



YEARLY STATUS REPORT - 2022-2023

Part A

Data of the Institution

1.Name of the Institution		N.S.S. TRAINING COLLEGE, PANDALAM
• Name of the Head of the institution	Dr. AJIMOL P. G.	
• 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	principal_tcpdlm@yahoo.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	Rural	

• Financial Status	UGC 2f and 12(B)				
• Name of the Affiliating University	University of Kerala				
• Name of the IQAC Co-ordinator/Director	Dr TARA S. NAIR				
• Phone No.	9496257439				
• Alternate phone No.(IQAC)	8848530030				
• 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/AOAR2020-21.pdf				
4.Whether Academic Calendar prepared during the year?	Yes				
• if yes, whether it is uploaded in the Institutional website Web link:	Yes				
5.Accreditation Details					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	B++	80.75	2005	20/05/2005	19/05/2005
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/PMMMNTT 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	3	
<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)		
Interactive session on Multidisciplinary and Holistic Education: NEP 2020 Vision		
Gender Sensitization Training		
Workshop on Yoga		
Talk Series : Extra Ear on Pedagogics: Orientation to Evolve Adept Pedagogues		
Interaction with Alumni : Home Coming		
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	
Career Guidance Programmes	Nil	
Collaborative Initiatives with other institutions	Nil	
NEP 2020 Preparedness	Nil	
13.Whether the AQAR was placed before statutory body?	No	

- Name of the statutory body

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

14. Whether institutional data submitted to AISHE

Year	Date of Submission
2023	21/01/2022

15. Multidisciplinary / interdisciplinary

The multidisciplinary education envisaged by the National Education Policy 2020 aims to develop cognitive, emotional, physical, social and moral capabilities of students in an integrated manner. The flexible curriculum of the Teacher Education Programme aims at pedagogical innovations with technology embeddedness. To the existing inter/multidisciplinary research, institution is planning to encourage the research centre to undertake more inter/multidisciplinary research. Our Post-graduate programme is already designed by the University of Kerala to include multidisciplinary/Interdisciplinary courses as electives and students get maximum flexibility to choose them. This aims to make the students equipped to pave a way towards employment. The college identifies programme learning outcomes along with course outcomes that define the interdisciplinary knowledge, skills, attitudes and values as desirable outcomes and to achieve this goal faculty members from different departments work together and share their knowledge and expertise in order to come up with a comprehensive plan. Institution has undertaken activities on community engagement, outreach and service.

16. Academic bank of credits (ABC):

As per the NEP 2020, ABC has been envisaged to facilitate academic mobility of students with the freedom to study across Higher Education Institutions in the country with an appropriate credit transfer mechanism from one programme to other, leading to attain a Degree. This digital storehouse reveals the information of credits earned by the students throughout their learning journey so as to open their accounts and give multiple options for entering and leaving colleges. As our institution is an affiliated college to the University of Kerala, we are awaiting the directions of the

University regarding this to promote student centricity with learner-friendly instructional methods in teacher education correlating a more interdisciplinary approach. We execute student-centric pedagogic practices and encourage prospective teachers to have academic collaboration integrating activities with other institutions.

17.Skill development:

Internship, the most rewarding experience in the initial teacher preparation programme which is specified in the Teacher Education Curricula prepares prospective teachers and teacher educators to gain extensive practices in teaching skills while working with a practitioner in an educational institution. Internship in Teaching/School Internship for B.Ed. Programme for a period of 20 weeks divided into two Phases of 12 and 8 weeks, to be organized during the Third and Fourth Semesters of the course is set up in a mutually agreed mechanism for organizing, monitoring, supervising, tracking and assessing the student - teachers. Engagement with the field/Practical Courses in the curriculum indicates practical work expected to be done by the student-teacher related to subjects of study such as Microteaching, observation of model lessons, Vocational/Work Education, Field Trip, Art Education & Theatre Practice, Community Living Camp (Programme of Understanding the self), and Minor Project / Action Research / Case Study. Internship has been proposed in three phases for M.Ed.: INT I: Attachment with Institution (10 days); INT II: Teaching at D. El.Ed level (15 days); INT III: Teaching at B.Ed level (20 days). Preparation for Dissertation, 7 Self Development Courses (Yoga, Working with Community, Communication and Academic Writing, Practices promoting Eco friendliness, Career Development, Participation in Rural Reconstruction and Social Welfare in Collaboration with LSG), Institutional Twinning Programme (ITP), and Practicals in Educational Psychology, ICT and Statistics are helpful to engage teacher educators in reflecting on the linkages between the self and one's professional practice emphasising the development of personal and professional competencies.

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

The IKS recommended by NEP 2020 aims to contribute to the second and third aspects of 'Panch Pran' resolutions. Disciplinary, multidisciplinary and specialised courses are specified in order to connect with oral tradition of IKS to be immersed in the Teacher Education Curricula. It will actively engage

for spreading the rich heritage of our country and traditional knowledge in various fields and levels of education valuing their interconnectedness, seeking to understand the world holistically. Yoga, Arts and Aesthetic Education are included along with other subjects of study like Mathematics and Social Science Education. The Nature Club and Biodiversity Club of the college promote awareness in various aspects of environmental conservation and resource management. A variety of programmes were conducted by the core/subject associations as well as other clubs for developing personality and leadership qualities of student teachers as well as instilling values based on Indian tradition. Holistic development included domains of physical, health, cognitive, emotional, linguistic, moral and social aspects to manifest perfection in them and make significant contributions for the betterment of one's own life and that of the society where they live. Contributions of great Indian philosophers are included in the curricula of both UG and PG. Moreover qualitative studies were undertaken by students as projects on relevant themes along these lines.

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

OBE under the backdrop of the implementation of National Educational Policy (NEP)-2020, aims to integrate every aspect of curriculum with a set of avowed outcomes. Outcomes can be defined at three different levels in the case of undergraduate/masters programmes: (a) Programme Outcomes (POs) or statements that describe what the students graduating from general programmes should be able to do, (b) Programme Specific Outcomes (PSOs) which are statements that describe what the graduates of a specific programme should be able to do and (c) Course Outcomes (COs) or statements that describe what the students should be able to do at the end of a course. One of the significant reforms in Teacher Education is the introduction of Learning Outcomes-based Curriculum Framework (LOCF) which makes it student-centric, interactive and outcome-oriented with well-defined aims, objectives and goals to achieve. The LOCF for undergraduate and postgraduate teacher education is based on specific learning outcomes and academic standards expected to be attained by aspirants of a programme of study based on the Taxonomy of Educational Objectives developed by Benjamin S. Bloom and colleagues continues to be one of the most universally applied models, which provide a way to organize thinking skills into six levels, from the most basic to the higher order levels of thinking. As part of the curriculum preparation for two year B.Ed./M.Ed. programme as envisaged by the NCTE framework, certain inevitable changes have been brought about in the syllabus and course structure for improvement in the classroom processes and extending the competency to respective

fields through more innovative strategies where student teachers are assuming a major role.

20.Distance education/online education:

Faculty members are encouraged to use blended mode of teaching - learning strategies to provide improved student satisfaction and desirable learning outcomes, and opportunities both to learn with others and to teach others. Our institution encourages students and teachers to use online platforms appropriately. In addition to online teaching, various webinars, workshops and faculty development programmes were conducted using Google Meet and Zoom platforms. The Moodle platform used by all faculty members and students manages various asynchronous learning activities like podcast, short videos, etc.

Extended Profile

1.Student

2.1	152
Number of students on roll during the year	

File Description	Documents
Data Template	View File

2.2	80
Number of seats sanctioned during the year	

File Description	Documents
Data Template	View File

2.3	15
Number of seats earmarked for reserved categories as per GOI/State Government during the year:	

File Description	Documents
Data Template	View File

2.4	72
Number of outgoing / final year students during the year:	

File Description	Documents
Data Template	View File
2.5 Number of graduating students during the year	71
File Description	Documents
Data Template	View File
2.6 Number of students enrolled during the year	80
File Description	Documents
Data Template	View File
2. Institution	
4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	3,89,155
4.2 Total number of computers on campus for academic purposes	30
3. Teacher	
5.1 Number of full-time teachers during the year:	15
File Description	Documents
Data Template	View File
Data Template	View File
5.2 Number of sanctioned posts for the year:	15
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

A series of faculty meetings, IQAC meetings, discussions with student representatives on formulating plan of action for the smooth and efficient conduct of curricular and co-curricular programmes were conducted. Pitfalls of previous academic year was addressed from students' and other stakeholders' feedback. Faculty members who work as members of Boards of Studies, Faculty and Academic Council, suggest changes and improvements in the curriculum .To cope up with new challenges, the B.Ed. curriculum was revised by the University of Kerala in 2019 with focus on Techno-pedagogic Content Knowledge Analysis and Entrepreneurship in Education in accordance with the new NCTE regulations. Micro teaching sessions, discussions, demonstrations and criticism lessons helps in perfecting their teaching skills in local contexts. Different Capacity Building Programmes are focused. These programmes are implemented with the participation of the community to ensure that the benefits reach them. Regarding reflective practicum students engage in action research and collection of information on local issues like river cleanliness and sand mining.

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

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

C. Any 3 of the above

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

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

A. All of the Above

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

1.2 - Academic Flexibility

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

13

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

0

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

0

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

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

0

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

0

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

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

One of the above

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

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

00

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

00

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

1.3 - Curriculum Enrichment

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

The college follows the prescribed curriculum of University of Kerala. A five-day Residential community living camp is included in the curriculum where students undertake community surveys, project works and Action Research on pressing social and environmental issues in and around their immediate locality. Various activities are carried out to foster 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 varied activities and maintaining a plastic - free college campus. The 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 programmes. Desirable civic attitudes and values finds expression through the celebration of National Days such as Gandhi Jayanti, Independence Day, Republic day, World Environment Day, Water Day, etc.. Internship programme in schools provides a platform to apply what they have learned in terms of skills and competencies. Environmental Studies is a part of the syllabus for B.Ed. students.

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

Student teachers are given an introduction of the school system in India, how it had evolved in a remarkable way starting from Gurukula system of the ancient period. They are familiarized about the ancient world class universities such as Nalanda, Takshashila which trained students in mathematics, medicine, astronomy, politics and how they became one of the largest formal establishments of its kind in the world contributing to the wholesome development of general intellect amongst its citizens as a nation and rapid development of India in recent times..They are briefed about the different education systems that prevail simultaneously- CBSE, ICSE, IB Curriculum and State Boards while undertaking projects in the fourth semester. Students make a comparative study of the diverse curriculum. Teachers discuss all the leading school boards in India and encourages to compare them on the basis of teaching and assessment methods, curriculum, difficulty level and other factors affecting student's overall development. Every state board focuses on state level topics and content of local relevance which helps students in preparing for state level engineering and medical entrance tests. Regional languages and culture have a prominent place in the syllabus. Some state boards have ordered all their schools to follow NCERT books.

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	View File

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

A combination of different activities such as classroom contact sessions (Lectures, Tutorials and Practicals), workshops, seminars, project work, internship and assignments constitute course delivery components. Student teachers are given exposure to curriculum development of various boards of school education, the purpose of which being to develop the capacity of student teachers in preparing textual materials and plans for classes- VIII, IX and X respectively. School Induction Programme scheduled in the first semester for 5 continuous days acquaints the student teachers with school environment and day to day functioning of the school. School Internship programme for a period of 20 weeks, in two phases (12 and 8 weeks) is 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 to associate with children in multi-socio-cultural environments and contexts.

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

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

80

2.1.1.1 - Number of students enrolled during the year

80

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

22

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

22

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

6

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

6

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

2.2 - Honoring Student Diversity

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

Programmes to identify learner's academic diversities starts from the beginning of academic year. The first step is to collect detailed biodata of learners. A teaching aptitude test along with subject knowledge tests is conducted as follow-up to understand academic diversity. With continuous discussions with PTA , we get acquainted with the socioeconomic background of each learner and provide the correct and effective support to the needy. After identifying learner's diversity and needs in conjunction with their socio-economic backgrounds, the next step is to assess performance of learners. Subject matter knowledge of students were is tested as an entry level assessment. Mentoring and remedial teaching were included to provide academic support to learners. The more the details uncovered from a learner the more easy to help them by adopting more effective development measures and individual attention through follow-ups. For evaluation and promotion of students' research culture research project is included in B.Ed. curriculum, assessed by internal evaluation followed by external viva voce. In M.Ed. academic practices are assessed internally on criteria set. Interface with External Board assesses practicals, SDCs and Internship for Semesters I &II; Dissertation-viva and Comprehensive Viva for S III and IV practicals, SDCs and Internship by University Board.

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

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

2.2.4 - Student-Mentor ratio for the academic year

1:5

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 use multiple modes of teaching which includes participative learning, problem solving methodologies, online learning and focus group discussion for enhancing student learning. All 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 achieving learning objectives to positively influence 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 to enhance instructional process.

The rationale for using multiple mode approach is that it will enable future teachers and teacher educators to become more effective in their classrooms. Debates, assignments, meaningful verbal learning, brain storming, buzz sessions, co-operative learning, collaborative learning, open forum, analytical study, seminar, problem solving and project methods, online approaches, hands-on practice on computers, self-study, field visits, presentations in seminar and group discussions are but a few strategies adopted for curriculum transaction. ICT based strategies for practising web based learning and pedagogical designs are evolved in teaching. Reflective responses and active learning strategies prescribed in the curricula of M.Ed. programme.

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/?redirect=0
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

80

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

2.3.4 - ICT support is used by students in various learning situations such as Understanding theory courses Practice teaching Internship Out of class room activities Biomechanical and Kinesiological activities Field sports	Four of the above
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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/?redirect=0
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 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	View File

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. 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	View File

2.4 - Competency and Skill Development

2.4.1 - Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include Organizing Learning (lesson plan) Developing Teaching Competencies Assessment of Learning Technology Use and Integration Organizing Field Visits Conducting Outreach/ Out of Classroom Activities Community Engagement Facilitating Inclusive Education Preparing 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 activities according to student needs Addressing inclusiveness Assessing student learning Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement

Eight /Nine of the above

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

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

Three of the above

situations Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’ Classroom teaching learning situations along with teacher and peer feedback

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

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

Four of the above

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

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

All of the above

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

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

All of the above

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

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

Four of the above

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

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

Internship is a part of the curricular area of 'Engagement with the Field' designed to develop a broad repertoire of perspectives-professional capacities, teacher sensibilities and teaching skills among the prospective teachers. School Internship programme consists of two phases of 10 weeks in third and fourth semesters. Students have to select the school from the permitted list of schools according to their convenience and structure their lesson plans get them duly approved by optional teachers. Attendance sheet is entrusted with HM or Principal of the concerned school. Regular monitoring by optional teachers and general teachers is done with strict vigilance. Directions are given to student teachers to engage in subject club activities and extension activities associated with the internship programme. Students are also advised to provide remedial measures for needy school children of their class they have to upload their experiences in blog weekly. For M.Ed. internship has been proposed in three phases: Phase I for 5 working days during semester I, Phase II for 15 working days during semester II at D.Ed level and Phase III for 15 days during semester III at B.Ed level under the supervision and assessment of the respective Colleges of Teacher Education and practicing/attached institutions.

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

72

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

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

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. The assessment of Internship during the three Semesters in M.Ed. is done internally. The report of internship shall be presented before the external board of examiners deputed by the University.

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

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

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

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

Two of the above

commitment Extent of job readiness	
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	View File
2.5.2 - Number of fulltime teachers with Ph. D. degree during the year	
13	
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	
248	
2.5.3.1 - Total number of years of teaching experience of full-time teachers for the academic year	

248

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 through professional development programme 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 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 considers both theoretical and practical aspects of different programmes offered in the curriculum. 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 feedback is 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 criteria specified by the affiliated university. Corrected answer papers are distributed to students and their grievances addressed 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 the 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 for 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. For M.Ed. curricular activities like self development courses assigned in each semester, internships, twinning programme, midterm examination, model examination, etc. counted for internal evaluation are clearly marked in the academic calendar and adhered to strictly.

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

2.7 - Student Performance and Learning Outcomes

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

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. Thereby 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 woks 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

72

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.

Programmes 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

yes

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

Nil

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)**Nil**

File Description	Documents
Sanction letter from the funding agency	No File Uploaded
Income Expenditure statements highlighting the research grants received certified by the auditor	No File Uploaded
Any other relevant information	No File Uploaded

3.1.3 - In-house support is provided by the institution to teachers for research purposes during the year in the form of Seed money for doctoral studies / research projects Granting study leave for research field work Undertaking appraisals of institutional functioning and documentation Facilitating research by providing organizational supports Organizing research circle / internal seminar / interactive session on research

Two of the above

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

3.1.4 - Institution has created an eco-system for innovation and other initiatives for creation and transfer of knowledge that include Participative efforts (brain storming, think

One of the above

tank etc.) to identify possible and needed innovations Encouragement to novel ideas Official approval and support for innovative try-outs Material and procedural supports

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

3.2 - Research Publications

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

13

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	No File Uploaded
Any other relevant information	No File Uploaded

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

5

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

10

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

70

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

70

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

70

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.

Resource talks by eminent personalities and environmental scientists were organized by Sabari Nature Club on "Nature Humanity and Love", also observance of important days like Ozone day, Environment day. Trainees took the initiative to sensitize young school children by kindling in them the knowledge and importance of Ozone day and instilled the culture of farming by distributing seeds to them. Wetland Day was observed by Nature Club in collaboration with World Wide Fund for Nature India, Kerala State, organized awareness campaign at Govt. U.P. School Poozhikkadu. Bio diversity Club Bhoomitra observed World Rainforest Day to inculcate awareness among school students on values of rainforests; organized an awareness

programme at various DIETs and TTIs on the theme 'Blue Economy and Sustainable use' on International Mangrove Day. Sangatha Extension club members provided drinking water to Thiruvabharana Khoshayatra pilgrims. Soft skill development programmes were also organized at different colleges of teacher education on National Youth Day. On National Cleanliness day students cleaned the common pathway to the multiple institutions in campus and removed plastics and handed them to Harithakarma Sena volunteers of Pandalam Municipality. Women Development Cell conducted a care home visit on Women's day for the care and concern of elder people.

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

Nil

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

Nil

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

Nil

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

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

Nil

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

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

One/Two of the above

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

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

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

The institution has adequate availability and optimal utilization of physical infrastructure envisioned to keep pace with academic growth and development. The college has excellent infrastructure and learning resources as per NCTE norms. The main academic block includes administrative office, principal's room, five class rooms, physical education staff room, multipurpose hall, and store room. Library block has a library and Natural Science and Physical Science class rooms attached with lab. The new Block has staff room, psychology lab, arts/crafts room, seminar hall, research room, computer lab, gymnasium and social science class room. Seminar room with LED system accommodates 100 students. Sports room is well-spaced and fitness equipments are opened for students according to their convenience. M.Ed. Block has staff room, class rooms with LCD facilities, library, yoga room and open space for various academic and cocurricular activities. All blocks are provided with water supply and clean toilets. Other facilities 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. These failities enable the student teachers, teacher educands and research scholars to utilise adequate instructional spaces to learn and sharpen their skills through experience and expertise.

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/infrastructure.php
Any other relevant information	No File Uploaded

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

0

File Description	Documents
Data as per Data Template	No File Uploaded
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	No File Uploaded
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 books and theses are barcoded by Grandha Software for M. Ed and B.Ed. The names of students and their classes are uploaded in the Grandha software at the time of admission. Books are issued to children using the admission number put in the ID card. The name of the text can be easily uploaded in Grandha using text barcode. The books should be returned or renewed within 14 days, otherwise they will be fined. One can check the renewal details through Grandha software. Full statistics of the library is presented in Grandha. The name of books, author, publisher, date, etc. can also be verified through this to make it easy to find a book from library. Online Public Access Catalogue (OPAC) facility, a digital database of materials such as text files, e-books, journals, etc. is available in our library. Koha the open-source integrated fully featured, scalable library management system is also operated. The benefits of Koha, are numerous such as centralized management,

improved access, easy cataloging, efficient circulation, real-time reporting, multi-lingual support, interoperability, community support, and security.

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/library.php
Any other relevant information	No File Uploaded

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

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

One of the above

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

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

0.1

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

181

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

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

None of the above

File Description	Documents
Data as per Data Template	No File Uploaded
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 25 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 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 WiFi is provided in the office and principal's 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	No File Uploaded

4.3.2 - Student – Computer ratio during the academic year

1:2

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

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

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

One of the above

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

4.4 - Maintenance of Campus and Infrastructure

4.4.1 - Expenditure incurred exclusively on maintenance of physical and academic support

facilities during the year (INR in Lakhs)**2.92269**

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 follows an updated and efficient system for maintaining and utilizing physical, academic and support facilities-laboratory, sports complex, computers, classrooms, etc. For efficient functioning of the laboratory, science equipments and chemicals are purchased every year according to the needs of the students. Lab facilities are used by students for conducting various experiments. Each optional subject has a method lab which offers facilities for the students to conduct optional experiments. The computer lab is open to all students and staff and also used as part of technology classes. Students are encouraged to make use of computers for power point presentations, seminars and projects. The library has separate space for reading and reference. Latest software is used in the library for searching books. Facilities like multi gymnasium, caroms, chess, table tennis and badminton are provided for students and staff to maintain their physical and mental health. Equipments for laboratories, sports, computer labs are purchased using government and PTA funds.

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

STUDENT SUPPORT AND PROGRESSION**5.1 - Student Support**

<p>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</p>	<p>Four of the above</p>												
<table border="1"> <thead> <tr> <th data-bbox="86 656 550 712">File Description</th> <th data-bbox="550 656 1471 712">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="86 712 550 779">Data as per Data Template</td> <td data-bbox="550 712 1471 779">View File</td> </tr> <tr> <td data-bbox="86 779 550 958">Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal</td> <td data-bbox="550 779 1471 958">View File</td> </tr> <tr> <td data-bbox="86 958 550 1104">Sample feedback sheets from the students participating in each of the initiative</td> <td data-bbox="550 958 1471 1104">No File Uploaded</td> </tr> <tr> <td data-bbox="86 1104 550 1205">Photographs with date and caption for each initiative</td> <td data-bbox="550 1104 1471 1205">No File Uploaded</td> </tr> <tr> <td data-bbox="86 1205 550 1272">Any other relevant information</td> <td data-bbox="550 1205 1471 1272">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	No File Uploaded	Photographs with date and caption for each initiative	No File Uploaded	Any other relevant information	No File Uploaded	
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	No File Uploaded												
Photographs with date and caption for each initiative	No File Uploaded												
Any other relevant information	No File Uploaded												
<p>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</p>	<p>Seven/Eight of the above</p>												
<table border="1"> <thead> <tr> <th data-bbox="86 1619 550 1675">File Description</th> <th data-bbox="550 1619 1471 1675">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="86 1675 550 1742">Geo-tagged photographs</td> <td data-bbox="550 1675 1471 1742">View File</td> </tr> <tr> <td data-bbox="86 1742 550 1818">Any other relevant information</td> <td data-bbox="550 1742 1471 1818">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												
<p>5.1.3 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide</p>	<p>C. Any 2 of the above</p>												

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	View File
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
4	71

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

5.2.3 - Number of students qualifying state/national level examinations during the year (eg: NET/SLET/ TET/ CTET)**74**

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

Student council plays a proactive role in the institutional functioning .Aspart of 75th Independence Day celebrations, our Principal hoisted the national flag and delivered the Independence Day message. Students organised a procession from college to town and engaged in cultural events. New students were welcomed and activities given to them by seniors to entertain them on Freshers day. Onam the auspicious festival of Keralites was celebrated by College Union on 31st August 2022 with splendor and festive spirit. The staff and students dressed in traditional attire engaged in various cultural and sports events. Other attractions were the intricately adorned Athapookkalam, tasty Onasadya and elegant Thiruvathira as well as different kinds of competitions. The day witnessed students placing their rich cultural tradition that dispells differences among students and unites them in all respects.On 26th January, students and staff joined in Google Meet platform for the Republic day celebration. Welcome speech was done by Parvathy S., Republic Day Message by Dr. Tara S. Nair, vote of thanks by Amrutha S. G., Master of Ceremony was Archa (Second Year B.Ed.). Programmes on national priority included conducting My Gov Guiz, depicting Veer Gadha, demonstrating Waste to Wealth and Waste to Best depictions.

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

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

34

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

5.4 - Alumni Engagement

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

Alumni visits institution during first week after class starts for the new batch, motivates them by sharing experiences. IQAC organized a Talk Series on Extra Ear on Pedagogics: Orientation to Evolve Adept Pedagogues in which one of our Alumni members Prof. (Dr). Sam V. Daniel, HOD, M.Ed. Department, Titus II Teachers' College, Tiruvalla and Former Principal, Mount Tabor Training College, Pathanapuram interacted with students on "Qualities and Competencies of an Ideal Teacher" on 11/11/2022. Our former Principal and alumni member Dr. K. Radhamany Amma was chief guest on PTA Merit Day on 03/02/2023 and delivered keynote address. "Home Coming: Interaction with Alumni" to interact with alumni on 30/11/2022. They donated

books to college library. Among our faculty members five are alumni and contribute for curriculum delivery and other activities, take demonstration classes before practice teaching. P. G. Department of Education provided opportunity for M.Ed. students to interact with alumni members. They interacted with M. Ed. students and took classes. Certificates for best outgoing students in B.Ed and M.Ed are provided. Members participate in IQAC meetings and contribute in quality enhancement. Placement opportunities were shared in alumni group. Alumni members act as resource persons for short term courses conducted by the institution.

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

Three/Four of the above

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

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

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.

The vision of the institution is 'Yoga karmasukowsala' meaning "Skill in Action is Yoga". Our mission is to work in a rural ambience, where 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 stakeholders in the decision-making process. The institution has a strong PTA which caters to the needs of the institution. At the beginning of every academic session, general body meetings are held to chart out activities for both curricular and co-curricular aspects for the respective academic session. Feedback mechanisms and review meetings are held to record the progress of those activities. The day-to-day functioning of the college is monitored by different committees and decision making bodies.

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. 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 in 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. During the admission process, merit list is displayed in the notice board. Admission cards showing fee details are sent to eligible candidates.

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

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

Regarding financial transparency, daily income received and expenditure incurred is accounted for and documented in various registers of the college and the principal countersigns each register regularly. 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 income/expenditure report presented and clarifications given where ever necessary. The budgeting of PTA account is passed in executive meeting. Salary and other service conditions are maintained through Service and Payroll Administrative Repository of Kerala (SPARK).

Academic transparency is maintained. Academic decisions are taken in the staff meeting. 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 to discuss the issues and changes needed in their academic aspects.

Admission is done strictly following University and State norms. For

B.Ed. course it is done through the University admission portal. For M.Ed. applications are sort out in the institution and rank list prepared strictly adhering to rules of University. Rank list is published on the college website and college 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	No File Uploaded

6.2 - Strategy Development and Deployment

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

The Staff Council plans and approves the strategic plan for each academic year aligned with the vision and mission of the college. The strategic plan for the academic year 2022- 2023 visualizes pertinent aspects in accordance with national and state guidelines. Regarding Teaching and Learning the expected Programme and Course Outcomes are planned to be executed through coordinated efforts by adopting innovative teaching methods, interactive and participatory approach to curriculum transaction, promoting self-learning and establishing linkages and collaborations with other institutions for academic enrichment. Student based activities involve fostering experiential learning, prioritise community engagement, accelerate Self-Development Programmes, initiate field explorations, and placement orientation. Assessment of such activities considers systematic, continuous and comprehensive evaluation, peer evaluation, constructive and development-inducing feedback for enhancing competence through reflection and follow-up measures. Promoting research prioritises publishing the college research Journal 'Text and Context', organizing seminars on Research Methodology, developing innovative strategies and promoting research culture. Infrastructure up-gradation envisions the construction of a new RUSA funded building and implementing renovation of existing resources of the college. These reflect the practices that are set for institutional distinctiveness.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	http://www.nsstcpdlm.org/strategic-plan.php
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. Colleges 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/organogram.php
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

Three/Four of the above

Accounts Student Admission and Support Examination System Biometric / digital attendance for staff Biometric / digital attendance for students

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

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

The women development cell BAHUMUKHI conducted various activities to empower, motivate and make aware the women students about their duties and rights and also provide a platform to share their experiences and suggestions to empower themselves. Inauguration of the activities was followed by a talk on "Penmayude Nanarthangal" by Dr.Anjana J. Principal, N.S.S.College, Pandalam on 25th July,2022 followed by an interactive session. A talk and interactive session on "Sakshara Keralam Sthree Souhridamo" by Prof.T.Geetha, Rtd Professor, N.S.S.Hindu College , Changanacherry on 11th November, 2022. A debate competition on "Arthava Avadhi Sthrikalkku Apamanamo Anugrahamo?" on 2nd February 2023. A workshop series was organized on the theme GENDER ISSUES: AWARENESS AND MANAGEMENT. The theme 'WOMEN ON INDIAN CULTURE' by Prof. Suja Susan George, Member, Gender Council, Govt of Kerala followed by an interactive section on 22nd February,2023. Adv.Sindhu Gopalakrishnan, leading advocate from Kottayam delivered Women's day message and the talk on WOMEN AND LAW, on 8th March by sharing valuable experiences from her profession. Students actively participated in the interactive session. A visit to a care home 'KASTURBA GANDHI BHAVAN', Adoor and spend a day with them by honouring the elder members, performed cultural activities, distributed sweets and clothes.

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	View File

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 nonteaching 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	View File

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

00

File Description	Documents
Data as per Data Template	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.

00

File Description	Documents
Data as per Data Template	No File Uploaded
Brochures / Reports along with Photographs with date and caption	No File Uploaded
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

3

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 teaching and non-teaching staff. The performance of each faculty member is assessed according to the Performance Based Appraisal System (PBAS) prescribed by the University of Kerala. 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. 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. Audit was done on the following heads- Balance sheet as on 31-3-23, Income and expenditure account for the year 1-4-22 to 31-3-23, Receipts and payments account for the year 1-4-21 to 31-3-22, Receipts and payments account for the year 1-4-22 to 31-3-23 (PTA). External auditing was done by the chartered

accountant Mr.Rajeev Chandran.and recommended to maintain a master stock register and department stock registers for science and physical education. Cancelled TC, should be attested by the principal with proper entries.

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

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

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 one 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 2020-21. 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 webinars and raising awareness on educational issues.

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 short term courses 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 reopening IQAC encouraged faculty members to use hybrid mode of teaching-learning to continue the use of learning management system. IQAC also arranged academic collaboration with other institutions 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

8

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

6.5.4 - Institution engages in several quality initiatives such as Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements Timely submission of AQARs (only after 1st cycle) Academic Administrative Audit (AAA) and initiation of follow up action Collaborative quality initiatives with other institution(s) Participation in NIRF	Three of the above
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File Description	Documents
Data as per Data Template	No File Uploaded
Link to the minutes of the meeting of IQAC	http://www.nsstcpdlm.org/IQAC-Minutes.php
Link to Annual Quality Assurance Reports (AQAR) of IQAC	http://www.nsstcpdlm.org/AQAR.php
Consolidated report of Academic Administrative Audit (AAA)	No File Uploaded
e-Copies of the accreditations and certifications	View File
• Supporting document of participation in NIRF	No File Uploaded
Feedback analysis report	No File Uploaded
Any other relevant information	No File Uploaded

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

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. During this academic year a national webinar was conducted in collaboration with alumni association, School of pedagogical sciences, MG University. Research centre also organized a web series on research topics.

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

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

Our institution is committed to fostering sustainability by revolutionizing our approach to power consumption. Rather than relying on conventional lighting systems, our establishment gleams with the brilliance of LED bulbs, symbolizing our dedication to energy efficiency. Embracing the mantra of "energy saved is energy created," we actively advocate for responsible habits campus-wide. Encouraging the conscientious use of electrical devices, such as fans, lights, computers, and printers, we champion the practice of switching off or unplugging when not in use. Embracing Energy Efficient Equipment is a cornerstone of our campus ethos. Each room boasts master switches designed to effortlessly power down the entire space during idle periods. We promote judicious refrigerator/freezer usage and actively endorse the utilization of public transportation among our student body. Additionally, we champion a shared transportation system to curtail fuel consumption in private vehicles. Our institution proudly hosts a bio gas plant, furthering our commitment to sustainable energy sources. Furthermore, our college diligently implements various strategies aimed at minimizing reliance on non-renewable energy resources. Our infrastructure is meticulously crafted to offer ample natural lighting and ventilation, significantly reducing daytime power demands.

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.

Amidst the vibrant campus life, a wave of innovation and dedication to sustainability sweeps through our student body, inspiring a transformation from waste to wonders. Our students are not just learners but creators, spurred on to reimagine waste materials into captivating and useful products. Within our sanctuary of learning, waste finds new purpose as it is meticulously collected and sorted into distinct categories of wet, dry, and plastic waste. A symphony of effective waste management unfolds, orchestrated by the institution's commitment to segregation and recycling. Collaboration thrives among students and faculty, their combined efforts breathing life into successful waste management techniques. At the heart of our endeavor is the conscientious sorting of waste at its source, ensuring its proper disposal. The circle of sustainability widens as degradable waste finds purpose in fueling our bio gas plant, while newspapers and other materials are ingeniously repurposed through responsible sales to vendors. Plastic carry bags are, banned to preserve the sanctity of our environment. Water conservation measures are seamlessly integrated, ensuring every drop is cherished, preventing any unwarranted wastage. Our campus thrives as a testament to the seamless integration of creativity, education, and sustainability, painting a vision of a brighter, greener future.

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

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

Two of the above

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

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

One of the above

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

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

In the heart of our campus lies an unwavering commitment to pristine beauty and unblemished serenity, a testament to our devotion to cleanliness and environmental harmony. Our institution boasts a revered tradition of daily campus cleaning, a practice meticulously upheld that has woven the fabric of cleanliness into the very essence of our establishment. Within every classroom, a welcome mat extends an invitation to cleanliness while trash cans stand as silent sentinels, ready to embrace discarded debris. Our commitment to purity extends beyond routine upkeep. Public wash areas with hand soaps and toiletries, staunchly upholding a strict prohibition against the desecration of our environment through littering. Guided by the ethos of responsibility and education, we embark on journeys to neighboring schools, conducting enlightening classes on the

sanctity of cleanliness and the pursuit of a pollution-free environment. These initiatives stand as pillars in our capacity-building programmes, nurturing a generation cognizant of their role in safeguarding our world. Embracing a harmonious coexistence with nature, our institution stands in its commitment to nurture a campus that echoes with the whispers of greenery. These poignant reminders stand as beacons, guiding us towards a future where purity and nature coalesce in perfect harmony.

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

One of the above

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

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

0

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

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

Ever-committed, our college embraces a community-centric ethos. Initiatives transcend boundaries, reaching for solutions to pressing community needs. Our canvas includes lecture series by eminent personalities, cultural exchanges, and community camps fostering trust. Capacity building resonates in nearby schools, educating on vital social issues. Each endeavor reflects our unwavering dedication to uplift and empower the community. A tapestry woven with understanding, bridging gaps, nurturing trust, and illuminating paths toward collective growth and progress, defines our approach. Our college, a beacon of community harmony, embodies a spirit that tirelessly seeks to serve, nurture, and uplift every soul it touches.

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

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

D. Any 1 of the above

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

APPELATION:

Exploring the Tapestry of Biodiversity: A vivid portrait of institutions effort to instill Nature's Symphony

AIMS AND OBJECTIVES:

1. To create awareness among students and staff to be aware of the importance of biodiversity in the campus ecosystem.
2. Strive to foster collaborative initiatives and offer consulting services to establish long-term relationships with both academics and environmentalists.

THE CONTEXT:

Engaging local communities through outreach activities makes it a quintessential one for society.

THE PRACTICE:

- Cultivating vibrant, nectar-rich gardens buzzing with life welcomes pollinators like butterflies, bees, and hummingbirds.
- Species Mapping Expeditions
- Biodiversity Workshops and Seminars
- Recycled Art Project
- Composting Initiatives

BEST PRACTICE II

APPELLATION:

Social Liability and Community Obligation

AIMS AND OBJECTIVES:

1. To bridge the theoretical and practical gaps by on-going community participation
2. To deepen relationships between college and local communities

THE CONTEXT:

To develop sensitive and responsible youth forces with social commitments.

THE PRACTICE:

The students distribute drinking water and lime juice to the pilgrims of Sabarimala on the special day of "Sabarimala Thiruvabharanam Procession".

EVIDENCE OF SUCCESS:

It provides a direct interaction with the students to a large multi-group of community.

PROBLEMS ENCOUNTERED:

1. Lack of time and no credits for students.

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

7.3 - Institutional Distinctiveness

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

The vision our college is rooted in the foresight of its visionary founder. Over the years, the institution has remained steadfast in its commitment to its vision and mission that serves as a guiding principle for faculty and students, inspiring them to strive for excellence. As education is the key to build a better nation, we provide our students the tools and knowledge to succeed in their chosen careers. Gender Sensitisation training programme for prospective teachers plays an important role in the development and growth of school students because they are the stalwarts for the rest of the society. The Gender Justice Forum and IQAC in collaboration with Kudumbashree District Mission, Pathanamthitta had organized one day training programme for first year B.Ed students on August 26, 2022. The objectives of the training programme was to sensitize student teachers on the effects of gender discrimination, familiarise them of constitutional safeguards for gender equality, train on socio-economic status of women, make them understand implicit gender based discrimination against women in a lifecycle approach, and to recognise the constitutional provisions and laws relating to gender issues in India. The ideas were discussed centering on activities like debate, discussion, and role play.

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