



YEARLY STATUS REPORT - 2023-2024

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@gmail.com**
- Address **N.S.S. TRAINING COLLEGE, PANDALAM**
- City/Town **PANDALAM PATHANAMTHITTA**
- State/UT **KERALA**
- Pin Code **689501**

2. Institutional status

- Teacher Education/ Special Education/Physical Education: **Teacher Education**

- Type of Institution **Co-education**
- Location **Semi-Urban**

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

- Name of the Affiliating University **University of Kerala**
- Name of the IQAC Co-ordinator/Director **Dr. TARA S. NAIR**
- Phone No. **9496257439**
- Alternate phone No.(IQAC) **Nil**
- Mobile (IQAC) **Nil**
- IQAC e-mail address **iqacnssstcpdlm@gmail.com**
- Alternate e-mail address (IQAC) **nil**

3. Website address

- Web-link of the AQAR: (Previous Academic Year) **<http://www.nsstcpdlm.org/>**
- **<http://www.nsstcpdlm.org/IQAC-Minutes.php>**

4. Whether Academic Calendar prepared during the year?

- if yes, whether it is uploaded in the Institutional website Web link: **<http://www.nsstcpdlm.org/college-calendar.php>**

5. Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 2	A	3.24	2014	24/09/2014	23/09/2019

6. Date of Establishment of IQAC **15/12/2005**

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

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

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

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

9.No. of IQAC meetings held during the year 3

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

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

- If yes, mention the amount

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

Capacity Building Programmes

Observing days of national importance

Outreach programmes

Awareness classes

Skill Development Workshops

Gender Sensitization programmes

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
Orientation to Teacher Eligibility Tests	Placement
Workshop on Lifeskills	Self awareness, Leadership
Teachers' day celebration	Reverence for Teachers and passion for teaching profession
Mental Health Day	Promote and protect everyone's mental health as a universal human right
National Education Day	Transformative Education through Data
World AIDS Day	Prevention is better than cure

13.Whether the AQAR was placed before statutory body? **No**

- Name of the statutory body

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

14.Whether institutional data submitted to AISHE

Part A**Data of the Institution**

1.Name of the Institution	N.S.S. TRAINING COLLEGE, 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	principaltcpdlm@gmail.com
• Address	N.S.S. TRAINING COLLEGE, PANDALAM
• City/Town	PANDALAM PATHANAMTHITTA
• State/UT	KERALA
• Pin Code	689501
2.Institutional status	
• Teacher Education/ Special Education/Physical Education:	Teacher Education
• Type of Institution	Co-education
• Location	Semi-Urban
• Financial Status	UGC 2f and 12(B)

• Name of the Affiliating University	University of Kerala				
• Name of the IQAC Co-ordinator/Director	Dr. TARA S. NAIR				
• Phone No.	9496257439				
• Alternate phone No.(IQAC)	Nil				
• Mobile (IQAC)	Nil				
• IQAC e-mail address	iqacnsstcpd1m@gmail.com				
• Alternate e-mail address (IQAC)	nil				
3. Website address	http://www.nsstcpd1m.org/				
• Web-link of the AQAR: (Previous Academic Year)	http://www.nsstcpd1m.org/IQAC-Minutes.php				
4. Whether Academic Calendar prepared during the year?	Yes				
• if yes, whether it is uploaded in the Institutional website Web link:	http://www.nsstcpd1m.org/college-calendar.php				
5. Accreditation Details					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 2	A	3.24	2014	24/09/2014	23/09/2019
6. Date of Establishment of IQAC			15/12/2005		
7. Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNMTT etc.					
Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount	
nil	nil	nil	Nil	00	
8. Whether composition of IQAC as per latest NAAC guidelines			Yes		
• Upload latest notification of formation of IQAC			View File		

9.No. of IQAC meetings held during the year	3
• Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?	Yes
• (Please upload, minutes of meetings and action taken report)	View File
10.Whether IQAC received funding from any of the funding agency to support its activities during the year?	No
• If yes, mention the amount	
11.Significant contributions made by IQAC during the current year (maximum five bullets)	
Capacity Building Programmes	
Observing days of national importance	
Outreach programmes	
Awareness classes	
Skill Development Workshops	
Gender Sensitization programmes	
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
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National Education Day	Transformative Education through Data
World AIDS Day	Prevention is better than cure

13.Whether the AQAR was placed before statutory body?	No
<ul style="list-style-type: none"> • Name of the statutory body 	

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

14.Whether institutional data submitted to AISHE	
Year	Date of Submission
2023-2024	07/01/2025

15.Multidisciplinary / interdisciplinary
<p>To strengthen multidisciplinary education in prospective teachers and provide rigour in conceptual development, areas that are directly relevant to school education e.g., psychology, child development, linguistics, sociology, philosophy, economics, and political science as well as science education, mathematics education, social science education, and language education programmes are taught in our teacher education institution. Opportunities are created in an ecosystem that fosters holistic and multidisciplinary learning. Furthermore, fostering a supportive environment through community outreach and extension programmes fosters the cultivation of critical thinking, problem-</p>

solving, adaptability, and a lifelong love of learning. Through a strong foundation in core foundational skills, a flexible and diverse curriculum, and innovative pedagogical approaches, NEP 2020 offers the potential to nurture well-rounded future ready individuals who can contribute meaningfully to society. Inter-subject collaborations are executed in realistic ways. The M.Ed. course envisions elective courses that equip teacher educands with the skills to facilitate learner-centric approaches, integrate technology, and effectively manage diverse learning styles within a multidisciplinary curriculum. The research centre offers opportunities for undertaking research in diverse fields of education.

16. Academic bank of credits (ABC):

NEP 2020 envisages ABC 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. Student-centric pedagogic practices that encourage prospective teachers to have academic collaboration integrating activities with other institutions are envisaged.

17. Skill development:

The most rewarding experience in the initial teacher preparation programme is Internship specified in the Teacher Education Curricula that prepares prospective teachers and teacher educands 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, demonstration and criticism

classes, 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 educands in reflecting on the linkages between the self and one's professional practice emphasising the development of personal and professional competencies. Lesson plans/Records have to be maintained by all student-teachers. Preparation of Diagnostic Test, Achievement Test, Internship diary/Reflective Journal, MCQ battery, Reading and reflecting on text, blog updation (1. Bi-Weekly report of school experiences including curricular, co-curricular and extension activities, 2. Innovative work during practice teaching-1 no.), are mandatory. Appropriate remedial measures have to be adopted on the basis of the analysis of the Diagnostic test. The scores of the Achievement test are analyzed quantitatively and qualitatively employing necessary statistical measures.

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

NEP 2020 recognizes the rich heritage of ancient and eternal Indian knowledge and thought as a guiding principle. The Indian Knowledge Systems (IKS) that comprise of Jnan, Vignan, and Jeevan Darshan have been evolved out of experience, observation, experimentation, and rigorous analysis. This tradition of validating and putting into practice has impacted our teacher education. The Bhartiya way is sustainable and strives for the welfare of all. It is important that we regain the comprehensive knowledge system of our heritage and demonstrate the 'Indian way' of doing things to the world. This requires training generations of scholars who will demonstrate and exemplify to the world a way of life so unique and peculiar to our great civilization. University of Kerala has took initiatives to familiarize and enthuse faculty about the Indian Knowledge Systems (IKS) and identify strategies to incorporate IKS into their specific classroom teachings. In the teacher education curriculum these

are ensured by emphasizing historical contributions, connecting to everyday life, and integrating cultural contexts that enhance the learning experience for students, fostering a deeper appreciation for the subject. Pedagogical approaches in Indian Education, analysis of pedagogical approaches rooted in the Indian knowledge system, study of traditional Indian teaching methods like Gurukula and Ashram systems, understanding the role of storytelling, experiential learning, and oral traditions in Indian education, integration of arts, music, dance, and Yoga in the teaching-learning process and exploring how technology can be harnessed to learn IKS. NEP Orientation and Sensitisation programmes conducted by various agencies such as UGC-HRDC PMMMNMTT (Malavya Mission Teacher Training Center) were familiarized to faculty to delve deep in IKS.

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

OBE organizes the curriculum, instruction style and assessment pattern for all course in an effective manner ensuring that the learning ultimately happens. Such Learning involves transformation in the learner. The teaching-learning methodology envisaged by the University of Kerala is more concentrated on what students should learn rather than what they were taught and were expected to do. The University of Kerala also attempts to blend character and skills along with a creative urge to excel such that they can play a major role in the betterment of society, act as responsible citizens and contribute to the nation as a whole. The LOCF for undergraduate and postgraduate education is based on specific learning outcomes and academic standards expected to be attained by graduates of a programme of study. However, an outcome based approach identifies moves way from the emphasis on what is to be taught to focus on what is actually learnt by way of demonstrable outcomes. This approach provides greater flexibility to the teachers to develop and the students to accept and adopt different learning and teaching pedagogy in an interactive and participatory ecosystem. The idea is to integrate social needs and teaching practices in a manner that is responsive to the need of the community. Assessment methods have to be based on Blooms action verbs or stem words for ascertaining the knowledge categories and cognitive levels. Institutions especially universities and colleges have to bring about necessary changes in the organizational structure for facilitating the OBE based evaluation as new normal in higher education institutions. The outcomes of learning are also referred to as Outcomes, Learning Outcomes, Intended Learning Outcomes, Instructional Objectives, Educational Objectives, Behavioural

Objectives, Performance Objectives, Terminal Objectives, Subordinate Skills, Subordinate Objectives, General Instructional Objectives, Specific Learning Outcomes, and Competencies. An outcome of education is what the student should do at the end of a program/course/ instructional unit. An outcome is a functional ability, including attributes, skills, and knowledge.

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. Various asynchronous learning activities like podcasts, short videos, etc. are prepared that increase student engagement and reduce cognitive load. Online examination is conducted by the university at the end of Semester IV in the college, the duration is one hour fifteen minutes (75 minutes) with 50 multiple choice question items. All the rules with respect to online examination will be applicable here. A question bank with sufficient multiple-choice items created separately for EDU-14 & EDU-15 as per the respective curriculum requirements/components and uploaded in the web site. Students have to answer 50 items in 75 minutes in both the examinations. e-content is developed by students and teachers for instructional purposes.

Extended Profile

1. Student

2.1	146
Number of students on roll during the year	

File Description	Documents
Data Template	View File

2.2	155
Number of seats sanctioned during the year	

File Description	Documents
Data Template	View File
2.3 Number of seats earmarked for reserved categories as per GOI/State Government during the year:	15
File Description	Documents
Data Template	View File
2.4 Number of outgoing / final year students during the year:	79
File Description	Documents
Data Template	View File
2.5 Number of graduating students during the year	79
File Description	Documents
Data Template	View File
2.6 Number of students enrolled during the year	146
File Description	Documents
Data Template	View File
2.Institution	
4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	7738189
4.2 Total number of computers on campus for academic purposes	30
3.Teacher	
5.1	16

Number of full-time teachers during the year:

File Description	Documents
Data Template	View File
Data Template	No File Uploaded

5.2	16
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Number of sanctioned posts for the year:

Part B

CURRICULAR ASPECTS

1.1 - Curriculum Planning

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

The Institution is affiliated to University of Kerala and hence the curriculum for the B.Ed. and M.Ed. programmes are prepared by the University. Faculty members discuss the curriculum in detail. Feedback on curriculum from faculty of the college as well as from other universities are collected, analyzed and forwarded to the university. Faculty members who work as members of Board of studies, Faculty and Academic Council suggest changes and improvements in the curriculum periodically. The college staff council meets once in every month to monitor the curricular and co-curricular programmes and informs the Principal on important decisions. The Principal convenes staff meeting to communicate major decisions and to get a feedback from teachers. The college supports and facilitates teachers to participate in seminars, workshops and conferences on curriculum revision and implementation. In-house mechanisms to adapt curricula to local context are framed to support wellbeing, inclusion and success building upon the UNESCO 2018 report that focus on learner diversity with a ripple effect both within and beyond the classrooms. Inclusion of indigenous knowledge in curricula with culturally sensitive content relevant, meaningful, respectful and responsive to learners' culture and lived experiences aims to inform decision-making about fundamental aspects of day-to-day life.

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	B. Any 5 of the above
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File Description	Documents
Data as per Data Template	View File
List of persons who participated in the process of in-house curriculum planning	View File
Meeting notice and minutes of the meeting for in-house curriculum planning	View File
A copy of the programme of action for in- house curriculum planned and adopted during the academic year	View File
Any other relevant information	No File Uploaded

1.1.3 - While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) for all programmes offered by the institution, which	B. Any 3 of the Above
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are stated and communicated to teachers and students through Website of the Institution
Prospectus Student induction programme
Orientation programme for teachers

File Description	Documents
Data as per Data Template	View File
URL to the page on website where the PLOs and CLOs are listed	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	View File

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

14

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

0

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

1

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.

In an attempt to instill in student teachers/teacher educands' competencies such as emotional intelligence, critical thinking and self-introspection, reflective sessions are arranged after each teaching session so that trainees can benefit by sharing experiences, plan, modify, and regulate their teaching and associated activities in the next phase more effectively and nurture the necessary emotional maturity to handle the young minds in a creative and dynamic manner. Arranging teaching practices in different phases facilitates planned progressive behavior modification in student teachers. The gaps between entry behavior and expected learning outcomes are constructively bridged. The eight optional subjects have their respective clubs which arrange variety programmes such as expert talks, seminars, exhibitions, quiz programmes, celebrating days of national and international importance. These activities promote valuable skills of negotiation, communication, collaboration, taking up responsibilities and ability to plan and organize which are indispensable for 21st century teachers to deal with generation Z. Exposure to key theoretical concepts of Educational Psychology, Philosophy of Education, Educational management. Educational technology combines Blended learning Classroom contact sessions (Lectures, Tutorials and Practicals) Workshops/ Seminars/ project work, internships and assignments, preparation of MCQ Test Battery. The procedural knowledge developed on know-how to perform teaching-learning skills through practical hands-on activities done.

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

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

Schools are the initial enablers of progress and a healthy

perspective towards lifecontributing to wholesome development of general intellect amongst its citizens as a nation, and thereby rapid development of India in recent times. Student teachers and teacher educands are made to understand that a community is built on trust and mutual respect, something that can be imparted to children from classroom levels. They are given an introduction of the school system in India, how it had evolved in a remarkable way starting from Gurukula system of ancient period, about ancient world class universities such as Nalanda, Takshashila which trained students in mathematics, medicine, astronomy, and politics to become one of the largest formal establishments of its kind in the world. They are briefed about the different education systems that prevail simultaneously - CBSE, CICSE, IB Curriculum and State Boards. All leading school boards in India are discussed and student teachers encouraged to prepare assignments by comparing these streams on 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 perspectives in teaching and evaluation, curriculum, difficulty level and other factors of student's overall development.

File Description	Documents
Action plan indicating the way students are familiarized with the diversities in Indian school systems	View File
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

1.3.3 - Students derive professionally relevant understandings and consolidate these into their professional acumen from the wide range of curricular experiences provided during Teacher Education Programme Describe the efforts made by the institution to enable students to develop understanding of the interconnectedness of the various learning engagements and to make them ready for the professional field in not more than 100-200 words

Classroom contact sessions (Lectures, Tutorials and Practicals), workshops, seminars, project work, internship and assignments constitute course delivery components. Student teachers are exposed to curriculum development of various boards of school education to develop 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 student teachers with school environment and day to day functioning of the school. School Internship programme for 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 prospective teachers. During this period student teacher perform tasks related to practicing the process of preparation of learning materials, teaching, assessment and evaluation, participate in academic activities of school under direct supervision, learn to set realistic goals in terms of learning, curricular content, and pedagogic practices, choose design, organize and conduct meaningful classroom activities and associate with children in multi-socio cultural environments and contexts. The M.Ed. curriculum is based on the conception of Education as professional preparation to become competent, empowered, committed, devoted, dedicated teachers.

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

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****72****2.1.1.1 - Number of students enrolled during the year****72**

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**14****2.1.2.1 - Number of students enrolled from the reserved categories during the year****14**

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 leaner'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	View File

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

2.2.3 - There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students No Special effort put forth in accordance with learner needs Only when students seek support As an institutionalized activity in accordance with learner needs Left to the judgment of the individual teacher/s Whenever need arises due to student diversity	Four of the above
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File Description	Documents
Relevant documents highlighting the activities to address the differential student needs	View File
Reports with seal and signature of the Principal	View File
Photographs with caption and date	View File
Any other relevant information	No File Uploaded

2.2.4 - Student-Mentor ratio for the academic year
5:1
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 educands 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

152

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

Five/Six of the above

File Description	Documents
Data as per Data Template	View File
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	View File
Geo-tagged photographs wherever applicable	View File
Link of resources used	https://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
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File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the selected response/s	View File
Reports of activities 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	No File Uploaded

2.4 - Competency and Skill Development

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

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	Eight /Nine of the above
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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

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	View File

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

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	Four of the above
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interpret responses Teacher made written tests essentially based on subject content
Observation modes for individual and group activities Performance tests Oral assessment
Rating Scales

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

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

All of the above

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of each response selected	View File
Sample evidence showing the tasks carried out for each of the selected response	View File
Any other relevant information	View File

2.4.6 - Students develop competence to organize academic, cultural, sports and community related events through Planning and scheduling academic, cultural and sports

All of the above

**events in school Planning and execution
ofcommunity related events Building teams
and helping them to participate Involvement
in preparatory arrangements
Executing/conducting the event**

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

2.4.7 - A variety of assignments given and assessed for theory courses through Library work Field exploration Hands-on activity Preparation of term paper Identifying and using the different sources for study	Four of the above
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File Description	Documents
Data as per Data Template	View File
Samples of assessed assignments for theory courses of different programmes	View File
Any other relevant information	View File

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
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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

54

File Description	Documents
Data as per Data Template	View File
Plan of teacher engagement in school internship	View File
Any other relevant information	View File

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

Seven/Eight of the above

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

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

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

2.4.13 - Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include Effectiveness in class room teaching Competency acquired in evaluation process in schools Involvement in various activities of schools Regularity, initiative and commitment Extent of job readiness	Four of the above
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File Description	Documents
Format for criteria and weightages for interns' performance appraisal used	View File
Five filled in formats for each of the aspects claimed	View File
Any other relevant information	No File Uploaded

2.5 - Teacher Profile and Quality
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2.5.1 - Number of fulltime teachers against sanctioned posts during the year

13

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

264

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

264

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

duly assessed so as to materialize the learning outcomes envisioned.

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

2.7.4 - Performance of outgoing students in internal assessment

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

75

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

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

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

0

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

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

0

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

3.1.3 - In-house support is provided by the institution to teachers for research purposes during the year in the form of Seed money for doctoral studies / research projects Granting study leave for research field work Undertaking appraisals of institutional functioning and documentation Facilitating research by providing organizational supports Organizing research circle / internal seminar / interactive session on research	One of the above
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File Description	Documents
Data as per Data Template	View File
Institutional Policy document detailing scheme of incentives	No File Uploaded
Sanction letters of award of incentives	No File Uploaded
Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	No File Uploaded
Documentary evidence for each of the claims	View File
Any other relevant information	No File Uploaded

3.1.4 - Institution has created an eco-system for innovation and other initiatives for creation and transfer of knowledge that include Participative efforts (brain storming, think tank etc.) to identify possible and needed innovations Encouragement to novel ideas Official approval and support for innovative try-outs Material and procedural supports	One of the above
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File Description	Documents
Documentary evidences in support of the claims	View File
Details of reports highlighting the claims made by the institution	No File Uploaded
Reports of innovations tried out and ideas incubated	No File Uploaded
Copyrights or patents filed	No File Uploaded
Any other relevant information	No File Uploaded

3.2 - Research Publications

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

11

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

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

8

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

6

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

72

File Description	Documents
Event-wise newspaper clippings / videos / photographs with captions and dates	No File Uploaded
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

75

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

75

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.

On February 27th 2023 World Sustainable Energy day, Bhoomitra Biodiversity Club members visited neighbouring houses to conscientize people on the need of saving energy which is a need of the hour. World Environment Day was celebrated on 5th June 2023 and various competitions related to the theme were conducted for teachers and students of various departments. " Kilikkood" making competition and photography competition "snap the insect world" were the innovative competitions organised by the club. To promote love for nature in the young minds vegetable seeds and sapling distribution was done. Similarly two more activities taken up by the Biodiversity club are the observance of World Mosquito Day

(20/8/2023) and a workshop on Eco friendly practices (12/07/2023) for D.EL.Ed students to instill in the society an awareness on health practices and Eco friendly practices. Sabri Nature Club organised an awareness talk "Our umbrella zone" on 13th September 2023 at Government HSS Thottakonam to educate youth. On 2nd February 2024 in connection with the world wetland day observation Sabari Nature Club organised an awareness campaign across various panchayats in different district of Kerala. The club members visited households of Nine panchayats and handed over pamphlets including tips to conserve wetlands.

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

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

0

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

3.4 - Collaboration and Linkages

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

0

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

0

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

0

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

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

Three/Four of the above

File Description	Documents
Data as per Data Template	View File
Report of each activities with seal and signature of the Principal	View File
Any other relevant information	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

Our college has an efficient and innovative method to maintain the physical and academic support facilities. Spacious well-ventilated and adequately furnished classrooms are for programmes offered. Library is renovated with updated software and provide Inflibnet facility for students and staff. Well equipped computer lab with high speed internet facility is used by Ph.D. research scholars, teachers and B.Ed./M.Ed. students. Separate laboratory facilities associated with science subjects and core/elective education offers for science students. Audio visual aids are provided for technology classes. Students are encouraged to make use of our computer and library facilities for their projects and presentations. To maintain physical and mental fitness college provide various sports and games facilities like, badminton, chess carrom, table tennis etc. Also we have a well equipped gymnasium with multi stations. Students are motivated to use the sports and gymnasium facilities to prevent lifestyle diseases. Stable and proper maintenance has helped the optimum usage of infrastructure facilities. Purchase and maintenance of equipment for laboratories, sports, computer labs, audio visual aids are done with the help of PTA and government funds. RUSA funded Multipurpose hall was inaugurated on February 22nd 2024 for use in all programmes offered. for horizontal and vertical growth.

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

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

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.nsstcpd1m.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)

6055818

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

4.2 - Library as a Learning Resource

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

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. The computerization of the library is done through software called Grandha. All books and theses are barcoded by Grandha Software for B. Ed, M.Ed and research scholars. 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 is 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.

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	View File

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

Our institution has remote access to library resources which students and teachers use frequently. The version DDC Dewey Decimal Classification of the GRANDHA software is utilised by students and staff.

File Description	Documents
Landing page of the remote access webpage	View File
Details of users and details of visits/downloads	View File
Any other relevant information	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 /membership 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)

0.013185

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

123

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	http://www.nsstcpdlm.org/library.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

Two of the above

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

File Description	Documents
Data as per Data Template	View File
Any other relevant information	View File

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

Integration of information and communication technologies help revitalize teachers and students to complement classical teaching techniques, particularly in difficult subject areas. Teachers are involved in the preparation of online teaching resources, multimedia presentation and developing online lectures. Teachers share meaningful and engaging learning experiences for students, strategically using ICT enquiry based innovative learning techniques. The computer lab is 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 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 uninterpreted network during examinations. High speed fibre internet connection with WiFi is provided in the office and principal's room for administrative purpose and library for accessing digital resources. The office is equipped with computers, printers and scanners. An interactive white board is there in the seminar hall. Webinars have become successful in giving the students and research scholars' exposure to the greater academic world by arranging lectures and dialogues by eminent speakers. It also creates the academic platform for students, scholars and teachers to represent their research.

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

4.3.2 - Student – Computer ratio during the academic year**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	No File Uploaded
Any other relevant information	No File Uploaded

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

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

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

File Description	Documents
Data as per Data Template	View File
Link to videos of the e-content development facilities	Nil
List the equipment purchased for claimed facilities along with the relevant bills	No File Uploaded
Link to the e-content developed by the faculty of the institution	https://youtu.be/N108j74geoc?si=RGboSy7wu0JnfXkJ
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)

1.89325

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

Our college has an efficient and innovative method to maintain the physical and academic support facilities. Library is renovated with updated library software and provide Inflibnet facility for students and staff. Well equipped computer lab with high speed internet facility is used by research and other students. Separate laboratory facility offers for science students. Audio visual aids are provided for technology classes. Students are encouraged to make use of our computer and library facilities for their projects and presentations. To maintain physical and mental fitness college provide various sports and games facilities like, badminton, chess

carrom, table tennis etc. Also we have a well-equipped gymnasium with multi stations. Students are motivated to use the sports and gymnasium facilities to prevent lifestyle diseases. Our students achieve medals in different intercollegiate competitions like judo, wrestling, karate, and wushu by utilizing these facilities. Purchase and maintenance of equipment for laboratories, sports, computer labs, and audio visual aids are done with the help of PTA and government funds.

File Description	Documents
Appropriate link(s) on the institutional website	http://www.nsstcpd1m.org/infrastructure.php
Any other relevant information	View File

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

5.1.2 - Available student support facilities in institution are Vehicle Parking Common rooms separately for boys and girls Recreational facility First aid and medical aid Transport Book bank Safe drinking water Hostel Canteen Toilets for girls Indicate the one/s applicable	Nine or more of the above
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File Description	Documents
Geo-tagged photographs	View File
Any other relevant information	No File Uploaded

5.1.3 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees	B. Any 3 of the above
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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)	Three of the above
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File Description	Documents
Data as per Data template	View File
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	No File Uploaded
Report of the Placement Cell	View File
Any other relevant information	View File

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

Number of students placed as teachers/teacher educators	Total number of graduating students
8	75

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).

5

File Description	Documents
Data as per Data Template	View File
Details of graduating students and their progression to higher education with seal and signature of the principal	View File
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

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

78

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

The student council represents the student body and provides a platform for students to voice their opinions, concerns and ideas. They typically engage in various activities, including organising various events, advocating for student needs and fostering a sense of oneness on campus. The selection to the council is made strictly following directions given by the University of Kerala. The election is done democratically. Elected members take charge of office after oath-taking. Every activity in the institution is discussed with the student council members and decisions taken. It facilitates communication between students, teachers and administrators, organizing co-curricular and extracurricular activities, represents and advocates for students, fosters a student-friendly environment. It bridges authorities, teachers and students addressing their ideas, interests and concerns. Comprising elected members from B.Ed. and M.Ed. programmes, it collaborates with the principal, staff advisor and teachers. As an interface between students and administration, identifies and addresses student-related issues. It actively contributes to the institution's development and progress. Students interested in joining the Council fill out application forms within a specified period. Representatives are selected from each optional class, and office bearers are chosen from among them. Throughout the academic year, the Council works for the welfare of students and the college.

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

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

33

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

5.4 - Alumni Engagement

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

The academic year 2023-'24 marked a lot many initiatives of our alumni association. It began with an interactive session for the newly joined students. Students of 1992-1993 batch gave an orientation to the new batch of students and representatives of both the batches performed cultural programmes. Another major event was re-union of 1992-1993 batch in the 30th year commenced on 9/9/2023 and inaugurated by the renowned lyricist Shri Vayalar Sharatchandra Varma. The reunion programme named 'Thirike 92' was blessed with presence of the then teachers of college who were honoured in 'Guruvandanam' programme. Reflections of experiences of college days by alumni members, who now hold many respectable positions in society, enlightening talks by teachers and inaugural address by Chief Guest, cultural programmes and photo sessions enriched the programme. A significant contribution of 1992-1993 batch students, of which one among them is a teaching faculty of the College, was the donation of 46 brand new books worth Rs.15000/- to the library on 2/2/2024. The same day the valedictory meeting of community living camp was inaugurated by chairman of the college union of 1992-1993 batch and the function was chaired by their classmate, presently working as a teaching faculty in the college.

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

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

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

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	View File

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

Our Alumni Association fosters a lifelong spirit of belonging and pride by connecting alumni, students, and friends to the college. It acts as an effective support system to the institution in motivating students as well as recognizing, nurturing and furthering special talents needed for the profession. At the beginning of each academic year alumni members are invited to the institution for various activities. They share their success stories in their respective careers 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 serve as resource persons in disseminating new knowledge and foster capacity building in them. Their involvement in outreach and extension activities also inspires students to understand the significance of community engagement.

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

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

'Yoga karmasukowsala' meaning "Skill in Action is Yoga" is the vision of our institution. 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 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 each 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. IQAC is an active body in enhancing institutional quality.

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

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

The institution has various decision-making bodies with members from teaching, non-teaching, students and parents. The policy decisions are taken by the management in consultation with the college authorities. PTA is formed every academic year and a general body meeting is held to elect members of the executive council. Planning of various institutional activities is done in the PTA meeting after receiving suggestions from both parents and teachers. PTA meetings are held at regular intervals to discuss various matters. Academic and administrative decisions are made in staff meetings. The internal quality assurance cell of the college chalk out different academic and non- academic programmes to improve the quality. All the decisions taken in the IQAC meeting

are based on the ideas and suggestions given by faculty members, alumni representative, members representing our local education community and student representative. All other decision-making bodies such as anti-ragging committee, anti-sexual harassment committee, discipline committee and grievance redressal committee function in a pattern where decentralization and participative management are given due significance. The admission procedure ensures transparent mechanism to aid the process. The College Council is active and aids in the decision making processes of the college.

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

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

The income received and expenditure incurred is accounted for and documented in various registers of the college and the principal countersigns each register regularly for financial transparency. 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 are held to discuss the issues and changes needed in their academic aspects. Admission is done strictly following University and State norms. For B.Ed. it is done through the University admission portal. For M.Ed. programme also the rank list prepared by the University. Rank list is published via online mode and certificates verification and all other admission procedures completed in the college.

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 2023- 2024 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 college 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 of Kerala. 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 the Education Secretary and their office manage the administrative aspects 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, student community 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 government 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 Accounts Student Admission and Support Examination System Biometric / digital attendance for staff Biometric / digital attendance for students

Five/Six of the above

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

Various bodies / cells / committees are functioning in the college. The decisions of their functioning are discussed and resolutions made for their effective functioning. Principal and staff approves the decisions made in the staff meeting as well as in the staff council meeting for furthered decision making. The institution has several major bodies constituting respective cells, committees and clubs through which different functions are executed for student engagement and skill empowerment. The PTA functioning in the college functions under the supervision and guidance of the PTA committee. It includes representatives from staff and parents. The parents of UG and PG programmes are invited to the college for periodic meetings and academic events. The executive members are selected in the General Body meeting held annually. The meetings are convened by the Principal.

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

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 Ph.D. 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

0

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

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

0

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 Faculty Members are 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	View File

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. This year the audit was done for the period from 01/04/2023 to 31/03/2024 on the following heads- Balance sheet as on 31-3-24, Income and expenditure account for the year 01-04-23 to 31-03-24, Receipts and payments account

for the year 01-04-23 to 31-03-24, Receipts and payments account for the year 01-04-23 to 31-03-24, (PTA). External auditing was done by the chartered accountant Mr.Rajeev Chandran Associates

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.

Funds are allocated for different activities in the college after the decisions taken by PTA Executice Committee and all records approved by the Principal are maintained by PTA Secretary. The total expenditure statement is presented before the PTA General Body for approval. The PTA fund is allocated for student needs for various academic, co-curricular and extension activities. All government accounts are utilised according to government guidelines. Library software installed using PD account.

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 for quality enhancement of the institution. Regular meeting of IQAC helps the institution in organizing quality enhancement programmes. IQAC meetings are convened three times in a year. Necessary actions were taken by the IQAC to accomplish the resolutions of the committee. Develops a comprehensive quality assurance framework that outlines the college's goals, objectives, and performance indicators. This framework serves as a guide for evaluating and improving various aspects of the institution. Regularly assess and review academic programmes to ensure they align with institutional needs, accreditation standards and the overall mission of the college, teaching methodologies and learning outcomes. Annual Quality Assurance Reports are sent under the leadership of IQAC. Our institution has submitted Annual Quality Assurance Reports up to the academic year 2022-23. Strives to foster a culture of continuous improvement by regularly reviewing and updating policies, procedures, and practices. Encourage feedback from stakeholders to drive positive changes. Feedback collected from students, teachers and alumni are analysed. Recommendations are given based on feedback analysis so that the institution can develop more in terms of quality. Regularly assess facilities to create an optimal learning environment. Organized resource talks and raise 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	View File

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

The institution reviews its teaching-learning process periodically through IQAC and takes steps to improve the quality of it. This involves examining the curriculum, pedagogical strategies/methods, assessment tools and techniques, internship mechanisms and so on. Identifies and establishes learning outcomes and resources to implement instructional strategies. As learning is a cardinal factor of teaching, several aspects are considered in evaluation. IQAC demonstrates commitment for the promotion of academic excellence through a critical focus on academic and research excellence in the diverse academic programmes offered. Emphasises the implementation of programme outcomes in consonance with the vision and mission of the college. In pursuance of this process it works with clubs and departments to focus on discipline specific skills, transferable generic skills, employability and citizenship. This gauges training needs, outlines and establishes objectives, and employs new strategies to impart knowledge. Activities were organised to develop critical thinking abilities and problem solving through practicing life skills. Application based stimulatory problems and collaborative exercises are adopted to develop skills to approach challenges strategically. Feedback obtained from students, teachers and alumni were properly analysed and discussed for making appropriate changes and to implement necessary improvements. Students and faculty members are motivated to use ICT.

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

16

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	View File

6.5.4 - Institution engages in several quality initiatives such as Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements Timely submission of AQARs (only after 1st cycle) Academic Administrative Audit (AAA) and initiation of follow up action Collaborative quality initiatives with other institution(s) Participation in NIRF	Two of the above
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File Description	Documents
Data as per Data Template	View File
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)	View File
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

Our institution has made incremental improvements in academic, administrative and research aspects. Regarding academic outputs our college constantly acquire sparkling achievements in University exams. Students secure ranks with notable grades in B.Ed. and M.Ed. programmes. Our library has access for NLIST and INFLIBNET providing access to e-resources.. Faculty receive awards for their notable success. Research Centre of our college established in 2015 promotes research in education and develops 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 deliberations to meet the required standards of research excellence. All research activities are managed by the research team in the college. To maintain a remarkable momentum, our research centre has been promoting collaboration between other research centres as well. . Paperless office is implemented through effective e-governance mechanisms.

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.

Energy conservation is taught as the act of reducing energy use to avoid waste, save money, and reduce the environmental impact. In the framework of sustainable energy planning it allows the more expensive alternatives, such as renewables, to become more advanced and cost-effective, while we conserve as much as possible. Conservation has a behavioral aspect to it so our institution is committed to fostering sustainability by revolutionizing our approach to power consumption. 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 Equipments 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. We champion a shared transportation system to curtail fuel consumption in private vehicles. 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	View File

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

Teacher training can influence the integration of sustainability education in schools. Well trained teachers could implement eco-friendly and sustainable practices creating a culture of environmental awareness. Hence innovation and dedication to sustainability sweeps through our student body, inspiring transformation from waste to wonders. Our students are not just learners but creators, spurred to reimagine waste materials into captivating useful products. Within our sanctuary of learning, waste finds new purpose as it is meticulously collected and sorted into distinct categories of wet, dry, plastic waste. Effective waste management unfolds the commitment to segregation and recycling. Collaboration thrives among students and faculty, 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 proper disposal with Municipality Haritha Karma sena. 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 sanctity of environment. Water conservation seamlessly integrated, ensuring every drop is cherished, preventing any unwarranted; thrives as a testament to 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	View File

7.1.3 - Institution waste management practices include Segregation of waste E-waste management Vermi-compost Bio gas plants Sewage Treatment Plant	One of the above
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File Description	Documents
Documentary evidence in support of each selected response	View File
Geo-tagged photographs	View File
Income Expenditure statement highlighting the specific components	No File Uploaded
Any other relevant information	No File Uploaded

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

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

An unwavering commitment to pristine beauty and unblemished serenity lies in the heart of our campus as a testament to our devotion to sanitation 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 uphold 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[1]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	View File

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

Three of the above

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

Local wisdom in learning is identified by our college as an effort to increase cultural knowledge. Context-specific locally informed programmes are established that align and support communities' values and way of life. This provides opportunity to get to know local culture and embed it in instructional activities. The Bhoomitra Biodiversity Club and Sabari Nature Club embrace a community-centric ethos ever-committed to creative Initiatives that transcend boundaries, reaching for solutions to pressing community needs. Our canvas includes lecture series by eminent personalities, cultural exchanges, and community camps fostering trust leveraging local environment exploring how to support regional, rural and urban student teachers. Capacity building

strategies resonates in nearby schools, educating vital social issues. Each endeavor reflects our unwavering dedication to uplift and empower 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. Local understandings are used as the basis of character education, skill and attitude development that offer learning opportunities in three dimensions: teachers' knowledge and beliefs, creation of professional community, and development of teaching-learning artifacts.

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

7.1.9 - The institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic sensitization programmes in this regard: The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff Annual awareness programmes on the Code of Conduct are organized	C. Any 2 of the above
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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 institution's 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 consultative 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:

- 22 Actions for Biodiversity
- Promote 4R activities

EVIDENCE OF SUCCESS: It inculcates strong commitment to environmental sustainability practices and eco-friendly lifestyle and behaviour

PROBLEMS ENCOUNTERED: 1. Lack of time and no credits for students.

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
3. To get together with peers on volunteering service
4. To establish social roles that can provide a sense of meaning and purpose in life

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 on the special day of "Thiruvabharanam Procession" at Pandalam in connection with Makaravilakku at the Holy Sabarimala.

EVIDENCE OF SUCCESS: It provides a direct interaction with the students to a large multi[1]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

Humanity is not about maintaining a gracious relationship between one another in the society but it is about building a bond amongst the society with the help of sustainable values. We rever Gandhiji who always held service in high regard and in his own words, "I am endeavouring to see God through service of humanity; for I know that God is neither in heaven, nor down below, but in everyone." Service to humanity has taken many forms in today's society. "Service to man is service to God" is a timeless and profound philosophy that emphasizes the importance of helping and serving others as a way of serving a higher purpose. Practicing Service Learning in our institution focuses on creating student engagement within the community that will allow for personal growth, skills and dispositional development such as empathy to have a meaningful effect on their lives. educational experience in which students participate in an organized service activity that meets identified community needs and reflect on the activity to have broader appreciation of life realities and an enhanced sense of personal values and civic responsibility. Built into the curriculum, it involves student reflection and community engagement in collaboration with Local Self Government also.

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