacher sensibilities and teaching skills among the prospective teachers. School Internship program consists of two phases that is with the duration of 10 weeks in 3 rd and fourth semesters. Students are directed to select the school from the permitted list of schools according to their convenience. They collect the portion from concerned school teachers to structure their lesson plans and to get them duly approved by the optional teachers. Attendance sheet is entrusted with HM or</p>	

principal of the concerned school. Regular monitoring by optional teachers and general teachers is carried out with strict vigilance. Also daily monitoring is done by the respective subject teachers of the schools and they mark their reviews in the assessment schedule provided by the college. Directions are given to Student teachers to engage in subject club activities and extension activities associated with the internship program. Students are also advised to provide remedial measures for needy school children of their class they have to upload their internship experience in the blog weekly.

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

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

49

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

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

Five/Six of the above

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

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

The institution adopts effective systematic and structured monitoring mechanism of every student teacher after collecting portions from concerned subject teachers of the school. Student teacher writes daily lesson plans and each is verified by their optional teacher. Optional teacher observes a minimum of 5 classes of each student at various stages of their internship. In each phase necessary suggestion were given after observing a class. Observation of internship is jointly done by teacher educators and concerned subject teachers of the institutions where internship is taking place. Optional Teacher verifies student teachers' blog updation on a biweekly basis. Subject teachers also contribute to the monitoring program by giving representative grades for each student teacher through their daily observation. An evaluation schedule is provided to subject teachers at the internship school for the observation and evaluation of the performance of student teachers. After the completion of internship every student teacher has to submit all the records, achievement test, diagnostic test reflective journal etc. to the optional teachers and they are also verified.

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

2.4.12 - Performance of students during internship is assessed by the institution in terms of observations of different persons such as Self Peers (fellow interns) Teachers / School* Teachers Principal / School* Principal B. Ed Students / School* Students (* ‘Schools’ to be read as “TEIs” for PG programmes)	Four of the above
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File Description	Documents
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	View File
Two filled in sample observation formats for each of the claimed assessors	View File
Any other relevant information	View File

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

14

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

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

12

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

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

219

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

219

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

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

Through discovering new teaching strategies though professional development for teachers, educators can go back to the classroom and make changes to their teaching styles and curricula to better their

students' needs. Professional development for teachers can help teachers to plan their time better and stay organized. Innovative assessment styles, teaching techniques and new approaches makes them more effective in their presentations and course assessments. Professional development gives them a chance to step out of their routine-they become a student rather than a teacher. It nurtures the skills of teachers and make them willing to take on leadership positions in education, and teachers need to learn from other experienced leaders to become effective leaders themselves in future. After all these activities help to develop an individual's skills, knowledge, expertise and other characteristics as a teacher. Our institution encourages faculty members to participate in various faculty development programmes to keep themselves updated professionally.

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

2.6 - Evaluation Process

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

CIE takes care of both theoretical and practical aspects of the programmes offered. The progress of students is monitored through a process of continuous internal assessment. Continuous assessments include their performance in assignments, seminars, mid-semester examinations, capacity building programmes, school based and community-based activities, peer teaching, field work, practicum, self-development programmes (SDC) etc. Subject knowledge competency is assessed through regular tests. Students are initially trained through discussions demonstration classes, microteaching etc. and opportunities are provided for taking criticism classes and suggestions are provided. Following this, students are given practical experiences in actual school environment through school induction (5 days) and two spells of practice teaching stretching for 10 weeks in the 3rd and 4th semesters respectively. These tangible experiences are utilized for correction, evaluation, and improvement. Observation of classes is done by the optional teacher concerned and general teachers and the mentoring teachers in schools. Evaluation is done based on specific evaluation criteria. Immediate feed backs are given for improving the quality of teaching. For the evaluation and promotion of student's research

culture a research project is included which is assessed by internal evaluation followed by an external viva voce.

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

Five 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

Complete transparency is maintained in internal Assessment by following the criterion of affiliated university. Corrected answer papers are distributed to students and addresses their grievances immediately at the department level itself. The CE marks obtained by the students in internal assessment tests are uploaded periodically on the university web portal along with their attendance. For assessing the teaching competence, the marks/grade scored by the student are indicated in the observation/record maintained by the

optional teachers using an evaluation schedule during practice teaching and internship. Redressal of grievances at institute level start first at the Departmental Level. In the case of any grievances students are free to interact with the concerned teacher and get it resolved. A teacher will be in charge of theory examination for the smooth conduction of the internal as well as university examination. If students are facing any problems, they are solved by the Chief Examination Officer along with the principal. The grievances during the conduction of online/theory examinations are considered and discussed in consultation with the Principal and if necessary forwarded to the university .

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.

An academic calendar is prepared including all the activities to be evaluated according to the curriculum and within the period allotted for each semester in the university calendar. Internal evaluation on the basis of assessment criteria is carried out for the practical works associated with each theory paper of each semester prescribed in the curriculum. The tasks comprise seminars, assignments, capacity building programmes, blog, online assignments, practicum practical works, tool development, field Study, School based activities, subject association activities, preparation of digital album, video scripting, innovative works, cognitive maps, mid semester examinations model examinations, reading and reflecting on texts, observation of model video lesson and reporting etc. Time allocation is there in the academic calendar for school induction programme, the school internship extending a period of 12 weeks and 8 weeks micro teaching practice, theatre practice, field trip, five days community living camp, minor project/ case study /action research, yoga and vocational education for which internal assessment is there. concerning the post-graduate department Curricular activities like self development courses assigned in each semester, internships, twinning program midterm examination, model examination etc. counted for internal evaluation are clearly marked in the academic calendar and adhered to strictly.

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.

For developing clear concepts and to aid in the intelligent application of what is acquired different classroom transaction methods are adopted viz group discussion, seminar, multimedia approach, peer tutoring, assignment, reflective practices debates, etc in addition to meaningful verbal expression. Innovative practices are encouraged to develop divergent thinking to aid them as problem solvers. Proper integration of theory and practice is cared to through multi level strategies -school based, college based and community based activities, for enhancing teaching competencies needed for their professional development. Capacity building programmes add flavor to this endeavour. Conscientisation programmes organized in schools after getting a theoretical back up helps trainees get a realistic outlook of various social, intellectual and environmental issues and challenges .To inculcate reading habits in the prospective teachers and to instill in them the vision and capabilities required to become reflective practitioners, which is an expected outcome of the course an activity named reading and reflection is practiced. Our institution ensures training our students to have the ability to develop an insight and to reflect and critically examine any issue they come across. There by the teaching learning process is aligned to the stated PLO's and CLO's for enhancing quality of teacher education.

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

2.7.2 - Pass percentage of Students during the year

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

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

The progressive performance of students is mainly monitored based on three components -Theory, CE (Practical work related to theory) and other related practical works. Internal works comprise practicum, assignments, seminars, practical, capacity building programmes, blog creation, reading and reflection, Conscientisation programme, class tests, mid semester examination etc. Students are sent for an induction programme to get acquainted with the working of an institution. Model video lessons, discussion classes, demonstration by experts, micro teaching, criticism classes etc. are carried out for further improvements. The significant part of gaining practical experience for enhancing professional competencies is made possible through two spells of internship programmes. Here assessment is made by the teachers, peers and school mentors. Records are maintained for noticing progress in performance. Theoretical knowledge regarding e-content preparation, blog creation etc is introduced in the core paper and optional paper in the first semester followed by practical sessions in the second semester. Yoga, health and physical education, art and aesthetics, vocational work education, community living camp, twinning programme etc. are internally assessed and records maintained. Thus, the college based, school based, community based, activities of prospective teachers are duly assessed so as to materialize the learning outcomes envisioned.

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

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

68

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

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

Programs to identify learner's academic diversities were started from the very beginning of an academic year. A teaching aptitude test along with subject knowledge tests was conducted. By conducting teaching aptitude test, we are able to define learner's natural ability to perform teaching. By conducting subject knowledge tests we were able to find the strength and weakness of each learner in their subject area, and by following up regularly to overcome the weak points helps the learners to display their subject expertise as they transform from learner to teacher. Discussion and demonstration lessons help to improve the theoretical knowledge in teaching and teaching aptitude of the learners. Criticism lessons helps to understand the practical implementations of the theory of teaching. Micro-teaching sessions improve their teaching skills under controlled conditions and feedbacks, which further improves the confidence of learners to conduct teaching sessions to their learners. Internal marks are published and displayed before each semester exam. Thus, the assessments give a clear picture of what remedial involvements should be done to the very needy learner to get their teaching aptitude and subject knowledge on track.

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

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

Nil

RESEARCH AND OUTREACH ACTIVITIES

3.1 - Resource Mobilization for Research

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

0

File Description	Documents
Data as per Data Template	No File Uploaded
Sanction letter from the funding agency	No File Uploaded
Any other relevant information	No File Uploaded

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

0.89

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

Two of the above

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	View File
Sanction letters of award of incentives	No File Uploaded
Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	No File Uploaded
Documentary evidence for each of the claims	View File
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

Three 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	View File
Reports of innovations tried out and ideas incubated	View File
Copyrights or patents filed	No File Uploaded
Any other relevant information	No File Uploaded

3.2 - Research Publications

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

website during the year

1

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

9

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**

3

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

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

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

75

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

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

80

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

80

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

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

The institution has engaged students in outreach activities through various programs organized by extension club, nature club, biodiversity club, women cell and various subject associations. Every year the institution takes initiatives to identify the issues of the nearby locality and find solution to overcome it. During the pandemic period nature club of the institution "Sabari" distributed hand sanitizers and masks for the needy people in an around Pandalam municipality in collaboration with the Kerala Police department. They also conducted awareness talk and survey among school students to make them more vigilant on Corona virus. In order to give awareness for people living near wetland the students of the natural science department went to Cherikial village near Pandalam and distributed pamphlets which describe the need and importance of wetland conservation. They visited over 25 houses in the village and made them realize that they are living near massive land which could be a lifeline for a long period of journey and it is their responsibility to conserve it and not to be polluted. Apart from this the M.Ed students under the leadership of "Bhoomitra" Biodiversity club identified wetlands in their locality and prepared action plans to protect and conserve them.

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

0

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

3.4 - Collaboration and Linkages	
3.4.1 - Number of linkages for Faculty exchange, Student exchange, research etc. during the year	
2	
3.4.1.1 - Number of linkages for faculty exchange, student exchange, research etc. during the year	
2	
File Description	Documents
Data as per Data Template	View File
List of teachers/students benefited by linkage – exchange and research	View File
Report of each linkage along with videos/photographs	View File
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	
0	
File Description	Documents
Data as per Data Template	No File Uploaded
Copies of the MoU's with institution / industry/ corporate houses	No File Uploaded
Any other relevant information	No File Uploaded
3.4.3 - Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes Local community based activities Practice teaching /internship in schools Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education Discern ways to strengthen school based practice through joint discussions and planning Join hands with schools in identifying areas for innovative practice Rehabilitation	Three/Four of the above

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	
<p>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</p>	
<p>The institution has manageable infrastructure facilities to keep pace with academic growth. The college has built up excellent infrastructure and learning resources as per NCTE norms. The main academic block has administrative office, principal room, five class rooms, physical education staff room, one multipurpose hall, store room. Library block has a library and Natural Science and Physical science class rooms with lab facilities. New Block has staff room, psychology lab, arts and crafts room, seminar hall, research room, computer lab, gymnasium and social science class room. The seminar room in furnished and is supported with LED system and can accommodate 100 students. The sports room is well-spaced and fitness equipment are well arranged and opened for students according to their convenience and time approved by college. M.Ed. Block has staff room, class rooms with LCD facilities and library for M.Ed. students, yoga room and open space for various academic and co-curricular activities. All the blocks are provided with water supply and clean toilets. Other facilities offered include 24 hour running water, TV, generator to back up electricity and clean drinking water. The campus also has enough space for outdoor and indoor games like shuttle badminton, carrom, chess etc.</p>	
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**

6

File Description	Documents
Data as per Data Template	View File
Geo-tagged photographs	View File
Link to relevant page on the Institutional website	http://www.nsstcpdlm.org/html/smart-rooms.html
Any other relevant information	View File

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

0.12152

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

4.2 - Library as a Learning Resource

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

The computerization of the library is done through software called "Grandha". All college books and Thesis are barcoded by Grandha Software. M. Ed and B.Ed. are the two sections in which the text is barcoded. The names of the children and their department were uploaded through the Grandha software at the time of admission. Students will get the admission number at the time of admission. It will be on their ID card. Text is issued to children using that number. The name of the text can be easily uploaded in the grandha using the text barcode. The text should be returned or renewed

within 14 days, unless they will be fined. we can know the renewal details through Grandha software. The full statistics of the library can be found in the Grandha. The name of the books, its author, other details about books can also be known through this software. So, it's easy to find a book from library

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

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

Nil

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

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

Three of the above

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

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

0.02840

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

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

0

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	No File Uploaded
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	Library closed due to Covid 19
Any other relevant information	No File Uploaded

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

One of the above

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

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

4.3 - ICT Infrastructure

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

The institution ensures ICT facility through frequent upgradation of its IT facility. The computer lab is well equipped with 24 computers. Technology and computer for education is one of the core papers offered to students. The practical works related to this paper is practiced in the computer lab. The computer lab is well maintained not only for their practical works but also for online examination. The computer lab has a separate high speed fibre network internet facility to ensure uninterrupted network during examinations. Additionally, Wi-Fi facility is also provided in the lab to access internet. High speed fibre internet connection with Wi-Fi is provided in the office and principals room for administrative purpose. The office is equipped with computers, printers and scanners. The library is provided with high-speed Wi-Fi facility and computers for accessing digital resources. There are seven smart rooms equipped with LCD projectors. An interactive white board is there in the seminar hall. The institution ensures that all these ICT facilities are in functioning mode through regular maintenance throughout the academic year.

File Description	Documents
Document related to date of implementation and updation, receipt for updating the Wi-Fi	View File
Any other relevant information	View File

4.3.2 - Student – Computer ratio during the academic year

3:1

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

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

D. 50 MBPS - 250MBPS

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

File Description	Documents
Data as per Data Template	No File Uploaded
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/z0soIsRrooo
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)

276074

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 college has efficient system for maintaining and utilizing physical, academic and support facilities. The library has a physical and digital catalogue system. Each optional class is allotted a time slot for borrowing books. Each optional class has an optional library where all the essential books are kept. Every year chemicals and apparatus and other objects required for lab activities are purchased. Students are given sufficient time for conducting experiments in the lab. Computer lab is utilized by the students as required. ICT practical works and online examinations are conducted in the computer lab with 25 students at a time. Psychology labs are made available to students to conduct psychological experiments. The sports room is well-spaced and fitness equipment are well arranged and opened for students according to their convenience and time approved by college. College uses a ground which is common for all the institutions in the campus. The college has established a guidance and counselling room and is made available for guidance and counselling of students. Placement centre functioning in the institution helps the student to find out employment opportunities. Biometric Punching system has been introduced. Separate systems were introduced for faculty and students.

File Description	Documents
Appropriate link(s) on the institutional website	http://www.nsstcpdlm.org/pdf/Facilities_ProceduresPolicy_20-21.pdf
Any other relevant information	No File Uploaded

STUDENT SUPPORT AND PROGRESSION													
5.1 - Student Support													
5.1.1 - A range of capability building and skill enhancement initiatives are undertaken by the institution such as Career and Personal Counseling Skill enhancement in academic, technical and organizational aspects Communicating with persons of different disabilities: Braille, Sign language and Speech training Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two E-content development Online assessment of learning	Five fo the above												
<table border="1"> <thead> <tr> <th>File Description</th> <th>Documents</th> </tr> </thead> <tbody> <tr> <td>Data as per Data Template</td> <td>View File</td> </tr> <tr> <td>Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal</td> <td>View File</td> </tr> <tr> <td>Sample feedback sheets from the students participating in each of the initiative</td> <td>View File</td> </tr> <tr> <td>Photographs with date and caption for each initiative</td> <td>View File</td> </tr> <tr> <td>Any other relevant information</td> <td>No File Uploaded</td> </tr> </tbody> </table>	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	
File Description	Documents												
Data as per Data Template	View File												
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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												
<table border="1"> <thead> <tr> <th>File Description</th> <th>Documents</th> </tr> </thead> <tbody> <tr> <td>Geo-tagged photographs</td> <td>View File</td> </tr> <tr> <td>Any other relevant information</td> <td>No File Uploaded</td> </tr> </tbody> </table>	File Description	Documents	Geo-tagged photographs	View File	Any other relevant information	No File Uploaded							
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	B. Any 3 of the above												

grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees

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

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

One 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
8	50
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).	
4	
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)	
10	

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

College union celebrated various important days and festivals like Onam, Independence Day, Republic Day, World Environmental Day, Women's day, Teacher's day etc. Onam was celebrated with Onam Sadya, thiruvathirakali, flower carpet show, and various cultural programmes. Drinking water supply to the sabarimala pilgrims was done under the leadership of the college union. Union also took initiatives to conduct the annual athletic meet and arts festival. Union observed Gandhi jayanthi with community service and cleaning the premises of the campus. Union organized a debate and poster competition in association with Women and Child Development Corporation in connection with the women's day celebration. Also union organized community living camp, field trips and study tours. . An illustrative class on Padayani by Kurampala Padayani Kalari was organized by the union and took initiatives for conveying the messages of environmental protection. Union organized an interaction programme with the National teacher's award winner Smt. Sreemathy teacher through Google meet. An online teaching competition was organized in connection with International teacher's day celebration. An online quiz competition was conducted in connection with the observation of national human rights day on 10th December 2020.

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	View File

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

5

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	View File

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

Our alumni association is a non-registered one. It is actively functioning with the help of a WhatsApp group. Alumni members visit the institution during the first week after class starts for the new batch. They interact with new students. They motivate them by sharing their experiences. Alumni members donate printed copies of policy documents useful for both students and teachers to the library. Among our faculty members five are alumni of the college. They are contributing to the development of the institution through curriculum delivery and other activities related to the college. Alumni members are invited to take demonstration classes for students before practice teaching. Certificates for best outgoing

students in BEd and MEd are provided by alumni. Alumni members participate in IQAC meeting and contribute their expertise in quality enhancement of the institution. Available placement opportunities will be shared in the group by alumni members to help the non-employed members in placement. Alumni members are also involved in welfare activities such as helping alumni members who are in a disadvantaged situation and also helping poor students, especially during covid-19 pandemic, by providing mobile phones.

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

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

Five/Six 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

1

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	View File
Any other relevant information	No File Uploaded

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

Alumni Association acts as an effective support system to the institution in motivating students as well as recognizing, nurturing and furthering any special talents. At the beginning of each academic year alumni members will be invited to the institution. They will be sharing their success stories in their respective career during their interaction with new students. They also share how college has contributed in their all-round development by providing emphasis on both curricular and co-curricular activities. The members provide academic and career advice for the students. This is especially done with the help of their WhatsApp group. The institute takes feedback from all Alumni members and is used to motivate the students. Since alumni members are active in IQAC they often suggest organizing activities to nurture the talents of students both in academic and non-academic areas. Alumni members also participate as judges in cultural and sports competition. Their involvement in outreach activities also inspires students to understand the significance of community involvement.

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

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

words.

Our vision states 'yoga karmasukowsala' meaning "Skill in Action is Yoga". Our mission is "Working in a rural ambience, we set to inculcate professional skills and a spirit of commitment among our students, especially to build up a resurgent rural India." The vision and mission provide an inspiring frame of reference for both teachers and students in the college. The institution follows a democratic system of leadership and collaborative participation mechanism for all the activities. All the decisions are taken in an open discussion in the staff meeting. Students' suggestions are also considered in the decision-making process. The institution conducts various activities to enhance the quality aspects through the inclusion of all the stakeholders in the decision-making process. The institution has a good function PTA which caters to the needs of the institution. At the beginning of every academic session, meetings are held to plan programmes for the session. Feedback mechanisms and review meetings are held to record the progress of activities. The day-to-day functioning of the college is monitored by different committees and decision making bodies. Follows the National and State Government rules and guidelines given by NCTE, UGC and University in the decision making process.

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 institution has various decision-making bodies with members from teaching, non-teaching, students and parents. The college management gives freedom to the institution to manage its daily affairs. The policy decisions are taken by the management in consultation with the college authorities. PTA is formed every academic year and a general body meeting is held to elect members of the executive council. Planning of various institutional activities is done in the

PTA meeting after receiving suggestions from both parents and teachers. PTA meetings are held at regular intervals to discuss various matters. Academic and administrative decisions are made in staff meetings. The internal quality assurance cell of the college chalk out different academic and non-academic programmes to improve the quality. All the decisions taken in the IQAC meeting are based on the ideas and suggestions given by faculty members, alumni representative, members representing our local education community and student representative. All other decision-making bodies such as anti-ragging committee, anti-sexual harassment committee, discipline committee and grievance redressal committee function in a pattern where decentralization and participative management are given due significance.

File Description	Documents
Relevant documents to indicate decentralization and participative management	View File
Any other relevant information	View File

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

The day-to-day income received and expenditure incurred is accounted for and documented in various registers of the college and the principal countersign each register regularly. The financial accounts are audited yearly under various heads at different strata like Management and external level. PTA executive meetings are held at the beginning of the academic year and the income and expenditure report is presented and clarifications are given where ever necessary. The budgeting of the PTA account is passed in the executive meeting. Academic transparency is maintained in the institution. Internal marks are displayed on the notice board. Periodic examinations are held to monitor students' progress. At the end of each semester, open discussions is held in the college to discuss the issues and changes needed in their academic aspects. The admission is done strictly following University and State norms. Applications are sort out in the institution and rank list are prepared strictly adhering to the rules. The rank list is published on the college website and notice board. Admission cards showing fee details are sent to eligible candidates.

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

6.2 - Strategy Development and Deployment

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

Improvement in the Teaching-Learning process through greater use of ICT and hands on experience for students in digital applications was two focus areas of strategic planning. During the Covid 19 Pandemic period, the mode of teaching was shifted to online. Majority of the students are belonging to remote areas where there is poor internet facility. Continuous online classes using different platforms made it difficult for them to attend the class as there is an interruption on network connection. The matter was brought to the attention of the staff council and discussion was done on how to overcome the issue. As there was no scope for face-to-face interaction due to the pandemic situation the college council decided to set up an LMS platform to resolve the issue. Gnomio was selected for the purpose and teachers were asked to upload the classes in the concerned subject so the students can view the classes at their convenience. The link to the platform was given on the website of the institution. Individual user id and password was given to teachers and students. Student activity was monitored regularly and modifications were done accordingly.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	http://www.nsstcpdlm.org/pdf/Strategy_Plan_20-21.pdf
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 institution has an effective set-up under the guidance of

management for maintaining all the activities. At the management level policies are decided by N.S.S.College's central committee according to the norms and standards set by UGC, NCTE and University. Proper guidelines are given in time regarding the policies to be followed and the rules and regulations that are to be constituted At the management level educational secretary and his office manage the administrative aspect of the institution. At the institution level, all the administrative and academic aspects are under the chairmanship of the Principal. There is a decision-making body headed by the Principal with representatives from administration, teaching, students and PTA. Day to day administrative matters is managed at the college level with due permission from the management. Appointments are done following the rules set up by the Government and concerned bodies. Advertisements are given in daily newspapers and applications are invited. Appointments are done by a screening committee set up as per the directions of UGC and the State government. Service rules are formulated with the direction of UGC and State government. Guest faculties are also appointed as per the standard norms

File Description	Documents
Link to organogram on the institutional website	http://www.nsstcpdlm.org/pdf/organogram.pdf
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

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

Five/Six of the above

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

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

IQAC conducted a meeting on 30 July 2020. In that meeting it was decided to involve in an academic collaboration with Tamilnadu Teachers Education University, Chennai. It was also decided in the meeting to communicate with Tamilnadu Teachers Education University, Chennai to organize an international webinar. Centre for Capacity Building Programmes for School Teachers, Tamil Nadu Teachers Education University (TNTEU), Chennai and Internal Quality Assurance Cell (IQAC), N.S.S. Training College, Pandalam, jointly organized a seven days International Webinar on "Honouring Student Diversities: Mechanisms and Practices" from September 13th to September 19th 2020. After the successful completion of the webinar, another collaboration was discussed and a national level e-faculty development programme on "Revised NAAC Accreditation and Assessment Framework for Teacher Education Institutions" was organized in collaboration with Centre for Capacity Building Programmes for School Teachers, Innovation and Best practices Center and Internal Quality Assurance Cell (IQAC), Tamil Nadu Teachers Education University (TNTEU), from 19-25 November 2020.

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

6.3 - Faculty Empowerment Strategies

6.3.1 - Effective implementation of welfare measures for teaching and non-teaching staff is in place

Describe the existing welfare measurements for teaching and non-teaching staff and their implementation in not more than 100 - 200 words

The existing welfare measures for teaching and non-teaching staff include the following: Both teaching and non-teaching staff are having provident fund and gratuity. Our institution offers every possible assistance to staff members to claim their provident fund and gratuity after retirement without much delay. Group insurance and State Life Insurance are accessible for both teaching and non-teaching staff. Full paid maternity leave is allowed for eligible female staff. Medical reimbursement is applicable. Festival allowance is given to teaching and non-teaching staff on special occasions like Onam. The gymnasium in the institution assists in the physical welfare of both teaching and non-teaching staff. Faculty members who have completed their PhD are honoured on Achiever's Day. Anti-sexual harassment committee is working to prevent any kind of sexual harassment at workplace.

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

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

0

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

2

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	No File Uploaded
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

4

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.

The institution has a performance appraisal system for both teaching and non-teaching staff. The performance of each faculty member is assessed according to the Performance Based Appraisal System (PBAS). Both the annual appraisal and promotions are based on the PBAS proforma for UGC Career Advancement Scheme (CAS). The PBAS proforma filled by the Faculty Member is checked and verified by IQAC. Faculty members whose promotions are due are recommended based on Performance Based Appraisal System and are required to appear before the screening-cum-selection committee. All non-teaching staff are also assessed through annual performance appraisal. The proforma used for assessment of non-teaching staff is prepared by IQAC. The Performance Appraisal System is helpful in motivating the staff, because analyzing the strengths and weaknesses can ensure a better performance.

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

6.4 - Financial Management and Resource Mobilization

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

Institution conducts external financial audit and internal academic and administrative audit. After finishing the financial audit for

the academic year 2020-21 they pointed out certain objections in areas like the writing pattern in cash book, distribution of caution deposit to students, remittance of arrear fees in D.C.B in respective heads of account and utilization of RUSA fund. Rectifications were done based on the given suggestions. Entries in the cash book were changed as per the directions. Caution deposit distributed to students and a copy of acquittance was submitted. Arrear fees and amount will be remitted. Submitted the list and class numbers of students with library fine. Regarding RUSA fund, receipts and expenditure are included in the main cash book at present. After academic and administrative audit they recommended hands on experience in digital aspects of teaching-learning, Seminars/Workshops on e-content development and online assessment for faculty members, Collaborations with institutions outside State and change in the roofing of auditorium and nearby classrooms. As per the recommendations a learning management system(Gnomio) was implemented for teachers and students. webinars were organized for faculty members, arranged collaborations with TNTEU, Chennai and renovation work of roofing started.

File Description	Documents
Report of Auditors of during the year signed by the Principal.	View File
List of audit objections and their compliance with seal and signature of the Principal	View File
Any other relevant information	View File

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

0

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

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

For PD account direct purchase is made up to an amount of Rs.10000/- and purchase is made through quotation up to Rs.100000/- and for purchases above Rs.100000/-open tender is invited as per rules. Decisions regarding the execution of different academic programmes and projects are taken after discussion in staff meeting and PTA executive meeting.A meeting of purchase committee discusses the specifications and according to the specifications quotation-tender is invited and selects the lowest ones. For the mobilization and utilization of PTA fund, PTA executive committee convenes regular meetings and sanctions allotment of funds for daily expenditure and academic matters. An annual amount up to Rs.10000/- is directly sanctioned by the committee and for an amount exceeding Rs.100000/- seeks approval from the manager. Decisions of the staff meetings are discussed before PTA executive committee and necessary requirements are approved and forwarded to the principal. Another fund included is RUSA fund for innovation and construction of building. All such works were monitored by Nirmithy Kendra and proper records are maintained in the office .Mobilisation of fund is done with the approval of project monitoring committee and office proceedings as directed by state government and the fund is transferred through PFMS.

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

6.5 - Internal Quality Assurance System

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

Internal Quality Assurance Cell functions with the purpose of quality enhancement of the institution. Regular meeting of IQAC helps the institution in organizing quality enhancement programmes. Our institution conducts IQAC meetings three times in a year. Annual Quality Assurance Reports are sent under the leadership of IQAC. Our institution has submitted Annual Quality Assurance Reports up to the academic year 2019-20. Feedback collected from students, teachers and alumni are analysed by IQAC. Recommendations are given based on feedback analysis so that the institution can develop more in terms of quality. IQAC was involved in organizing a large number of webinars during the lockdown period. IQAC is committed to have collaboration with other institutions both inside and outside the state. IQAC took effort to form an academic collaboration with Tamilnadu Teachers Education University, Chennai by organizing One-week international webinar on student diversities from 13-19 September 2020 and One-week National level e-faculty development programme on Revised NAAC Accreditation and Assessment Framework for Teacher Education Institutions from 19-25 November 2020.

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 institution reviews its teaching-learning process periodically through IQAC and takes steps to improve the quality of the teaching-

learning process. Feedback given by students, teachers and alumni are properly analysed and shared with the principal and faculty members for making appropriate changes and to implement necessary improvements. A large number of webinars and workshops on various topics were arranged as part of curriculum development. Eminent and renowned educationists and academicians from within and outside the state were invited for this purpose. IQAC motivates the students and faculty members to use ICT. During the time of online teaching IQAC reviewed teaching learning process and recommended to establish a learning management system for the institution. After understanding the difficulties encountered by teachers, the meeting encouraged to organise and attend workshops and webinars on topics related to ICT to improve teaching-learning process.

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

21

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

Four of the above

Administrative Audit (AAA) and initiation of follow up action Collaborative quality initiatives with other institution(s) Participation in NIRF

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

Research Centre

Our research centre has been established in 2015 for promoting research in education and developing research culture among teachers, student teachers and research scholars. Our institution is acting as a channel for development and transmission of knowledge besides organizing research colloquiums and seminars at national and international level so that we can meet the required standards of research excellence. All research activities have been managed by the research team in the college. To maintain a remarkable momentum, our research centre has been promoting collaboration between other research centres in university and other institutions.

Collaboration

After the second accreditation IQAC gave more emphasis in forming academic collaborations with other institutions within and outside the state. Our institution organized various activities in collaboration. A VENTEL Cell was implemented in collaboration with Mahatma Gandhi National Council of Rural Education, Department of Higher Education, Ministry of Education, Govt. of India. International webinar on student diversities and National level e-FDP were organized in collaboration with Tamilnadu Teachers Education University, Chennai. Webinar on digital learning was conducted in collaboration with Govt.College for Women, Thiruvananthapuram. Two weeks workshop on biodiversity conservation was organised in collaboration with Central Academy for State Forest Service, Dehradun.

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.

Our institution follows sustainability practices in power consumption. The building of the institution is illuminated with LED bulbs instead of the traditional lighting systems. Our motto is "energy saved is energy created". The practice of switching off or unplugging the electrical equipment such as fans, lights, computers and printers when not in use is encouraged in the whole campus. Use of Energy Efficient Equipment is encouraged in the campus. Master switches are provided for each room to shut down power of entire room when not in use. We recommend a limited use of refrigerator/freezers. We encourage the use of public transport system among students. In order to help reduce fuel use, we promote

sharing system in private vehicles. Our institution has a bio gas plant. Moreover, the college adopts many measures to reduce the use of non- renewable energy resources. The infrastructure of the college was designed in such a way that it provides adequate lighting and ventilation. Due to the availability of sufficient lighting, power requirement is very low during the day time. Save energy stickers are displayed on the switch boards.

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

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

The students are motivated to recycle the waste materials into attractive products. All the waste from the campus is collected and segregated into wet, dry and plastic waste. The institution implements effective waste management through waste segregation and recycling of the waste. Students and faculties work together to implement the waste management techniques in the campus very fruitfully. Dustbins are placed in every classroom, laboratory, staff room, and at different locations in the campus. All waste/garbage from college is segregated at source and disposed of in a proper manner. The degradable waste is given away to bio gas plant and wastes like newspapers and other materials are sold to vendors. Use of plastic carry bags are prohibited in the campus. The liquid waste management is also done effectively by water conservation and prevention of water wastage in the campus. The drinking water in the campus is cleaned in every week. The life of electronic goods is extended by proper way of maintenance. Special attention is given to purchase systems with longer guarantee period. Proper utilization of electronic devices and their timely repair also helps in reducing e-wastes.

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

7.1.3 - Institution waste management practices include Segregation of waste E-waste

Two of the above

**management Vermi-compost Bio gas plants
Sewage Treatment Plant**

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	No File Uploaded
Documentary evidence in support of the claim	No File Uploaded
Geo-tagged photographs	View File
Any other relevant information	No File Uploaded

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

The campus is kept neat and tidy every day. We have a very good practice of cleaning the campus daily which has kept our institution clean. We provide door mats in each class and keep trash cans also. We organize cleaning day events frequently. We maintain hand soaps and toiletries in public wash areas and the practice of littering is strictly prohibited. Our student teachers regularly conduct awareness classes on the importance of cleanliness and pollution free environment in nearby schools as part of the capacity building programmes. The Institution is committed to managing its campus in accordance with responsibilities towards promoting sustainable environment. Our institution has taken up various initiatives to

maintain a nature friendly campus. The campus is full of greenery and is kept clean and tidy. The gardens, medicinal plants and other plantations inside the campus is maintained and nurtured periodically by our students with the help of teachers. Every year during the monsoon period, tree plantation is carried out and deceased plants are replaced. Several Quotes related to the importance of clean and green environment are displayed on the campus.

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

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

Three of the above

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

0.338

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

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

Our college always maintains a community friendly attitude in all the way possible. We try in every way possible to address the community's most urgent needs. We organized lecture series headed by various eminent personalities in different walks of life, community living camps, and other cultural and academic exchange programmes that serve to build understanding and trust. College conducts capacity building programmes on various social issues at nearby schools. Various programmes such as interaction with National award winner for the best teacher who is a member of local community, awareness classes by doctors of nearby hospitals on mental health, classes on protection of women against sexual harassment at workplaces, understanding sexual development: Victimization and violence towards children during covid-19 pandemic, Black fungus and Covid pandemic etc are the highlights in this regard. During covid -19 pandemic Students and teachers were involved in mask and sanitizer distribution to Pandalam Police station. Online survey to understand the awareness of community members on Covid pandemic was conducted by our students. Our students are trained in this way so that they are always eager to have healthy contact with the outside community and nearby schools on every day of social importance.

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

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

B. Any 3 of the above

the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff Annual awareness programmes on the Code of Conduct are organized

File Description	Documents
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	View File
Web-Link to the Code of Conduct displayed on the institution's website	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	No File Uploaded

7.2 - Best Practices

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

Best Practice 1

Title of the Programme

Biodiversity Conservation and Natural Resource Management

Objective

To identify ways in which individuals and groups of individuals can help create ecological change and increase biodiversity.

The Context

Biodiversity has become an important issue on the global arena.

The practice

Two-week workshop was conducted on biodiversity conservation.

Evidence of success

The SDP was fruitful in terms of the output generated in the form of products and services from the part of the participants.

Problems encountered

Collaborative works among students were difficult to manage through online mode.

Best Practice 2

Title of the Programme

Vocational Education Nai Talim Experiential Learning (VENTEL)

Objective

To realize the importance of Vocational education.

The Context

It is significant to understand the vision and philosophy of NEP,2020, Gandhiji Nai Talim and their links to VENTEL.

The practice

A VENTEL Cell has been introduced and carried out various activities as per the directions given from MGNCRE, Dept. Of Higher Education, Ministry of Education, Govt. of India.

Evidence of success

After implementing the activities, a documentation was prepared by the students related to their assigned section and also distributed the product of the particular activity which they have chosen (Mask, cloth bags, book distribution to the needy ones).

Problems encountered

Conducting surveys and door to door meetings with respect to making

behavioural change on sanitation practices were difficult to conduct.

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

7.3 - Institutional Distinctiveness

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

Every year, our institution set a goal forexpected desirable behavioural change among our students through some distinguishable activities in or outside the college. This academic year marked itself very different due to the spread of Covid pandemic and the programmes in the institution were set accordingly. The pandemic situation made us think differently to select themes for conducting programmes in various areas. The institution organised a National level lecture series to help our students to become inspiring teachers in future. A national level one week faculty development programme for teachers was also orgainised on Revised NAAC assessment and accreditation framework .

National level Lecture Series: Carving out the complete teacher

Topics

- Collage and creativity in classroom
- Life Skills-a teacher's recipe
- How to mould yourself as a teacher,
- Listen to the excited: When to say yes How to say no

- The best possible self
- Methodological aspects of research projects
- Teacher competencies
- Humanizing education
- Digital text: theory and practice

National level one week e-faculty development programme: Revised NAAC assessment and accreditation framework for teacher education institutions

Topics

- Curricular Aspects
- Teaching - Learning and Evaluation
- Research and Outreach Activities
- Infrastructure and Learning Resources
- Governance, Leadership and management
- Institutional Values and Best Practices

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