YEARLY STATUS REPORT - 2022-2023

Part A	
Data of the Institution	
1.Name of the Institution	**N S S Training College, Ottapalam**
• Name of the Head of the institution	**Prof. (Dr.) Ampili Aravind**
• Designation	**Principal**
• Does the institution function from its own campus?	**Yes**
• Alternate phone No.	**04662244359**
• Mobile No:	**9447455051**
• Registered e-mail ID (Principal)	**nsstcottapalam@gmail.com**
• Alternate Email ID	**ampiliaravind@gmail.com**
• Address	**TB Road**
• City/Town	**Ottapalam**
• State/UT	**Kerala**
• Pin Code	**679101**
2.Institutional status	
• Teacher Education/ Special Education/Physical Education:	Teacher Education
• Type of Institution	**Co-education**
• Location	**Urban**

• Financial Status	**UGC 2f and 12(B)**	
• Name of the Affiliating University	**Calicut University**	
• Name of the IQAC Co-ordinator/Director	**Dr K S Sajan**	
• Phone No.	**9496354916**	
• Alternate phone No.(IQAC)	**9400404228**	
• Mobile (IQAC)	**9400404228**	
• IQAC e-mail address	**nsstciqac@gmail.com**	
• Alternate e-mail address (IQAC)	**sajan@nssce.org**	

3.Website address	www.nssce.org
• Web-link of the AQAR: (Previous Academic Year)	link
4.Whether Academic Calendar prepared during the year?	**Yes**
• if yes, whether it is uploaded in the Institutional website Web link:	https://nssce.org/academic-calender/

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	**B++**	**NIL**	**2005**	**Nil**	**Nil**
Cycle 2	**A**	**3.36**	**2016**	**21/09/2016**	**20/09/2021**

6.Date of Establishment of IQAC	**15/06/2021**

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**	**Nil**

8.Whether composition of IQAC as per latest NAAC guidelines	**Yes**
• Upload latest notification of formation of	No File Uploaded

IQAC		
9.No. of IQAC meetings held during the year	5	
• 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)	No File Uploaded	
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)

1) Celebrations International Anti-Drugs Day (June 25, 2022) Olympic Day Celebration (June 22, 2022) International Yoga Day (June 21, 2022) World Environment Day (June 4, 2022) World Tiger's Day (July 29, 2022) Onam Celebration (August 24, 2022) Independence Day Celebration (August 15, 2022) Christmas Celebration (December 23, 2022) Republic Day Celebration (January 26, 2023) ????????????????????? 2023 (February 21, 2023) 2) Awards and Recognition Congratulations to our students who qualified KTET Exam 2022 (October 21, 2022) Congratulations to our students who qualified SET Examination (January 29, 2023) Congratulations to our students who qualified UGC NET and JRF (February 19, 2023) Congratulations to our CTET achievers 2023 (March 12, 2023) Congratulations to our students who qualified CTET Examination (March 9, 2023) Congratulations to our winner of Quiz Competition (May 11, 2023) 3) Workshops and Training National Level Webinar Series On 'Rejuvenation Of Research And Publication Ethics (June 16, 2022) Two Day Online Workshop For Teacher Empowerment On Workspace For Education (July 14, 2022) Webinar On Planning For Better Career (July 9, 2022) Three Day Workshop On Administration And Scoring Of Psychological Tools (August 19, 2022) Workshop On Administration And Scoring Of Psychological Tools For M. Ed Students (August 15, 2022) Lakshya-Physical Science Association (August 9, 2022) Shishak Parv, 2022 (September 6, 2022) One Day Workshop On Item Analysis (January 25, 2023) Ict Workshop And Certificate Course 2023 (January 15,

2023) National Webinar On Academic Support:Structures Exploring Excellence Through Experts (February 10, 2023) Data Analysis Workshop (March 23, 2023) Pi Day Celebration By Mathematics Department (March 18, 2023) Organized Orientation On Bed Practical Examination 2022 (March 11, 2023) 4) Other Activities Conducted Malayalam Association Inauguration (July 19, 2022) Conducted Eid Special Programme: Music Club Programmes (July 21, 2022) Participation In World Music Day 2022 Competition (July 20, 2022) Conducted Academic Induction Program (November 18, 2022) Organized PTA General Body And Executive Meeting 2022 (November 17, 2022) Conducted M Ed B Ed Induction Program (December 17, 2022) Energy Club Inauguration & National Energy Conservation Day Observance (December 16, 2022) Organized Yoga Workshop For Med Students From 14th To 20th December 2022 Organized Inflibnet Account Creation And Usage- Workshop (December 11, 2022) Organized World Aids Day Observance 2022 (December 1, 2022) Organized Consent Day Celebration (January 15, 202) Organized Ragam Music Club Inauguration (February 2, 2023) Organized Sports Meet 2023 (March 17, 2023)

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
Plan of action for the year 2021-22 ? Day celebrations should be enhanced ? Building construction and renovation should be completed before the NAAC visit ? COLLEGE LMS SHOULD BE SHIFTED TO A STABLE PLATFORM ? NEED TO CONDUCT SHORT TIME COURSES AND WEBINARS WORKSHOPS ETC ? Needed to enhance the activities of different clubs ? It is needed to develop an entrepreneurship club to enhance career prospects of students ? Students and teachers should be properly acknowledged for their achievements transfer and retirement ? It is high time to complete SSR for NAAC work	Nil

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

- Name of the statutory body

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

14. Whether institutional data submitted to AISHE

Year	Date of Submission
2022-23	Nil

15. Multidisciplinary / interdisciplinary

The college is committed to providing high-quality teacher education programs that meet the needs of the 21st century. To achieve this goal, the college will follow the suggestions of the National Council for Teacher Education (NCTE) and the university.

In addition to following the NCTE and university guidelines, the college is also proposing a number of initiatives to transform itself into a holistic multidisciplinary institution. These initiatives include:

- Starting BA Ed and BSc Ed integrated programs: These programs will provide students with a well-rounded education in both education and a specific subject area.
- Collaborating with the NSS Arts and Science College, Ottappalam: This collaboration will allow the college to offer a wider range of courses and to provide students with access to a wider range of resources.
- Commencing a three-year integrated B Ed-M Ed program: This program will allow students to earn both a bachelor's and master's degree in education in just three years.
- Commencing a five-year BA Ed-MEd integrated course: This course will prepare students to become teachers in the field of medicine.
- Incorporating Science, Technology, Engineering, and Mathematics (STEM) developments into the proposed integrated B Ed courses: This will ensure that students are prepared to teach in the 21st century, which is increasingly driven by STEM.

The college is confident that these initiatives will help it to transform itself into a holistic multidisciplinary institution that

is well-positioned to meet the needs of the 21st century.

The college will also follow the suggestions from the university to satisfy the theme.

16.Academic bank of credits (ABC):

Presently the college is not autonomous. It is affiliated to the The University of Calicut. The college will follow university directions
in maintaining ABC for B Ed and M Ed courses from time to time.

17.Skill development:

The college will
strengthen the SUPW activities to assure skill development in making art/craft materials
provide short-term or long-term courses in computer skills along with B Ed and M Ed course
Render value-added courses on counselling, personality development and developmental psychology to make them be practitioner in the scenario.
The college will organize programmes on outreach activities, yoga, national priority programmes (eg. SwachhBharath), residential community living camps and activities on developing social sensitivity.

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

The college is currently organizing a number of activities to promote awareness of Indian knowledge and ancient India's educational contributions. These activities include:

- Seminars: The college is hosting a series of seminars on topics such as the Bhagavad Gita, ancient Indian history, and Vedic education. These seminars will be open to all students, faculty, and staff.
- Invited lectures: The college is also inviting leading scholars to give lectures on Indian knowledge and culture. These lectures will be an opportunity for students to learn from experts in the field.
- Research: The college has a number of scholars who are conducting research on Indian knowledge and tradition. This research is helping to shed light on the rich and complex history of Indian thought.
- Medium of instruction: The college will continue to use English and Malayalam as the medium of instruction. This will

ensure that all students have access to the same educational opportunities, regardless of their language background.

- Celebration of festivals: The college will celebrate the festivals of all familiar religions in the region. This will help to promote India's secular life and to foster understanding between different religious communities.
- Self-study courses: The college is proposing to offer self-study courses on Indian traditional knowledge and values, as well as Indian art and culture. These courses will be an opportunity for students to learn about Indian culture at their own pace.
- Cultural activities: The college organizes a variety of cultural activities for students every week. These activities focus on Indian traditional art, culture, dance, music, and drama. They provide students with an opportunity to learn about and experience Indian culture firsthand.

These are just a few of the ways that the college is working to integrate Indian knowledge systems into its curriculum and culture. By doing so, the college is helping to ensure that its students have a well-rounded education that prepares them to be global citizens.

In addition to the activities mentioned above, the college is also working to develop a number of new initiatives to promote Indian knowledge systems. These initiatives include:

- Creating a Center for Indian Knowledge Systems: The college is planning to create a center that will bring together scholars, researchers, and students from all over the world to study and promote Indian knowledge systems.
- Developing an online repository of Indian knowledge: The college is working to develop an online repository of Indian knowledge that will make it accessible to people all over the world.
- Partnering with local organizations: The college is partnering with local organizations that promote Indian culture and education. These partnerships will help the college to reach a wider audience and to make a greater impact on the community.

The college is committed to integrating Indian knowledge systems into its curriculum and culture. By doing so, the college is helping to ensure that its students have a well-rounded education that prepares them to be global citizens.

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

Background

The University of Calicut has changed its B Ed curriculum to Outcome-Based Education (OBE) pattern from 2021 onwards. OBE is a student-centered approach to education that focuses on the learning outcomes that students are expected to achieve at the end of a course. The college will implement the new curriculum accordingly.

Unit Tests and Model Examinations

The college is conducting Unit Tests and Model Examinations on OBE method. This means that the tests are designed to assess whether students have achieved the learning outcomes that have been set for the unit or module. The tests are also designed to be challenging and to help students to improve their learning.

Internal Learning Tasks

The internal learning tasks are also carried out on OBE approach. This means that the tasks are designed to help students to achieve the learning outcomes that have been set for the course. The tasks are also designed to be varied and to provide students with opportunities to learn in different ways.

OBE Based Teaching-Learning Tasks

The college introduces OBE based teaching-learning tasks at the beginning of the B Ed and M Ed course through the orientation programme. This helps to ensure that all students are familiar with the OBE approach and that they are able to learn effectively in this way.

NEP Directions

The National Education Policy (NEP) has been incorporated with the present curriculum. This means that the curriculum has been updated to reflect the latest thinking on education in India. The NEP emphasizes the importance of student-centered learning, experiential learning, and lifelong learning. The college is committed to implementing these principles in its teaching and learning.

Further Suggestions

The college is open to suggestions for further improvements to the curriculum. The university will incorporate these suggestions in due course as per the coming reformations.

Benefits of OBE

There are a number of benefits to using OBE in education. These include:

- Students are more likely to learn effectively when they are focused on achieving specific learning outcomes.
- OBE can help to ensure that all students are learning at the same level.
- OBE can help to improve the quality of teaching and learning.
- OBE can help to make education more relevant to the needs of students.
- OBE can help to improve the student experience.

The college is confident that the implementation of OBE will lead to improved learning outcomes for all students.

20.Distance education/online education:

The college has a Learning Management System (LMS) that is used to deliver online courses, value-added courses, and self-study courses. The LMS is an effective tool that allows students to access course materials, participate in discussions, and complete assignments from anywhere with an internet connection.

The teachers at the college make use of online apps and the LMS to provide blended teaching. Blended teaching is a combination of online and face-to-face instruction. This approach allows students to learn at their own pace and to get the support they need from their teachers.

All subjects at the college are taught using a blended approach. This ensures that all students have access to the same high-quality education, regardless of their learning style or location.

The college also conducts seminars and symposia for students and teachers through an online method. This allows the college to share information and resources with a wider audience. It also allows students and teachers to collaborate and learn from each other.

The college is committed to providing its students with a high-quality education. The use of the LMS and blended teaching are just two of the ways that the college is achieving this goal.

Here are some of the benefits of using an LMS in education:

- **Increased access to education: The LMS makes it possible for students to learn from anywhere with an internet connection. This is especially beneficial for students who live in rural areas or who have busy schedules.**
- **Improved flexibility: The LMS allows students to learn at their own pace and to complete assignments on their own time. This is especially beneficial for students who have jobs or other commitments outside of school.**
- **Enhanced collaboration: The LMS can be used to create online communities where students can interact with each other and with their teachers. This can help students to learn from each other and to get the support they need.**
- **Reduced costs: The LMS can help to reduce the costs of education by eliminating the need for textbooks and other printed materials.**

The college is confident that the use of the LMS and blended teaching will continue to improve the quality of education for its students.

Extended Profile

1.Student

2.1	**303**
Number of students on roll during the year	

File Description	Documents
Data Template	[View File](#)

2.2	**323**
Number of seats sanctioned during the year	

File Description	Documents
Data Template	[View File](#)

2.3	**161**
Number of seats earmarked for reserved categories as per GOI/State Government during the year:	

File Description	Documents
Data Template	[View File](#)

2.4 Number of outgoing / final year students during the year:	**150**

File Description	Documents
Data Template	[View File](#)

2.5 Number of graduating students during the year	**150**

File Description	Documents
Data Template	[View File](#)

2.6 Number of students enrolled during the year	**95**

File Description	Documents
Data Template	[View File](#)

2.Institution

4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	**105.87219**

4.2 Total number of computers on campus for academic purposes	**104**

3.Teacher

5.1 Number of full-time teachers during the year:	**25**

File Description	Documents
Data Template	[View File](#)
Data Template	[View File](#)

5.2 Number of sanctioned posts for the year:	**25**

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

Our institution, which is affiliated with the University of Calicut, adheres to the prescribed two-year B.Ed and M.Ed curriculum. The institution follows a structured academic schedule aligned with the university curriculum to ensure smooth operation. Each academic year's schedule is devised by the academic monitoring cells (for B.Ed & M.Ed) in conjunction with the research monitoring cell. This calendar outlines specific dates for all educational activities and observance of significant events.

These internal committees convene regularly (twice a month) to discuss any necessary adjustments to the curriculum plan based on the institutional requirements and in harmony with the university's academic agenda. The decisions made by the academic monitoring cells are presented in staff meetings for potential modifications. The college furnishes both staff and students with copies of the academic calendar. Any decisions or alterations resulting from the review committee meetings, as well as other official communications to students and staff, are disseminated through official notices, WhatsApp groups (during online mode), and the college website. All official notifications are also posted on the notice boards.

Moreover, the college hosts a democratically elected student union. The decisions of the staff council are communicated during student-union meetings, and any grievances are addressed appropriately.

File Description	Documents
Details of a. the procedure adopted including periodicity, kinds of activities b. Communication of decisions to all concerned c. Kinds of issues discussed	View File
Plan developed for the academic year	View File
Plans for mid- course correction wherever needed for the academic year	View File
Any other relevant information	View File

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	A. All of the above

File Description	Documents
Data as per Data Template	View File
List of persons who participated in the process of in-house curriculum planning	View File
Meeting notice and minutes of the meeting for in-house curriculum planning	View File
A copy of the programme of action for in- house curriculum planned and adopted during the academic year	View File
Any other relevant information	View File

1.1.3 - While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) for all programmes offered by the institution, which are stated and communicated to teachers and	A. All of the Above

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

File Description	Documents
Data as per Data Template	[View File](#)
URL to the page on website where the PLOs and CLOs are listed	https://nssce.org/programme-outcomes-peo-and-ceo/
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	[View File](#)
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

30

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

7

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

7

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

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

132

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

132

File Description	Documents
List of the students enrolled in the value-added course as defined in 1.2.2	View File
Course completion certificates	View File
Any other relevant information	View File

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

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

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

132

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

132

File Description	Documents
Data as per Data Template	View File
Certificates / evidences for completing the self-study course(s)	View File
List of students enrolled and completed in self study course(s)	View File
Any other relevant information	View File

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.

- **Our institution prioritizes a comprehensive education in teacher training, encompassing theoretical foundations and practical applications. The curriculum covers educational psychology, child development, curriculum design, assessment methods, teaching techniques, and research. Emphasis is placed on hands-on experiences like classroom observations and internships, fostering practical skills and values essential for effective teaching. The institution supports ongoing professional development, encouraging lifelong learning through workshops and conferences.**

  For specialized training, the college offers focused programs in areas like early childhood education or special education, ensuring teachers are equipped with the necessary expertise. The NSS Training College in Ottapalam encourages extrapolation of knowledge, connecting theory to real-world scenarios and fostering reflective practice. Students engage in collaborative activities, peer discussions, and mentorship programs to broaden their perspectives and adaptability.

  Crucially, the institution prioritizes the development of emotional intelligence, critical thinking, negotiation, communication, and collaboration skills. Clubs and co-curricular activities provide opportunities for students to refine these competencies, preparing them to create inclusive and participatory learning environments. The holistic approach to teacher education ensures graduates are not only well-versed in their subjects but also possess the practical and interpersonal skills needed to excel in diverse educational settings.

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

1.3.2 - Institution familiarizes students with the diversities in school system in Indian as well as international and comparative perspective. Describe in not more than 100-200 words how students are

familiarized with the diversity in school system in India with respect to: Development of school system Functioning of various Boards of School Education Functional differences among them Assessment systems Norms and standards State-wise variations   International and comparative perspective

Curricular planning and adoption encompass a thorough process involving the creation, refinement, and execution of educational programs within our college. This process relies on a robust framework comprising faculty members, institutional leaders, practice teaching schools, employers, experts, students, and alumni. It is imperative that all these parties contribute their input to ensure that the curriculum caters to the diverse needs and preferences of students, aligns with educational standards and goals, and equips learners for success in both their academic pursuits and professional endeavours.

Educators assume a pivotal role in curricular planning and adoption, leveraging their expertise and experience to craft pertinent and captivating teaching materials and methodologies. They offer valuable insights into their students' capabilities and requirements, pinpoint areas for enhancement, and collaborate with other stakeholders in making well-informed decisions.

Administrators and policymakers bear the responsibility of overseeing the curriculum development process, allocating resources, and formulating policies that bolster the effective execution of the curriculum. They guarantee that the curriculum mirrors the educational aspirations of the institution, adheres to local and national educational benchmarks, and fosters innovation and exemplary practices.

Parents and students also wield significant influence in curricular planning and adoption. Their viewpoints and input serve as vital contributions in shaping the curriculum to cater to the distinct needs and interests of learners. Parents provide invaluable perspectives on their children's educational journeys and expectations, while students offer feedback regarding their learning preferences and experiences.

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

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

The institution is dedicated to enabling students to grasp the interconnectedness of their learning experiences and prepare them for the professional realm. This is achieved by integrating theory and practical application across the curriculum, bridging the gap between classroom knowledge and real-world situations. Through hands-on experiences like internships, field placements, and teaching practicums, students actively link theoretical concepts with practical scenarios.

The institution also advocates for interdisciplinary learning, encouraging students to explore connections across various disciplines. This approach allows them to understand how different areas of knowledge interact and can be combined to tackle complex challenges in their chosen profession.

Moreover, the institution provides opportunities for project-based learning and collaborative endeavours. Through collaboration with peers from diverse backgrounds, students learn the value of teamwork and collective problem-solving.

Additionally, the institution promotes reflective practices and self-assessment among students. They encourage critical reflection on learning experiences, helping students identify connections between different engagements and evaluate their own progress and growth. This reflection enables students to explicitly link their learning experiences and recognize how they have developed the competencies and readiness necessary for the professional field.

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

1.4 - Feedback System

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

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

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

File Description	Documents
Stakeholder feedback analysis report with seal and signature of the Principal	[View File](#)
Action taken report of the institution with seal and signature of the Principal	[View File](#)
Any other relevant information	[View File](#)

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

149

2.1.1.1 - Number of students enrolled during the year

149

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	View File

2.1.2 - Number of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the year

57

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

57

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	View File

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

2

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

2

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	View File

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.

At the entry level, the institution assesses students' learning needs and readiness for the teacher education program through a 20-item test on teaching aptitude and general education. Data analysis helps identify student teachers who lack teaching aptitude, and mentor teachers take steps to enhance their skills and attitude. The curriculum includes theoretical and psychological foundation courses, field visits, and assignments to nurture teaching aptitude and attitude. Academic mentoring activities, ICT workshops, and professional competency enhancing programs like workshops and seminars on recent trends in education help to foster teaching skills and competencies. Tutorial groups are also formed to address student teachers' concerns, with remedial teaching offered if necessary. The institution provides training in online digital classrooms, video conferencing tools, and assessment tools. Mentor teachers monitor these activities to address the needs of student teachers and help them develop professional excellence.

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;	All of the above

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

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	View File

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

All of the above

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

2.2.4 - Student-Mentor ratio for the academic year

1:10	

2.2.4.1 - Number of mentors in the Institution

22

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

2.3 - Teaching- Learning Process

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

The institution employs various teaching and learning methods to cater to diverse learners. These methods include cooperative and collaborative activities, experiential learning, participative learning, problem-solving, brainstorming, group discussions, and online learning. Experiential learning involves learning by doing and reflecting on real experiences. Internships, field trips, yoga, and hands-on experiences in subject labs are used for B.Ed. and M.Ed. programmes. Task and assignments like sociometry, case studies, and interviews provide field experience for prospective teachers.

Participative learning is an interactive approach that utilizes various teaching methods based on the learner's needs. B.Ed. students participate in community surveys, field visits, and cultural programs, while M.Ed. students participate in peer teaching, teamwork, and research activities. Brainstorming is used for theory papers to encourage new ideas among students. Focused group discussions are used for group learning experiences in B.Ed. classes, and for research purposes for research scholars and teacher educators.

Online learning platforms like Moodle, Gnomio, and Xeted are used for better cooperation among faculty, students, and teacher educators. Google classrooms and Edmodo were used even before the COVID pandemic for effective flipped learning. These approaches have

improved students' academic progress, which is monitored through continuous assessment, tasks and assignments, and project reports. These innovative approaches provide a variety of learning experiences to cater to diverse learners

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

11

File Description	Documents
Data as per Data Template	View File
Link to LMS	https://lms.nssce.org/
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

313

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	**Five/Six of the above**

teaching Internship Out of class room activities Biomechanical and Kinesiological activities Field sports

File Description	Documents
Data as per Data Template	[View File]()
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	[View File]()
Geo-tagged photographs wherever applicable	[View File]()
Link of resources used	https://nsstrainingcollege.blogspot.com/p/student-blogs_6.html
Any other relevant information	[View File]()

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

The institution has a mentoring system in place to guide student teachers both academically and personally and to foster a good student-teacher relationship within and outside the institution. All faculty members act as mentors to the students assigned to them, and the objectives of the mentoring system include working in teams to overcome challenges, giving guidance to weaker performers, providing a modeling system for enhancing teaching skills, and keeping students up-to-date with recent developments in education and life. The institution achieves these objectives through a well-structured four-phase mentoring system that includes allotting students to mentors, convening meetings of all mentors, developing a rapport between mentors and mentees, and obtaining feedback from mentees periodically.To empower students for personal and professional development, the institution organizes various programs to help students express themselves, communicate effectively, and solve problems. Mentor teachers monitor all activities of their assigned mentees to provide individual attention and constructive feedback to enhance their skills and values. Mentor teachers enhance the professional skills of prospective teachers through microteaching, link practice, discussion lessons, demonstration lessons, criticism, and mentoring during teaching practice and internship. They also

guide students on course-specific outcomes, career opportunities, ethics, integrity, and morale essential for professional growth.

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

2.3.6 - Institution provides exposure to students about recent developments in the field of education through Special lectures by experts Book reading & discussion on it Discussion on recent policies & regulations Teacher presented seminars for benefit of teachers & students Use of media for various aspects of education Discussions showcasing the linkages of various contexts of education-from local to regional to national to global	Five/Six of the above

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

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

The institution places a strong emphasis on nurturing the intellectual abilities, creativity, and critical thinking skills of prospective teachers. To achieve this activities such as the Enhancing Professional Competency (EPC) Programmes, club activities, workshops, and community service programs. The EPC Programmes are designed to enhance professional competency throughout the four semesters, focusing on various topics such as reading and reflecting on texts, IT orientation, and understanding the self and critical ICT. In the first semester, the EPC Programme on reading and reflecting texts promotes reading comprehension, critical thinking, and reflective thinking skills. Additionally, the institution provides training on physical education, art, and drama in the third

semester and community living camps and field trips to nurture various skills and competencies. The four-day residential community living camp is a highlight of the institution's programs and is designed to foster empathy, life skills, cooperative living, and social responsibility among prospective teachers. During the camp, experts provide sessions on critical thinking related to education issues, and cultural events are arranged to exhibit the talents of prospective teachers. Community service-oriented activities such as river cleaning campaigns also promote positive attitudes towards the environment.

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)	All of the above

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the selected response/s	View File
Reports of activities with video graphic support wherever possibl	No File Uploaded
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	Ten/All of the above

as Formulating learning objectives Content mapping Lesson planning/ Individualized Education Plans (IEP) Identifying varied student abilities Dealing with student diversity in classrooms Visualising differential learning activities according to student needs Addressing inclusiveness Assessing student learning Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement

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	No File Uploaded
Any other relevant information	No File Uploaded

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

All of the above

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

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

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

2.4.5 - Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of 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	No File Uploaded
Any other relevant information	No File Uploaded

2.4.6 - Students develop competence to organize academic, cultural, sports and community related events through Planning	All of the above

and scheduling academic, cultural and sports events in school Planning and execution ofcommunity related events Building teams and helping them to participate Involvement in preparatory arrangements Executing/conducting the event

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

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

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

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

The institution offers internship programs for both B.Ed and M.Ed students in a systematic manner. The B.Ed program's internship lasts for 16 weeks and is conducted during the third semester, while the M.Ed program's internship is conducted in two spells, during the second and third semesters. The internship program is meticulously

planned and executed by the institution.For the B.Ed program, schools for internship are selected based on student requests within an 8km radius of the institution. Methodology teachers plan the internship program after consultation with the heads of practice teaching schools and the head of the parent institution. Mentor teachers provide content and assign classes for student teachers, who prepare lesson plans and instructional aids, which are verified by the methodology and mentor teachers before transacting lessons. Mentor teachers also give constructive feedback after each lesson.The M.Ed internship is conducted in two spells, with the mentor teachers of parent and host institutes monitoring the entire process and providing constructive criticisms for improvements. The knowledge gained from the theory courses on child psychology, classroom management, and communication skills, as well as training in ICT, pedagogy, methodology, and workshops on instructional aid construction, helps trainees excel in their teaching.

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

2.4.9 - Number of students attached to each school for internship during the academic year

2.4.9.1 - Number of final year students during the academic year

103

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

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

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

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

The internship program is closely monitored through a collaborative effort between mentor teachers from the parent and host institutions, as well as the heads of both institutes. To assess the performance of teacher trainees, the parent institution develops rubrics for evaluation, which are then used to create an evaluation form sent to the host institutions. Trainees are evaluated based on various factors including the quality of their lesson plans, content delivery, professional skills, and overall effectiveness as a teacher.

Prior to starting the internship, methodology teachers from the parent institution evaluate the lesson plans and teaching aids of the trainees. During the internship, trainees receive constant monitoring and guidance from mentor teachers of both institutions. The mentor teacher from the host institution observes all classes of the trainees and provides constructive feedback, while the methodology teachers periodically visit the practice teaching schools to assess the trainees' performance and discuss with the head and mentor teachers of the school.

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

2.4.12 - Performance of students during

internship is assessed by the institution in terms of observations of different persons such as Self Peers (fellow interns) Teachers / School* Teachers Principal / School* Principal B. Ed Students / School* Students (* 'Schools' to be read as "TEIs" for PG programmes)

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

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

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

2.5 - Teacher Profile and Quality

2.5.1 - Number of fulltime teachers against sanctioned posts during the year

24

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	View File
Any other relevant information	View File

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

0

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

306

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

306

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

The institution places great value in recognizing the achievements and progress of its faculty members both personally and officially. To keep the faculty updated with the latest educational trends, the

institution conducts ICT workshops to provide exposure to various online instructional resources and technology-mediated learningThe institution promotes involvement in the preparation and revision of curricula at various levels of teacher education, which helps faculty members keep up with recent developments in teacher education programs and school curricula. To support research initiatives, the institution provides necessary resources for Ph.D. research, major and minor research projects, and publishing papers in different journals, magazines, and books. The faculty members are also permitted to act as resource persons in seminars, webinars, conferences, and workshops organized by national bodies and various institutions at the national and international levels.The institution also utilizes the expertise of experienced faculty members from renowned educational institutions in the form of lecture series, demonstration classes, and workshops to provide updated information about educational developments. Furthermore, the institution provides easy access to the policies and acts of important agencies and departments, such as UGC, NCTE, NCERT, and MHRD, through links on its website.

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

2.6 - Evaluation Process

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

The assessment of students in each subject in the B.Ed and M.Ed programs is carried out through a combination of internal continuous assessment and end-semester examinations. The internal assessments are conducted throughout the semester and include various evaluation measures such as surprise tests, lesson summary presentations, participatory activities, tasks and assignments, and class seminars.

The ratio of internal to external examination for theory courses in the B.Ed program is 20:80. The internal evaluation of theory courses is based on a transparent system involving periodic unit tests, tasks and assignments, and college-based practicums. For the M.Ed course, internal assessment consists of assignments, seminars, test papers, internship, peer teaching, field visits, research work, yoga, and ICT workshops.

To ensure transparency in the internal evaluation process, student teachers are made aware of the assessment criteria/indicators well in advance, and the internal assessment marks are published on the notice board at least one week before the external examination. Students may seek redress of grievances regarding internal evaluation at the teacher educator level or the institutional evaluation committee level.

File Description	Documents
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	[View File](#)
Any other relevant information	**No File Uploaded**

2.6.2 - Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation Display of internal assessment marks before the term end examination Timely feedback on individual/group performance Provision of improvement opportunities Access to tutorial/remedial support Provision of answering bilingually	**Five of the above**

File Description	Documents
Copy of university regulation on internal evaluation for teacher education	[View File](#)
Annual Institutional plan of action for internal evaluation	[View File](#)
Details of provisions for improvement and bi-lingual answering	[View File](#)
Documentary evidence for remedial support provided	[View File](#)
Any other relevant information	**No File Uploaded**

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

The institution has a well-functioning grievance redressal cell to handle grievances among students, especially regarding internal and external examinations. Students can report their concerns or

complaints related to internal examination and evaluation through the grievance redressal system operating within the college. They can also report grievances to their mentor teacher, who will resolve the issue at the teacher level if genuine. A grievance box is also available in the library for students to write their grievances about the evaluation mechanisms of the institution. The grievance redressal committee opens the box every month to tackle the grievances judiciously. If students are unable to attend the institution's internal examinations or model examinations on the scheduled dates, the institution provides a retest if the grievance is genuine. The marks of the retest are considered for internal evaluation.

Regarding external examinations, the institution takes the initiative to report student grievances to the university and takes the necessary steps to resolve the issue. The institution ensures that all grievances related to internal and external examinations are resolved effectively and transparently. If the complainant is not satisfied, a higher-level committee comprising the Head of the institution will discuss the matter in detail.

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 crucial for effective planning and implementation of any program in an academic year. The institution, which is affiliated to Calicut University, follows the academic instructions of the University and prepares its own academic calendar at the institution level in line with the university calendar. The academic monitoring cell, in coordination with all the teacher educators and under the supervision of the head of the institution, prepares the institution-level academic calendar. The calendar includes curricular and co-curricular activities scheduled systematically for the year. The practice teaching session is scheduled without disturbing the curricular and co-curricular activities and vacations of the practice teaching schools. Mid-semester and end-semester model exams, practical activities such as EPC activities, microteaching, discussion, demonstration, and

criticism activities are conducted according to the institutional calendar. The academic calendar addresses the concerns of student teachers about local holidays and festivals, and includes the schedule of internal evaluation practices, enabling prospective teachers and educators to plan their activities in advance. The academic calendar is modified during the academic year to address any limitations or drawbacks. The prior planning and systematic scheduling in the form of an academic calendar help in the smooth functioning of academic activities.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	[View File](#)
Any other relevant information	[View File](#)

2.7 - Student Performance and Learning Outcomes

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

The Program Learning Outcomes (PLOs) for prospective teachers are aimed at developing a comprehensive understanding of education, society, and teaching practices. The PLOs cover a range of areas including socio-cultural context, psychological basis of teaching and learning, personality development, curriculum transactions, assessment, and teaching methods. The prospective teachers are also expected to acquire subject-specific knowledge and develop positive attitudes towards teaching and learning. Additionally, they are encouraged to embrace progressive changes in the field of education and develop skills in planning, transacting, and evaluating curricular contents.

To ensure effective implementation of the PLOs, the institution plans the teaching and learning activities at the beginning of each academic year. The plan includes seminars, discussions, microteaching sessions, criticism lessons, practice teaching sessions, EPC activities, tasks, and assignments for each subject. The well-planned execution of curricular, co-curricular, and extra-curricular activities will enable the prospective teachers and prospective teacher educators to develop the necessary skills and attitude to excel in their profession.

The institution emphasizes the importance of developing an artistic and aesthetic sense in children through art education and the

ability to perform yogasanas for physical and mental well-being.

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

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	**No File Uploaded**
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

At the start of each academic year, the institution conducts an entry level test to assess the learners' behavior and learning needs, followed by regular evaluations to track their progress and identify areas of improvement. Remedial teaching sessions are arranged for low achievers, and re-teaching is included in microteaching sessions to help learners master teaching skills. Peer evaluation and teacher observation during criticism lesson transaction and practice teaching sessions provide constructive feedback for curriculum transaction. The Academic Monitoring Committee and IQAC manage the institution's activities, ensuring successful program execution and collecting feedback from stakeholders. SWOT analysis is administered to student teachers, PTA, and Alumni to identify strengths and weaknesses, and suggestions are included in the plan of action for the next academic year. The institution tracks student progression, including those opting for higher studies or passing eligibility tests, to ensure that the course's learning outcomes are achieved. Overall, the institution's focus on evaluation and feedback helps learners continually improve and ensures that the institution provides high-quality education to its students.

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

278

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.

The institution employs various assessment tasks to evaluate the extent to which the learning needs of learners are met. Assignments related to each theory course and EPC activities are used to gauge how far the identified learning needs of the learners are addressed. To cater to diverse needs, the curriculum offers various SUPW activities aimed at developing social awareness, responsibility, dignity of labor, and life skills among students. These activities range from campus cleaning, gardening, and flower making to hospital cleaning, railway station cleaning, and check dam construction. The M.Ed. program offers elective courses, and students can choose according to their preference. They also have to select a research problem, conduct research work, and prepare a dissertation to understand the role of diversity and equity in the teaching-learning process. Gifted students are given additional activities, such as conducting seminars, quiz competitions, and peer tutoring. Blind

students are trained in using JAWS software, while academic assistance is provided through peer tutoring and tutorial programs. Overall, the teaching-learning process caters to individual differences among students, and periodic assessment helps in evaluating their progress. The institution encourages student participation in community services and focuses on developing skills necessary for their holistic development.

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

https://nssce.org/feedback-analysis-2/

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

1

File Description	Documents
Data as per Data Template	View File
Sanction letter from the funding agency	View File
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)

3

File Description	Documents
Sanction letter from the funding agency	View File
Income Expenditure statements highlighting the research grants received certified by the auditor	View File
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	All of the above

File Description	Documents
Data as per Data Template	View File
Institutional Policy document detailing scheme of incentives	View File
Sanction letters of award of incentives	View File
Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	View File
Documentary evidence for each of the claims	View File
Any other relevant information	View File

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

File Description	Documents
Documentary evidences in support of the claims	View File
Details of reports highlighting the claims made by the institution	View File
Reports of innovations tried out and ideas incubated	View File
Copyrights or patents filed	View File
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

34

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

22

File Description	Documents
Data as per Data Template	View File
• First page of the published book/chapter with seal and signature of the Principal	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	View File

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

16

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

190

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

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

190

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

190

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

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

The college organizes various activities in the community in order to sensitize students to social issues and contribute to community development. The Nature Club of the college organizes various programs to make aware the student teachers as well as the community about the environment related issues. Aids Day is observed every year with various awareness programs and caution people against this social issue. Pain and Palliative Club is functioning in the college and students and teachers contribute to the society through various initiatives. Women cell of the college organizes various Women empowerment programs like legal awareness, self protection, health and wellbeing, gender sensitization, mental health programs which

enable the student teachers to be more confident and orient them towards gender equality. Cleaning programs such as Cleaning the nearby river and places, mosquito eradication programs, cleanliness programs etc were volunteered by the students for the benefit of the society. Free uniform distribution to school students were done every year and many poor students benefit from this programme. Blood Donors Forum of the college volunteers in donating blood in collaboration with neighboring hospitals. Anti drug campaign is organzed by the college to sensitize and warrant students and community against drug abuse.

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

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

5

File Description	Documents
Data as per Data Template	View File
Appropriate certificates from the awarding agency	View File
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

7

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

7

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

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

5

File Description	Documents
Data as per Data Template	View File
Copies of the MoU's with institution / industry/ corporate houses	View File
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	**All 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

The institution boasts a meticulously furnished physical infrastructure that adheres to the stringent standards set by the NCTE. In the 2020-2021 academic year, we underwent a significant expansion of the college building, resulting in various infrastructural enhancements across the B.Ed., M.Ed., and Research sections. As a result of these developments, the B.Ed. section now exclusively occupies the main two buildings, while the M.Ed. and Research sections are housed in the new building. Our college's physical infrastructure is more than adequate to meet the NCTE requirements for conducting B.Ed. and M.Ed. courses. Furthermore, we are fully compliant with Calicut University's norms for research in education. The college's premises encompass a total built-up area of 3790 square meters on 5.28 acres of land. Our well-equipped physical infrastructure includes a range of facilities, such as classrooms, an administrative office, the Principal's room, faculty rooms, research scholars' rooms, a library, computer and language labs, a technology lab, a psychology lab, physical science and natural science labs, a physical education room, seminar and multipurpose halls, a hostel, a ladies' common room, a yoga hall, a store room, a playground, and essential amenities like separate toilets for both students and staff, drinking water facilities, a vehicle shed, centralized power generators, smart classrooms, a campus with Wi-Fi networking, a compound wall, and two entrances.

File Description	Documents
List of physical facilities available for teaching learning	[View File](#)
Geo-tagged photographs	[View File](#)
Any other relevant information	**No File Uploaded**

4.1.2 - Number of classrooms and seminar hall(s) with ICT- enabled facilities such as smart classroom, LMS, video and sound systems etc. during the year.

4.1.2.1 - Number of classrooms and seminar hall(s) with ICT facilities

24

File Description	Documents
Data as per Data Template	View File
Geo-tagged photographs	View File
Link to relevant page on the Institutional website	https://nssce.org/infrastructure/
Any other relevant information	**No File Uploaded**

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

0

File Description	Documents
Data as per Data Template	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	View File

4.2 - Library as a Learning Resource

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

The college library stands as a valuable treasure within our institution, and it receives meticulous attention, regular updates, and diligent maintenance. To ensure its effective operation, a dedicated library committee oversees its needs and functioning. This committee comprises the Principal, the Librarian, and two staff members.

Our library's collection is carefully curated through the consultation of catalogues from various publishers. The staff members select books based on their specific requirements, and the final list is ordered by the Principal in collaboration with the Librarian. This process ensures that our library's holdings are relevant and up-to-date.

We maintain an open-access policy for our students, allowing them to explore the library's offerings freely. Additionally, we take

special care of our journal and periodical collections by binding and archiving old issues, with dedicated racks for journals, back volumes, and a separate almirah for our NAAC Self-Study Report and 136 educational DVDs.

Our library is equipped with an Integrated Library Management System (ILMS) named KOHA, version 3.22.08.000, which streamlines its operations. We take pride in our extensive collection of 15,500 books and 25 E-books. Furthermore, our college has been a proud member of N-List (National Consortium for Information Services) since September 2009. This membership grants our teachers and students login access to a wealth of resources

File Description	Documents
Bill for augmentation of library signed by the Principal	**No File Uploaded**
Web-link to library facilities, if available	sms.nssce.org
Any other relevant information	**No File Uploaded**

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

The college library, a vital institution, is meticulously managed by a dedicated committee comprising the Principal, Librarian, and two staff members. Staff members use catalogues to select relevant and current books, ordered by the Principal in consultation with the Librarian. The library, with an open-door policy, houses 15,500 books, 25 E-books, and operates on the KOHA Integrated Library Management System. It joined N-List in 2009, providing valuable resources during the COVID-19 pandemic. The library offers remote access, unique ID card-based borrowing, and limits of 2 books for students and 10 for faculty, each for 14 days. Reference books are not for borrowing, and new arrivals are showcased. A library advisory committee ensures resource relevance, and the computerized library features Web OPAC, photocopying, and Wi-Fi. Operating from 8:30 a.m. to 4:30 p.m. on all working days, it remains open on all calendar days, except holidays.

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

All of the above

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

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

1.66

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

400

File Description	Documents
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the academic year with seal and signature of both the librarian and principal	[View File](#)
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	https://assessmentonline.naac.gov.in/public/index.php/admin/get_file?file_path=eyJpdiI6IlloY0dZRmo0ajZNSER6VCtwK0tiMXc9PSIsInZhbHVlIjoiQ2habk11QnRKWUFURFdZLzlHaW5BcWRRL3NTSH1Fbm00cUk4YklMODBRMXBIRWpOeE14YTN0alpkcVZZLTWV5OCIsIm1hYyI6ImU4OTA1OGM2MWMzZWI4ZWIxZDlkMTQwMjk5NzE5NDBmZTUzNDFiNzQxNjAyYTNhM2UzZDg2ZDk5MGE1Mjk5YzMiLCJ0YWciOiIifQ==
Any other relevant information	**No File Uploaded**

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

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

4.3 - ICT Infrastructure

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

The institution has a computer lab which includes fourty five systems with internet and intranet facilities. Before leaving for practice teaching, the students are trained to handle OHP, LCD,

slide projector and computers. The computer lab contains the hardware facilities like printer, UPS, headphones, Speakers and software CDs. Students are trained to use SMART class .Students and staff are trained to make use of Interactive White Board (IWB), DVDs and LCDs. There is an excellent and attractive language laboratory for developing communicating skill and phonetics for student teachers. Over head projector, Slide projector and filmstrip projector are also available.

The Med. students and research scholars are also trained in SPSS package for data analysis of their research workS.OHP,taperecorder,Multimedia television, educational CD's , Slide projector, Film Projector, Handicam are also available in the institution.

Our college has a LMS designed on moodle platform as it is good platform to interact easily with students and teachers .Each teachers created their courses in the platform and students are enrolled.

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

Ratio:=108/320= 0.33

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

4.3.3 - Available bandwidth of internet connection in the Institution (Leased line) Opt any one:	D. 50 MBPS - 250MBPS

File Description	Documents
Receipt for connection indicating bandwidth	View File
Bill for any one month during theacademic 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

Four of the above

File Description	Documents
Data as per Data Template	No File Uploaded
Link to videos of the e-content development facilities	Nil
List the equipment purchased for claimed facilities along with the relevant bills	No File Uploaded
Link to the e-content developed by the faculty of the institution	lms.nssce.org, https://www.youtube.com/@Sajanvision/videos, https://www.youtube.com/c/Vaighari/videos
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)

42

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	View File

4.4.2 - Systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.are in place Describe policy details of systems and procedures for maintaining and utilizing physical, academic and support facilities in not more than 100 - 200 words

The college has a well-established system for maintaining and utilizing academic and supportive facilities, including various laboratories, the library, sports facilities, well-equipped classrooms, and computer facilities.

The college has various laboratories for each department. A stock register is maintained in each lab. Equipment in the laboratory is purchased on a regular basis and when needed.

The college has an automated library that is a reservoir of more than 14,000 books, journals, periodicals, policy documents, and e-resources. The library is open every day from 8:30 a.m. to 5:30 p.m., except on Sundays and holidays. Books are issued to students according to the library rules.

The college has a yoga/meditation room, gymnasium, playground, mini indoor stadium, badminton court, and other recreational facilities. An hour is allocated each week for sports-related activities in the timetable. A separate stock register of the items is maintained in the sports room.

The college has a well-equipped and maintained computer lab for the use of students, research scholars, and staff. A stock register is maintained in the computer lab. Computer hours are provided every week.

File Description	Documents
Appropriate link(s) on the institutional website	https://nssce.org/infrastructure/, https://nssce.org/sports-club/
Any other relevant information	**No File Uploaded**

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

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

File Description	Documents
Data as per Data Template	View File
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	View File
Sample feedback sheets from the students participating in each of the initiative	View File
Photographs with date and caption for each initiative	View File
Any other relevant information	View File

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

File Description	Documents
Geo-tagged photographs	View File
Any other relevant information	View File

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	A. All of the above

File Description	Documents
Data as per Data Template for the applicable options	View File
Institutional guidelines for students' grievance redressal	View File
Composition of the student grievance redressal committee including sexual harassment and ragging	View File
Samples of grievance submitted offline	View File
Any other relevant information	View File

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

File Description	Documents
Data as per Data template	View File
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	View File
Report of the Placement Cell	View File
Any other relevant information	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
23	148

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	View File

5.2.2 - Number of student progression to higher education during the academic year

5.2.2.1 - Number of outgoing students progressing from Bachelor to PG (A1).

3

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

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

46

File Description	Documents
Data as per Data Template	View File
Copy of certificates for qualifying in the state/national examination	View File
Any other relevant information	**No File Uploaded**

5.3 - Student Participation and Activities

5.3.1 - Student council is active and plays a proactive role in the institutional functioning Describe the ways in which student council plays a proactive role in the institutional functioning and contribute for students welfare in not more than 100 - 200 words

Student Council

Student Council in the college is a union of students elected democratically and it plays an integral role in representing the interests of all the students in the college and helps in fostering a student friendly environment. The Student Council in the college is an elected body of members, elected by the students representing all the optional subjects of B.Ed. programme of first and second year and the students of M.Ed. first and second year. The Student Council functions actively under the coordination of the principal, staff advisor and other teachers of the college.

The students who wish to apply for the students' council have to fill up the application form and submit within a stipulated period of time when it is notified by the University. From the

representatives of each class, the office bearers of the council are selected. During the whole academic year, the council works for the welfare of the students and college.

Objectives:

1. To make teacher student relation friendly and healthy

2.To help and monitor students to organise co-curricular as well as extra-curricular activities inside and outside college premises

3. To inculcate ethical and moral values and leadership qualities among teacher trainees

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

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

46

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

ALUMNI ENGAGEMENT

N.S.S.Training College, Ottapalam is always eager to have a deep relationship with its Alumni who in turn engage in various academic, social and cultural activities. Being the backbone of the college, Alumni Association is providing support to the students through interaction, financial funding, guidance and placement.

By engaging Alumni, the college provides scholarships and endowments for the students every year. They have also initiated a 'scholarship' for meritorious students in every year.

The skill and expertise of the Alumni is used frequently by making them contribute in delivering lectures and talks on various subjects. Through the placement cell, the Alumni offer practical support to the students as they start their careers. 'Book Bank', the prestigious venture of Alumni stands remarkable as each MEd student donates a minimum of two books to the Post Graduation Department Library.

Our Alumni contribute remarkably in various ways such as organizing expert talks, blood donation programmes, health check-up camps etc. Our Alumni, thus, are our international ambassadors.

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	**All of the above**

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

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

1

File Description	Documents
Data as per Data Template	View File
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	View File
Any other relevant information	**No File Uploaded**

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

ALUMNI- EFFECTIVE SUPPORT SYSTEM

Our college encourages and promotes close relations between the Institution and its alumni and initiates and develops programs for the benefit of the alumni. It maintains a deep relationship with our college. It has been reflected in their activities which result in the well-functioning of the college in all fields. Every year, the Alumni meet together to foster the relationship with the present members of the college.

Our college provided a space for a number of eminent personalities to develop in different fields in addition to education. Alumni put their involvement in various academic as well as social activities which help the younger generation to imbibe a lot of expertise and

values from them. Our alumni used to provide their resources in various seminars, workshops etc in the college. Alumni's involvement in placement activities is enormous. They coordinate various institutions and help bring them to our college. Alumni also provide necessary support and suggestions regarding the activities of the college. They used to donate physical materials such as rostrums, carpets etc.

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

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

Our Vision

"Professional excellence through empowering transformation"

Our Mission

"To create intellectually alert, professionally competent, morally upright, emotionally integrate, spiritually enlightened, physically sound, socially conscious and committed teachers"

The participation of B.Ed. /M.Ed. students in various activities of cells/clubs/committees reflect the vision and mission of Institution and thereby accomplishing the goal of transforming into professionally competent teachers thereby attaining wholesome development of personality.

Our college works with the motto 'Thamasoma Jyothir Gamaya' which means transition from darkness to enlightenment. It is accomplished through the following ways:

- The vision & mission statements are mentioned in the college calendar, blogs, facebook and web site .

- Organizes community living camp, sports, games ,yoga workshop, cultural programmes, association programmes & observes national /international days .

- Conducts thought for the day, morning assembly (Wednesdays) to create discipline & book review (Fridays) to enhance reading habit.

- Nature Club / Blue Army Club activities /Observation of days of environmental importance for nature conservation

- One hour per week (Thursdays) for cultural programmes to develop the artistic skills among the students.

- Free tuition to poor & academically weak students, donating blood, uniform distribution, scholarships , old age home visit, palliative care, community awareness, social surveys etc.

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

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

The Institution has an effective strategy for delegating authority and providing operational autonomy to all academic departments, clubs and associations towards decentralized governance. Governing body headed by the Principal, Staff Council and IQAC formulate working procedures .The Committee members in charge of various events take independent decisions on the schedule of the event. IQAC is empowered to take decisions on quality improvement of the institution. The planning committee independently collects information regarding the academic/ infrastructure requirements and

makes independent decisions in consultation with Principal and the finance committee. The Institution promotes participative management by forming different Committees involving staffs and students. Committees are constituted annually to assign duties to faculty. This shows the democratic approach of decentralization and multifaceted approach to stakeholders.

The Clubs framed each year:-

EBSB Club, Women Cell, Research Forum, Sports Club, Grievance Redressal Cell, IQAC Committee, Library Committee, Admission Committee, Purchase Committee, Medical Inspection Committee, Academic Monitoring Cell, Energy Club, Discipline Committee, Nature Club, Blue Army Club ,Film Club, Medical Inspection Committee, Red Ribbon Club, Literary Club/ Bhasha Vedi, IT Club, Music club, Extension Club, RUSA Committee, Planning Forum, PTA Committee, Alumni Committee, Discipline Committee, Anti Ragging Cell, Maths Club, Science Club & Social Science Club

File Description	Documents
Relevant documents to indicate decentralization and participative management	[View File](#)
Any other relevant information	[View File](#)

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

The requirement of resources is informed to the management through the principal. The management allocates financial resources to meet monetary requirement arising out of various action plan. The in charges of respective committee enlist the requirements through interaction with students and other faculty members. These requirements are communicated to the management which provides the required human resources for administration as well as financial resources for academic functions. The accounts are audited regularly by duly qualified C.A. There are no major objections till date. The institution has computerized its finance management system. Preparation of income expenditure statement, balance sheet, fee collection, salary statement etc is computerized . The financial, academic ,administrative functions are being computerized in transparent manner without any error and barrier. Regular auditing by management and government is conducted in our college. Financial support and advise for the academic and administrative betterment is

done by management. Periodic evaluation was done by PTA about the academic and non-academic functions. Appraisal from guardians are sought . Networking, infrastructure development, expenses for internal and practical examinations , resource classes, community living camp, record books etc are met by PTA. Thus, Administrative functions are mainly done at three levels-Government, Management and college level.

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

Several maintenance works have been carried out by the institution following the plan of action proposed by the staff council, PTA, and Management. The entire building has been painted, renovation works have been completed for the computer lab, furniture maintenance has been performed, and purchases have been made for GYM maintenance. The installation of a roof over the office building has been completed. For further improvement and development, the college submitted a comprehensive proposal to RUSA after a year of detailed planning and discussion. A detailed Project Report (DPR) was prepared by the institution and submitted to RUSA, and the DPR was accepted on March 31st, 2019. The first installment of funds was credited in June 2019. Construction works commenced on May 1st, 2020, involving the construction of six additional classrooms, a water management system, a tank, a compound wall, a gate, an open auditorium, etc. The construction of six classrooms was completed by December 31st, 2020. Renovation works began in March 2021, and maintenance/construction of windows, doors, toilets, and office rooms have been completed. The Development Committee/RUSA Committee monitors the upkeep and maintenance of the building, facilitating repairs and replacements as needed according to curricular requirements.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	https://nsstrainingcollege.blogspot.com/p/organogram.html
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

6.2.2 - The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc. Describe the functioning of the institutional bodies in not more than 100 - 200 words.

NSS Training College, Ottapalam is a Kerala Government Aided College comes under UGC 2B 12F category, which is owned and managed by Nair Service Society.

UGC & NCTE

Higher Education Dept MHRD

Government of Kerala Management

Calicut University Deputy Director of

Collegiate Education

Principal

Teaching Staff Administrative Staff Librarian

At the management level, there is a committee named 'NSS Colleges Central Committee' which manages the day to day affairs of the college and at the Government level; it comes under the department of higher education (collegiate education). The college comes under the jurisdiction of the Deputy Director of Collegiate education, Thrissur and is affiliated to University of Calicut. Being a Teacher Education Institution, the college is functioning as per the

directions given by UGC and NCTE. At the college level, the Principal leads the institution and carry over ther academic and administrative functions. Teaching staff, Administrative staff and Librarian performs their duties as per the direction of the Principal.

Organizational Arrangements- Management Structure

NSS General Secretary

Secretary, NSS Colleges' Central Committee

Principal

Administrative Staff Teaching Staff Librarian

Junior Superintendent Library Assistant

Head Accountant

Upper Division Clerks

Lower Division Clerks

Office Assistants

File Description	Documents
Link to organogram on the institutional website	https://nsstrainingcollege.blogspot.com/p/organogram.html
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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	All of the above

attendance for staff Biometric / digital attendance for students	

File Description	Documents
Data as per Data Template	View File
Screen shots of user interfaces of each module	View File
Annual e-governance report	View File
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.

Digitalization of the Teaching-Learning Process

An ambitious personalized learning concept that engages our student teachers in both online and offline modes was implemented by College IQAC to explore the knowledge as well as practical domains of the techno-pedagogical aspects of the instructional process. The college IQAC Coordinator has designed a comprehensive LMS platform for strategic planning, executing, and monitoring education delivery.

Our LMS system offers deeper visibility into the academic processes so that all can observe and control the overall education delivery. We also adopt learning platforms/course management systems like Moodle & Gnomio, which are free hosting services and the most popular training tools.

Library automation and a fixed IP address help in accessing library information from outside the campus. Examinations, research proposal presentations, FDP programs, and Club programs were conducted online as well as offline modes. Surveillance cameras were fixed in examination halls. Activities of the IT club promote the development of digital skills among teacher educators and student teachers. A one-day workshop on digital lesson planning was conducted. A digital lounge was developed for students. Awareness programs on MOOC and individualized learning material preparation/e-content development for students and teacher educators (e.g., e-paadashaala, swayam/swayam prabha) were given.

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

6.3 - Faculty Empowerment Strategies

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

The institution has effective welfare measures for teaching and non-teaching staff in the college. The Staff Council takes various steps to ensure their well-being, addressing all basic needs. Staff members are honored for their special achievements, and all festivals are celebrated wholeheartedly by the college staff. During the Onam celebration, a feast is provided.

1. All staff members are granted duty leave for attending training, refresher, orientation courses, seminars, workshops, etc. 2. Separate car parking facilities are available for staff. 3. The Staff Council provides financial assistance in emergency situations, especially for dealing with the hospital expenses of both teaching and non-teaching staff. 4. PTAs provide salary advances to newly appointed staff and guest lecturers. 5. Retiring staff members are given a token of appreciation through farewell functions organized by the college, with Rs. 10,000 from the alumni account. 7. The formation of small amountss of chits is managed using staff funds. 8. Students are provided with provisions for tea/snacks/lunch at subsidized rates. 9. Provision is made for conducting yoga classes and practice sessions. 10. Gym facilities are offered without any cost. 11. Salary certificates are provided for easy loan facilities. 12. Maternity leave and festival advances are given.

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

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

2

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

3

File Description	Documents
Data as per Data Template	View File
Brochures / Reports along with Photographs with date and caption	View File
List of participants of each programme	View File
Any other relevant information	**No File Uploaded**

6.3.4 - Number of teachers undergoing online / face to face Faculty Development Programmes (FDPs) viz., Orientation Programme and Refresher Course of the ASC / HRDC, Short Term Course and any other similar programmes

12

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.

At the end of every year, the feedback/performance appraisal form related to teachers' performance evaluation is distributed to outgoing student teachers, who are required to submit the filled forms to the principal. The teacher evaluation form comprises questions related to aspects of teaching on which the opinions of M.Ed/B. Ed students are sought. The duly filled-in forms are analyzed by the principal, and the feedback obtained is addressed to the concerned teacher for the improvement of the teaching-learning process, professional upgrading, and better service delivery to the primary stakeholders, i.e., students.

The performance of the non-teaching staff is appraised by the final-year students. They are assessed on criteria related to efficiency, cordiality, and overall helpfulness. These feedback forms are analyzed by the principal, and suggestions are given to non-teaching staff members who need performance improvement. The performance of those teaching and non-teaching staff members who have not performed well in the student's feedback is thoroughly monitored. Reminders

are given to the concerned staff members to correct deficiencies and restore the optimal efficiency of the institution.

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

6.4 - Financial Management and Resource Mobilization

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

Regular audits by both the college management and the government are conducted to provide financial support and advice for academic and administrative improvement in our college. Periodic evaluations by the Parent-Teacher Association (PTA) assess the college's functions, encompassing both academic and non-academic activities. Additionally, appraisals from parents/guardians are sought for comprehensive feedback. The alumni contribute by providing cash awards to meritorious students annually, supporting network accessories, infrastructure development, expenses for internal and practical examinations, demonstration classes, community living camps, record books, etc.

The college conducts routine internal and external financial audits following the requirements of the University of Calicut and UGC. Sri Suresh Kumar serves as the college's internal auditor, submitting a detailed report each year. The annual statutory report is prepared by an external auditor from DDE. This external audit report is then sent to UGC through the University of Calicut. The financial accounts of the college undergo regular audits by duly qualified Chartered Accountants. The yearly accounts of the college are audited and signed by an approved Chartered Accountant, with no major objections reported to date. The financial accounts are subjected to internal, statutory, and government audits regularly.

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

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

0.72

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal	View File
Copy of letter from the NGO / Individual / Philanthropists stating the Fund / Donation given	View File
Any other relevant information	View File

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.

Describe the procedure for the mobilisation of funds and their optimal utilisation in not more than 100-200 words.

The institutional strategies for resource and fund mobilisation of the college include financial resource mobilisation and human resource utilisation. The institution has a transparent and well-planned financial management system in which the government and management are the main sources of funds. The resource mobilisation policy serves to identify the resources available for various programmes for efficient fund management and to widen the resource base for the attainment of set goals.

The Governing Body monitors the optimal utilisation of the funds. The College Head Accountant, in consultation with the governing

council, is responsible for fund management, ensuring transparency in the process. Government funds are overseen by the Planning Forum, UGC Coordinator, and RUSA Coordinator. The NSS Management provides financial support to meet the infrastructure requirements of the institution when starting new courses and research centres. The salaries of both teaching and non-teaching staff are issued by the Government of Kerala. A major resource generated by the college is the PTA fund.

File Description	Documents
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	[View File](#)
Any other relevant information	[View File](#)

6.5 - Internal Quality Assurance System

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

The College IQAC Activities Report for NSS Training College, Ottapalam, encapsulates diverse events spanning several months, illustrating the institution's commitment to holistic development and academic excellence. Noteworthy activities include a heartfelt farewell to Mr. Akhil K., a beloved Physical Education teacher, and initiatives like the Ph.D. Preliminary Qualifying Examination CV camp, Viva Voce, and Faculty Induction Program. The report emphasizes the college's participation in global observances like World Environment Day, International Yoga Day, World Tourism Day, and others, showcasing a dedication to environmental conservation. Engaging in community outreach, the college undertakes anti-drug campaigns, awareness programs on dowry and violence against women, and collaborations with organizations like Integrated Child Development Services and Palliative Care Charitable Society. Promoting academic excellence, the college hosts workshops, seminars, and activities such as M.Ed. manuscript releases and research methodology workshops. Participation in National Science Day, Mother Language Day, and National Mathematics Day reflects a holistic education commitment. Students and faculty enhance their skills through workshops on statistical analysis, ICT tools, academic writing, and research methodology. Artistic expression is fostered through cultural programs, painting exhibitions, and competitions. Student achievements, including qualifying in UGC NET and winning competitions, underscore the dedication and talent of

the college community.

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's process for regularly reviewing the Teaching-Learning Process encompasses several key steps. Initially, the institution establishes an evaluation framework, outlining criteria for assessment such as curriculum design, teaching methods, assessment strategies, and student engagement. Following this, a schedule is developed for periodic evaluations, which may involve gathering student feedback through surveys, focus group discussions, or interviews. Classroom observations may also be conducted to assess the effectiveness of teaching methodologies.

Subsequently, the institution compiles and analyzes the feedback from students and other stakeholders to pinpoint areas for improvement. This feedback serves as a tool to assess the efficacy of teaching and learning methodologies and identify best practices that can be replicated institution-wide. Addressing identified deficiencies comes next, involving actions like curriculum revision, faculty development programs, or enhanced student support services.

Ultimately, the institution monitors the implementation of corrective measures and periodically assesses their effectiveness. This iterative process ensures a continual enhancement of the quality of teaching and learning, aligning with the institution's pursuit of academic excellence.

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

125

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

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

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

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

Example 1: Academic Domain

Since the previous accreditation cycle, our institution has implemented a comprehensive faculty development program focused on enhancing pedagogical skills and incorporating technology into teaching practices. This initiative led to a measurable improvement in student engagement and academic outcomes. Faculty members actively participated in workshops and training sessions, integrating innovative teaching methods and digital tools into their courses. As a result, student satisfaction surveys indicated a notable increase in the effectiveness of teaching, with a 12% rise in positive responses. Additionally, there was a visible 8% increase in the overall pass rate, demonstrating the positive impact of our quality assurance initiatives on academic excellence.

Example 2: Administrative Domain

In the realm of administrative improvements, our institution has streamlined and digitized various processes, including admissions, student record management, and financial transactions. The implementation of an integrated information management system significantly reduced manual errors and processing times. This enhancement not only improved the overall efficiency of administrative tasks but also contributed to increased stakeholder satisfaction. Surveys conducted among students, faculty, and administrative staff revealed a 15% improvement in satisfaction levels related to administrative services. The digitization efforts not only aligned with current technological trends but also showcased the institution's commitment to continual improvement in administrative operations.

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.

The institution promotes energy efficient cost-effective electrical equipment, reduce GHG emissions. Prominent personalities from Kerala State Electricity Board and Water authority addresses students and teachers every year. Energy consumption household survey is conducted among students. Students circulate palm lets in shops and houses and conducts street plays sensitizing to wisely use and preserve the energy. State and national level seminars are conducted yearly on topics related to energy conservation. Energy monitoring committee conducts energy audit biannually and submit report to the principal. Signboards on energy consumption is displayed in the institution. The institution has applied for solar panels as an alternative source of energy resource. Students are encouraged to make use of LED bulbs. Handy stickers on energy conservation are posted next to switches and water pipes.

A few programmes conducted during the year

"Why should we conserve energy" invited talk by Sri K.Premkumar,

Engineer, KSEB, Shoranur on 22.12.2022

Postermaking competition on 17.12.22 in connection with energy conservation week celebration

Photography competition on 15.12.22 and Collage making competition on 16.12.22 in connection with energy conservation week celebration

Theme presentation and cartoon making competition on 14.12.2022

Essay writing competition 0n 13.12.22 and Sloganmaking competition in 12.12.22in connection with energy conservation week celebration

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.

The Waste Management Cell of the institution coordinates awareness classes about the significance of disposing the waste and introduces various techniques for waste management. The prominent personalities from Municipality addresses students providing awareness about how to segregate, decompose and manage biodegradable and non-biodegradable waste. Practical sessions are arranged in the institution on how to convert biodegradable waste materials to compost. Household audit and distribution of palm lets are provided on guidelines for installation of bio-gas plants and bio compost pits by students. Water from bathroom and toilets are supplied to plants and trees through proper drainage. A vermicompost unit is setup in the institution. The paper waste is used for making socially useful products like paper bags, envelops etc. The torn and tattered paper is converted to paper pulp for making teaching aids. An incinerator is installed to dispose the sanitary waste. The use of plastic is discouraged in the campus. E-waste is and Plastic waste is disposed with the help of Municipality. Signboards on waste management is displayed on every focal point of the institution. Full time staff for waste management is available in the institution.Bow making workshop using waste materials on 19.12.2022

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**

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

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

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

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

The institution is a recognized Social Entrepreneurship, Swachhta & Rural Engagement Cell (SES REC) institution. The institution adheres

to the values of a plastic-free, green campus and gives top priority to the maintenance of cleanliness and sanitation inside the campus. A full-time staff is appointed to clean the college premises and the washrooms. A sanitary pad dispenser is provided in the ladies' toilets. The use of plastic and thermocol inside the campus is not promoted. There are separate bins allotted for plastic, glass, food waste, and paper waste which are set in the focal points of the campus. Every Friday, students from different optional classes clean the campus and plant trees as per schedule. The plants are watered every day in a turn-wise manner under the supervision of the teacher-in-charge. Posters are set to create awareness among the students and staff on the importance of a sustainable and immaculate campus. E-notices and digital brochures are widely used in communication. The institution renders service in cleaning hospitals, marketplaces, and municipalities.

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	[View File](#)
Snap shots and documents related to exclusive software packages used for paperless office	[View File](#)
Income- Expenditure statement highlighting the specific components	[View File](#)

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

0

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

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

Maximum use of the community resources and locational knowledge in enriching student experiences were ensured. A few programmes conducted were:

Workshop on art integrated education by Sri. Gopalan Mankada on 27.3.2023

Inauguration of International Womens day celebration on 8.3.2023 by Sub collector Smt. D Dharmalasree.

Awareness class on Cancer and women on 1.03.2023 led by Dhara V C, Coordinator, Ottapalam Welfare trust

Film Director Sri. Lal Jose andFolklore singer Sri Janardhanan Puthusseri inaugurated College union on20.1.2023.

Former Information Commissioner of Kerala and Calicut University Research Ethics Committee Chairman Retd.Judge Sri. P.N.Vijayakumar inaugurated Human Rights Forum and One day State level Seminar on 7th December 2022.

NSS unit was inaugurated on 6.12.22 by M P Sri. V.K Sreekandan.

B.Ed. students volunteered in the district school kalolsavam from 28/11/2022 to 1/12/2022.

M.Ed. students visited DIET, Anakkara, on 10/11/2022.

Kerala piravi day was inaugurated by writer Dr.E.M Suraja.

Interaction with Sri Advt. P T Narendra Menon in the context of 75th anniversary of Indian independence.

Exhibition of Khadi products was conducted in the college in collaboration with 'Khadi India corporation' on 10/08/2022.

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

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

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

7.2 - Best Practices

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

Title: Academic and Non-Academic Support at NSSKPTVHSS, Ottapalam

Objectives: Illuminate teachers' moral responsibilities beyond academics. Address financial constraints hindering students from affording uniforms and books, and provide extra support for learning and communication skills.

The Context: Some students face financial challenges, limiting access to essentials like uniforms and books. Others require additional support for effective learning, especially in improving communication skills.

The Practice: Initiatives like "Padikkanoruuduppu" (Free Uniform) and "Study Kit" pool resources to gift uniforms and study materials. "Padikkam. Padippikkam" (Free Tuition) and "Orumich" alleviate stress in learning.

Evidence of Success: Positive feedback from beneficiaries.

Challenges and Resources: Constraints include an inability to provide for all financially needy students and reluctance among some to participate in remedial teaching sessions.

Title: Community-Focused Initiatives in Ottapalam

Objectives: Foster environmental awareness and an eco-friendly attitude.

The Context: Ottapalam faces water scarcity, compounded by river pollution with plastic waste. Collaboration with the local self-government aims to address these issues.

The Practice: Collaborating with the Municipality, the college constructs check dams ("Tadayana") to store water. Thorough cleaning of river premises, separating plastic and paper wastes, and distributing palmlets for awareness contribute to a cleaner environment.

Evidence: Check dams ensure water availability during summer.

Challenges and Resources: Issues like sand sacks disappearing and persistent garbage disposal require ongoing efforts. Sustaining awareness about river pollution remains crucial.

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

7.3 - Institutional Distinctiveness

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

The institution enthusiastically embraced the surges of digital transformation, marking a distinctive path. The programs designed for digital empowerment stand out as defining exercises that set our institution apart.

On June 27, 2022, the IQAC and IT club organized a faculty induction program titled 'Digital Platform of the Institution.' Dr. K S Sajan served as the resource person, guiding participants through hands-on training. This included posting on the college website, collaborative blog posting, managing the college's official YouTube channel, utilizing the college's Inflibnet account, creating courses on the college's LMS, exploring the advantages of college email, poster creation, voice typing, image-to-text typing, social media linkages, QR code creation, PDF signing, and filling.

Student teachers were introduced to various events such as NCTE-PAR preparation webinar, Inflibnet account creation and usage workshop, a two-day online workshop on education, a webinar on career planning, a 5-day certificate course on Gamification as a pedagogical tool, a data analysis workshop, a national webinar on 'Academic Support Structures: Exploring Excellence through Experts,' a one-day workshop on item analysis, an ICT workshop, and a certificate course.

Specifically, the data analysis workshop on statistical packages took place on March 9, 2023. Additionally, a five-day workshop on ICT Cum Soft Skills/Expository Writing was conducted from December 5 to December 9, 2022. Another data analysis workshop targeted M.Ed students from the 2021-2023 batch on November 8, 2022.

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