



SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

N. S. S. TRAINING COLLEGE

**N.S.S. TRAINING COLLEGE OTTAPALAM 1
679101**

www.nssce.org

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

March 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

NSS Training College Ottapalam, situated in the Palakkad district of Kerala, stands as a distinguished teacher education institution established in 1960 under the auspices of the esteemed Nair Service Society (NSS) under the great leadership of Late Bharathakesari Padmabhushan Mannath Padmanabhan. NSS, a renowned charitable society founded in 1914, has been instrumental in the educational transformation of Kerala with 29 colleges and 148 schools across the state. The institution's inception was driven by the pressing need for teacher education in Palakkad District, addressing the scarcity of trained educators and particularly benefiting women who aspired to teach.

Initially housed in the NSS K.P.T. High School premises with humble beginnings, the college grew steadily. By 1965, it accommodated 150 students and eventually expanded its offerings to include various disciplines, now catering to 294 students and boasting a faculty of 26 teachers. Recognized under the UGC Act, the college received support for infrastructure development, including a new PG block and a research block inaugurated in 2022 under RUSA 2.0.

Academically, the institution achieved a milestone with the introduction of the M.Ed. course in 1995, elevating its status as a full-fledged teacher education institution. It became a recognized research center under the University of Calicut in 2018, with 8 faculty members as approved research supervisors in education. Presently, the college offers B.Ed. courses in six subjects, M.Ed., and Ph.D. in Education, maintaining a strong focus on holistic development through curricular and co-curricular activities.

The college operates on a semi-residential model, providing ample opportunities for students' mental and spiritual growth, evident in occasional spiritual discourses. Financially supported by NSS Management, the institution charges affordable fees as stipulated by the University of Calicut, ensuring accessibility to students from diverse backgrounds. Regular inspections by NCTE and timely examinations by the University of Calicut maintain academic standards, reflected in an impressive average pass percentage of 99.57% over the past five years.

NSS Training College, Ottapalam, remains committed to its founding principles of "Education for all," continuing its legacy of empowering educators and contributing significantly to the educational landscape and societal development in Kerala.

Vision

Our vision is: ***“Professional Excellence through Empowering Transformation.”***

Our vision, "Professional Excellence Through Empowering Transformation," encapsulates the ethos and aspirations of NSS Training College, Ottapalam, since its establishment in 1960. Over the decades, our institution has been steadfast in producing exceptional educators, and our alumni have made significant contributions to transforming education and educational practices in the state of Kerala.

"Professional Excellence" embodies our commitment to nurturing teachers who excel in their profession, equipped with the knowledge, skills, and values necessary to inspire and educate the next generation. We strive to instill in our students a passion for continuous learning, innovative teaching methodologies, and a deep understanding of educational theories and practices.

"Empowering Transformation" reflects our belief in the power of education to bring about positive change in individuals and society as a whole. We aim to empower our students to become agents of change, capable of addressing contemporary challenges in education, fostering inclusivity, and promoting holistic development.

Through our comprehensive teacher training programs, which include undergraduate and postgraduate courses in various disciplines of education, we provide a rigorous academic curriculum coupled with practical experiences. Our faculty, known for their expertise, dedication, and innovative teaching approaches, mentor and guide students towards achieving professional excellence.

The impact of our institution extends far beyond the classroom, as evidenced by the accomplishments of our alumni. They have assumed leadership roles in educational institutions, government bodies, non-profit organizations, and the private sector, shaping policies, implementing innovative teaching practices, and advocating for educational reforms.

As we look to the future, our vision remains unwavering. We are committed to continuously enhancing our academic offerings, embracing emerging trends in education, fostering research and innovation, and empowering our students to be catalysts for transformative change in the field of education and beyond. At NSS Training College, Ottapalam, we believe that by nurturing professional excellence and empowering transformation, we contribute to building a brighter and more inclusive society through education.

Mission

The **mission** of the institution is:

“To create intellectually alert, professionally competent, morally upright, emotionally integrated, spiritually enlightened, physically sound, socially conscious and committed teachers.”

Our mission at NSS Training College, Ottapalam, is to produce teachers who embody a holistic approach to education, characterized by intellectual alertness, professional competence, moral uprightness, emotional integration, spiritual enlightenment, physical wellness, social consciousness, and unwavering commitment. This mission is grounded in a set of clear objectives that guide our educational endeavors and shape the development of our student-teachers.

Firstly, we aim to prepare student-teachers to uphold quality standards in all aspects of their work, ensuring that they contribute positively to the field of education. This includes inspiring individual growth in terms of social, emotional, and intellectual competence, fostering a well-rounded educational experience.

We also strive to create awareness among our student-teachers regarding regional, national, and global issues, equipping them with a broader perspective and a sense of social responsibility. Opportunities to interact with experts in the field of education and develop networking skills further enhance their learning experience and professional growth.

Through collaborative teamwork, co-operation, and organizational skills development, we empower our student-teachers to effectively impart and evaluate learning experiences, meeting the dynamic challenges of society. We provide support in dealing with academic and personal issues, nurturing a thirst for knowledge and innovation in educational technologies.

Research skills are also cultivated to enable our student-teachers to find solutions to classroom problems and stay abreast of the latest advancements. Sensitization towards environmental issues and the role of teachers as nation builders further underscores our commitment to holistic education.

Ultimately, our mission is to empower our student-teachers to become intellectual and socially committed individuals, capable of shaping a brighter future generation. Through these objectives, we strive to uphold our vision of "Professional Excellence Through Empowering Transformation," ensuring that every graduate of NSS Training College, Ottapalam, embodies the values and skills necessary to make a positive impact in the field of education and society at large.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Is owned and managed by Nair Service Society, a registered charitable society.
- Has 64 years of legacy in teacher education.
- Is a Research Centre in Education affiliated to the University of Calicut.
- Is a mentor institution in teacher education scenario
- Has 26 teaching faculties, among them 5 are professors, 3 are associate professors and the rest are assistant professors
- Has a well-furnished physical infrastructure
- Has a very effective internal quality assurance system.
- Achieves support from funding agencies such as RUSA, UGC, ICSSR, INPA, KILA, and KSHEC
- Effective curricular transaction is ensured in our college through meticulous planning
- The library has a large number of books, periodicals, journals, a reprographics centre, computer and internet facilities, a reference section, and related facilities.
- Provides optimum facilities for the inclusion of the education of marginalized and differently-abled students
- Upholds a strong energy policy and green policy towards sustainable development.
- Focus on the adoption of school, river (Nila) protection and Digi-tech empowerment activities

- Has a Constant feedback system to collect structured appraisals from stakeholders.
- Has a highly transparent and automated office administration system
- The students of our college have excellent academic achievement at the university level and often bag University ranks.
- Our students procure high achievements in teacher eligibility tests such as NET, SET, C-TET, and K-TET.
- Our teachers bag research funds for projects from various government agencies every year.
- Our teachers serve are NCTE visiting team members and members of various governing bodies.
- Has a strong Ph.D research wing pursuing innovative researches
- Publishes a biannual peer-reviewed interdisciplinary e-journal named e-IJEAS, a research newsletter named “Research Chronicles”, ISBN numbered books, and Seminar proceedings.
- Has a model school adjoined to campus
- Has a National Service Scheme Unit
- Has well-functioning laboratories for various departments.
- Has our own LMS and other social media networks.
- Runs value-added and self-study courses
- Has a wide range of club activities
- Our alumni have remarkable contributions in Political, Social, Cultural, Administrative, Teaching, Literature, and the like fields.
- The PTA and Alumni association together form a very supportive sub-system.
- Sustains Teamwork and family atmosphere in the campus.
- Gives our facilities for disaster management

Institutional Weakness

- Our college has not reached an autonomous status.
- Delay in the permanent appointment of faculties due to stringent Government norms and policies.
- Lack of advanced waste treatment facilities.
- Ours is not a 24x7 campus

Institutional Opportunity

- Getting recognized as a College with Potential for Excellence (CPE) by the UGC.
- International collaborations with reputed educational institutions.
- Opportunity to accredit our biannual peer-reviewed interdisciplinary e-journal named e-IJEAS, with UGC CARE LIST.
- Improvement of the research culture of the college

Institutional Challenge

- Enrolment of candidates for M Ed programme is getting low due to the changing educational landscape throughout the state.
- We have to bestow the college infrastructure facilities for various government undertakings such as Rehabilitation during Disasters, activities of local self-government, and public elections. By handing over the institution for such engagements, we are missing regular teaching days and have to adhere to special teaching days.
- Equipping the institution for ITEP.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Our teacher education institution, also a research center in education, prioritizes excellence in curriculum design, academic flexibility, and innovative teaching-learning practices. We meticulously craft our curriculum to align with contemporary pedagogical theories, ensuring relevance and adaptability. Offering a range of postgraduate and undergraduate programs, including early childhood education and curriculum development, we empower students to tailor their academic journey to their interests and career aspirations.

Collaborations with schools and community stakeholders enrich learning experiences, while effective feedback mechanisms gather insights for continuous improvement. Embracing technology and innovative pedagogies, we foster interactive, student-centered learning environments that promote critical thinking and creativity.

Value education is integrated into our curriculum, nurturing social responsibility and empathy among students. Our outcome-based education framework ensures that students acquire the necessary knowledge and skills for professional excellence and lifelong learning.

As a research center, we uphold academic integrity and scholarly rigor, engaging in cutting-edge research and interdisciplinary collaborations to inform evidence-based practices in education. Continuous quality assurance processes uphold the credibility of our programs and research endeavors.

In summary, our institution is committed to curricular excellence, innovation, and research-led practices, preparing educators to meet the evolving demands of the educational landscape with competence and integrity.

Teaching-learning and Evaluation

Institution has the sanctioned intake of 100 B Ed students and 50 MEd students and the admission procedure is based on pure academic merit and obeying strict reservation norms, NCTE norms, state government and university norms. The institution promotes inclusive educational practices. Braille books in the library, ramps, podcasts, reservation norms, UGC and ICSSR sponsored seminars conducted by the institute in this area etc are the best examples for the practices followed by the institution for promoting inclusive education. The institution designed the teaching-learning-evaluation practices in such a way that the prospective teachers will be well equipped with the 21st century skills.

At the entry level, institution conducts an entry level test and based on the analysis, the individual learning needs are determined. The learning needs are catered through efficient mentoring system followed by the institution. The teaching skills and life skills are inculcated in prospective teachers through various activities like thought for the day program, micro teaching sessions, link practices, criticism lessons, cultural programs, various club activities, extension programs, community living camp, health and physical education, yoga sessions, ICT workshops, seminars, webinars, workshops, book review, community oriented programs, field visits etc. Peer feedback and remedial sessions are helpful for the learners for polishing and nurturing their skills and academic progress. Multiple modalities are adopted by the institute to enhance teaching-learning process. Experiential learning, collaborative learning, peer tutoring, ICT enabled teaching, brain storming, group discussions, debates, online teaching, flipped practices etc are used for effective curriculum transaction. Resource-rich college LMS is the best example for the ICT resources used in teaching-learning process. ICT workshop sessions, Enhancing Professional Competency programs, academic writing workshops and learning material preparation workshops enable the prospective teachers with 21st century skills.

The evaluation practice followed by the institute is well organised and transparent.

Infrastructure and Learning Resources

The institution has well-furnished physical infrastructure in accordance with the NCTE norms. The expansion of the college building has taken place in the 2020-2021 academic year, after which several infrastructural changes have been made to the B.Ed., M.Ed. and Research section. The B.Ed. section has now been allocated exclusive use of the main two buildings. The college has a total built up area of 3790 sq. meters and 5.28 acres of land.

The library is an integrated knowledge resource centre having 14630 books, periodicals, references, journals, theses, research projects, newspapers, CDs etc. Our college is a member of N-List (National Consortium for Information Services) since September 2009. Teachers and students have login access to the same. The college has INFLIBNET facility too. The college publishes a biannual peer reviewed interdisciplinary e journal named e-IJEAS and a research newsletter named "Research Chronicles". The library is computerized with Web OPAC, Gateway entry register. The college library is supported by "Lib Master" Software. The college staff members use ICT facilities like computers with internet, LCD projectors and interactive white boards to make the students to be active in the teaching-learning process. Institution has its own YouTube channel named "Vaighari, and other social media platforms such as; Facebook, Instagram, Telegram Twitter(X) , Tumblr ,Blogger .

The college has LMS designed on Moodle platform. Teachers creates their courses in the platform and students are enrolled. We usually give video tutorials, text files, assignments, quizzes, workshop practices etc. using this Moodle platform.

Student Support and Progression

NSS Training College Ottapalam is dedicated to providing comprehensive support and fostering the progression of its B.Ed and M.Ed students, commencing with an orientation program. Each academic year witnesses the dissemination of a revised prospectus containing updated curriculum information, ensuring students are well-informed upon admission. The institution places a strong emphasis on value-based education, endeavoring to instill social responsibility and citizenship among its student body through various initiatives. The college takes pride in the achievements of its alumni, boasting numerous university rank holders, NET and SET qualified students, and JRF recipients. Collaborative efforts with social organizations, local governing bodies, and schools further augment student engagement in diverse social activities, ranging from cleaning campaigns to community service projects. A robust guidance and counseling cell, complemented by individual faculty members, provide multifaceted support covering academic, personal, social, and vocational domains. Mentorship is facilitated through tutorial groups, ensuring a personalized approach with a mentor-to-student ratio of 1:15. The student body actively participates in various clubs and associations, organizing programs such as career counseling, anti-ragging awareness, and social welfare initiatives. The institution prioritizes practical skill development, offering specialized training in areas such as blogging, social networking, and information technology. Integration of subject-specific blogs and websites with the college's online platform enhances resource accessibility. Moreover, the institution ensures student support facilities including vehicle parking, recreational amenities, medical aid, and a book bank, fostering a conducive learning environment. The active involvement of the Alumni Association plays a pivotal role, providing valuable mentorship, networking opportunities, and career guidance to current students. NSS Training College Ottapalam adopts a holistic approach to student support and progression, encompassing academic excellence, social engagement, and practical skill development, thereby nurturing well-rounded professionals in the field of education.

Governance, Leadership and Management

NSS Training College Ottapalam prioritizes governance, leadership, and management, fostering institutional vision, decentralization, financial transparency, and quality assurance. Stakeholders actively participate in decision-making, emphasizing quality education, research, and eco-friendly practices. Operational autonomy to committees ensures decentralized management, backed by meticulous budgeting and auditing for financial transparency.

Strategic deployments align with the institution's vision, focusing on welfare measures, professional development, and quality assurance. Periodic reviews and quality initiatives ensure continuous improvement in academic and administrative domains, tracked through mechanisms including IQAC involvement.

The institution's commitment to quality is evident through internal mechanisms like IQAC fostering excellence and continual improvement. Holistic development and community engagement reflect dedication beyond academic excellence. Teaching-learning processes undergo periodic reviews with stakeholder feedback and proactive measures for improvement.

Financial transparency is maintained through budget provisions, audits, structured fund utilization, and online financial processes. Resource mobilization involves leveraging various funding sources, including stakeholder contributions and grants from agencies like UGC and MHRD. Financial audits ensure accountability and

transparency in resource utilization.

The institution's IQAC plays a pivotal role in promoting quality and excellence through regular meetings, feedback analysis, audits, teaching-learning reforms, research collaboration, and strategic decision-making. These initiatives align with the institution's vision of continual improvement and transparency, ensuring optimal utilization of resources and funds mobilization.

Institutional Values and Best Practices

The institution's policies on energy conservation, waste management, water management are available in the website and accepting it as a joint venture the staff and students take at most efforts to implement them effectively. Steps taken by the institution in this regard inside the campus include functioning of respective cells and clubs, organizing awareness classes, bi annual audits, use of energy efficient equipment for energy management, planting and maintaining plants for green cover; waste reduction, use of vermicompost unit and incinerator for eco-friendly waste segregation and management, and mazhakkuzi, bore wells, tanks, water purifiers for water conservation and management. The institution is a plastic free campus and has adopted office automation as a move towards paperless office. House hold audits, surveys and awareness classes are conducted to raise the public awareness in the above areas. Efforts for leveraging locational knowledge and resources are organized yearly. The code of conduct for students, teachers, administrators and other staff is available in the website. Programs to apprise adherence to the code are organized periodically. The two Best Practices to be highlighted include (i) Adoption of NSSKPTVHSS, and (ii) "Nilayodoppam" (Along with "Nila"), a river conservation program. Our institution stands out for its innovative program, "Digi-tec Empowerment," which aims to disseminate ICT knowledge and skills for the benefit of society while keeping participants abreast of the latest technological advancements. The institution's heads towards its aim to transform the student teachers to techno teachers from the traditional teachers by giving training in techno-pedagogic skills.

Research and Outreach Activities

Our institution is an approved Research Centre of the University of Calicut. The institution encourages the faculty to undertake research projects useful to the community. The college provides adequate resources, encourages active research involvement of teachers, students, and scholars in research as well as recognizes research achievement of teachers. The institution offers administrative support and infrastructure facilities for promoting research. The institution collaborates with other agencies, research institutions, and bodies for sharing research facilities and undertaking research in collaboration. It also encourages the faculty and students to share knowledge especially theoretical and practical findings of research through various research publications, research projects, and patents. Institution conducts seminars and workshops on research-related areas for students, research scholars, and teachers.

The extension and outreach activities rendered by the institution reach the community in several ways. The institution is committed for making students sensitive towards community issues, gender disparities, social issues through various outreach activities. The institution inculcates values and commitment to society and the nation through programs like AIDS awareness, Swatch Bharath, Gender Sensitivity, yoga, Digital India and National Water Mission etc. The students and teachers interact with community and take mutual benefit. Our institution has bagged various awards and honors for outreach activities.

The institution also takes all efforts for collaboration and linkage in academic activities as well as other related social matters. Activities like training, internship, student exchange, faculty exchange, research and resource sharing, among others are undertaken by the college.

The institution has functional MoUs with other institutions in the areas of student exchange, faculty exchange, resource sharing, library usage, conducting seminars /workshops /conferences etc. The institution also collaborates with schools and other educational agencies like NCERT, SCERT, DIET, Universities and general colleges for academic and outreach activities through joint discussions and planning, and also identifies areas for innovative practices and discern ways to strengthen the educational practices.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	N. S. S. TRAINING COLLEGE
Address	N.S.S. TRAINING COLLEGE OTTAPALAM 1
City	OTTAPALAM
State	Kerala
Pin	679101
Website	www.nssce.org

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Dr.Ampili Aravind	0466-2244359	9496354916	-	nsstcottapalam@gmail.com
Associate Professor	Seema Menon K P	-	9446948947	-	seemamkp@gmail.com

Status of the Institution	
Institution Status	Private and Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

State	University name	Document
Kerala	University Of Calicut	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	17-08-1960	View Document
12B of UGC	17-08-1960	View Document

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
NCTE	View Document	15-05-2015	120	NCTE Recognition is considered as permanent and the same is valid up to the withdrawal in any situation

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	No

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	N.S.S. TRAINING COLLEGE OTTAPALAM 1	Rural	5.28	3790

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BEd,Education,	24	Graduation	English,English + Malayalam	100	100
PG	MEd,Education,	24	B.Ed	English	50	50
Doctoral (Ph.D)	PhD or DPhil, Education,	12	M.Ed	English	48	35

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	5				3				14			
Recruited	2	3	0	5	0	3	0	3	3	7	0	10
Yet to Recruit	0				0				4			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				8			
Recruited	0	0	0	0	0	0	0	0	2	6	0	8
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				8
Recruited	4	0	0	4
Yet to Recruit				4
Sanctioned by the Management/Society or Other Authorized Bodies				4
Recruited	3	1	0	4
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	2	3	0	0	3	0	3	6	0	17
M.Phil.	0	1	0	0	0	0	0	0	0	1
PG	2	3	0	0	3	0	3	7	0	18
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	1	5	0	6
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	1	1	0	2
UG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
	0	0	0	0	
	0	0	0	0	0

Provide the Following Details of Students Enrolled in the College During the Current Academic Year

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	11	0	0	0	11
	Female	89	0	0	0	89
	Others	0	0	0	0	0
PG	Male	3	0	0	0	3
	Female	24	0	0	0	24
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	7	0	0	0	7
	Female	28	0	0	0	28
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	2	2	1	2
	Female	17	19	11	20
	Others	0	0	0	0
ST	Male	0	3	0	0
	Female	5	2	2	4
	Others	0	0	0	0
OBC	Male	2	3	2	0
	Female	43	44	52	36
	Others	0	0	0	0
General	Male	5	6	6	3
	Female	73	71	82	58
	Others	0	0	0	0
Others	Male	0	0	1	2
	Female	6	3	7	11
	Others	0	0	0	0
Total		153	153	164	136

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>The college will have to follow the NCTE and University suggestions to run the teacher education courses. Our suggestions to transform into holistic multidisciplinary institution are given here: The college can-</p> <ul style="list-style-type: none"> • Start BA Ed , BSc Ed and B.Com Ed integrated programmes. • Have collaboration with the NSS Arts and science college, Ottappalam and can commence the functions of Department of Education at the college. • Commence three year integrated B Ed- M Ed programme. • Commence five year BA Ed- Med integrated courses. The college can incorporate the Science, Technology, Engineering and Mathematical developments into the proposed integrated B Ed courses. The college will follow the
--	--

	suggestion from university to satisfy the theme
2. Academic bank of credits (ABC):	Presently the college is not autonomous. It is affiliated to the University of Calicut. The college will follow university directions in maintaining ABC for B Ed and M Ed course from time to time.
3. 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 a practitioner in the scenario. • Will give a high focus on Enhancing Professional Capacity activities The college will organize programmes on outreach activities, yoga, national priority programmes (eg. Swachh Bharath),residential community living camps and activities on developing social sensitivity.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The college is presently organizing EBSB activities and this will be continued, we have specific seminars and invited lecture sessions to promote student awareness on Indian knowledge and ancient India's educational contributions. We have scholars who pursue research on the areas like study of Bagavath Gita, ancient Indian History, Vedic Education and the arena of Indian knowledge and tradition. The college will follow medium of instruction in English and Malayalam to assure transaction in English and vernacular languages. The college will celebrate the festivals of all familiar religions of the region to promote India's secular life. The college proposes Self Study courses on Indian traditional knowledge and values and Indian Art and Culture. Every week, college organises cultural activities of students. The activities organised are focused on Indian traditional art, Indian culture, Indian dances and Music and Drama. The college will give opportunity to enhance professional competency through art and drama which focuses on Indian folk arts, theatre arts, folk songs, Indian puppetry etc.
5. Focus on Outcome based education (OBE):	From 2021 onwards the University of Calicut has changed B Ed curriculum to OBE pattern; the college will implement it accordingly. We are conducting Unit Tests and Model examinations on OBE method. The internal learning tasks are carried out on OBE

	<p>approach. The college introduces OBE based teaching-learning tasks at the beginning of the B Ed and M Ed course through the orientation programme. The NEP directions are incorporated with the present curriculum. The further suggestions will be incorporated by the university in due course as per the coming reformations</p>
6. Distance education/online education:	<p>The college has LMS (Learning Management System) and it works effectively. We conduct online courses; value added courses and self-study courses through online. The teachers make use of online apps and LMS for blended teaching. All teaching faculties are making use of the blended approach to teach the subjects. The college also conducts seminars and symposia for students and teachers through online mode</p>

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	<p>Yes, our college has established an Electoral Literacy Club (ELC) in accordance with UGC requirements. The club operates and hosts a range of events, which impart vital knowledge about civic education and democratic principles. As a teacher training college, the college offers potential teachers a plethora of experiences and opportunity to participate in all campus-organized events</p>
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	<p>Yes, the college has active Electoral Literacy Club in operation. Dr. Suresh Kuamr K. Professor have been appointed as the coordinating faculty of ELC. Mr Akshay S is the student co-ordinator.</p>
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	<p>The ELC has conducted 1. Election literacy programme. 2. Pledge has been taken related to voters' rights. 3. Familiarized the student to EVM/VVPAT machine 4. Celebrated national voters day on 25-1-2024</p>
4. Any socially relevant projects/initiatives taken by	<p>ELC has conducted 1. Election literacy campaign 2.</p>

<p>College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>For conscientizing students about the significance of voting “Vote vandi” (EVM Demonstration Vehicle) visited our college 3. Seminars on democratic values was conducted</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>An election literacy campaign was conducted in the college and students who had not enrolled in the voters list were enrolled.</p>

Extended Profile

1 Students

1.1

Number of students on roll year-wise during the last five years..

2022-23	2021-22	2020-21	2019-20	2018-19
282	310	291	256	238
File Description		Document		
Institutional data in prescribed format		View Document		
Any other relevant information		View Document		
Other Upload Files				
1		View Document		

1.2

Number of seats sanctioned year wise during the last five years..

2022-23	2021-22	2020-21	2019-20	2018-19
350	350	350	350	350
File Description		Document		
Letter from the authority (NCTE / University / R		View Document		
Institutional data in prescribed format		View Document		

1.3

Number of seats earmarked for reserved category as per GOI/ State Govt. rule year wise during the last five years..

2022-23	2021-22	2020-21	2019-20	2018-19
175	175	175	175	175
File Description		Document		
Institutional data in prescribed format		View Document		
Central / State Govt. reservation policy for adm		View Document		

1.4

Number of outgoing/ final year students who appeared for final examination year wise during the last five years..

2022-23	2021-22	2020-21	2019-20	2018-19
150	160	131	125	113
File Description		Document		
List of final year students with seal and signat		View Document		
Institutional data in prescribed format		View Document		

1.5

Number of graduating students year-wise during last five years..

2022-23	2021-22	2020-21	2019-20	2018-19
149	159	130	125	112
File Description		Document		
Institutional data in prescribed format		View Document		
Consolidated result sheet of graduating students		View Document		

1.6

Number of students enrolled(admitted) year-wise during the last five years..

2022-23	2021-22	2020-21	2019-20	2018-19
132	150	160	131	125
File Description		Document		
Institutional data in prescribed format		View Document		
Enrollment details submitted to the state / univ		View Document		

2 Teachers**2.1**

Number of full time teachers year wise during the last five years..

2022-23	2021-22	2020-21	2019-20	2018-19
26	26	26	26	26
File Description		Document		
Institutional data in prescribed format		View Document		
Copy of the appointment orders issued to the tea		View Document		

2.2**Number of Sanctioned posts year wise during the last five years..**

2022-23	2021-22	2020-21	2019-20	2018-19
26	26	26	26	26
File Description		Document		
University letter with respect to sanction of p		View Document		
Any other relevant information		View Document		

3 Institution**3.1****Total expenditure excluding salary year wise during the last five years (INR in lakhs)..**

2022-23	2021-22	2020-21	2019-20	2018-19
107.4	151.05	162	98.18	61.93
File Description		Document		
Audited Income Expenditure statement year wise d		View Document		

3.2**Number of Computers in the institution for academic purposes..****Response: 104**

File Description	Document
Invoice bills of purchase of computers	View Document
Copy of recent stock registers	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - 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.

Response:

N.S.S. Training College, affiliated with the University of Calicut, meticulously adheres to the prescribed two-year B.Ed and M.Ed curriculum, aligning its academic schedule with the university's framework. Under the purview of the academic monitoring cells for B.Ed and M.Ed, in collaboration with the research monitoring cell, the institution devises a comprehensive academic calendar each year. This calendar meticulously outlines dates for all educational activities and significant events, ensuring a structured and organized approach to the academic year.

Regular meetings of the academic monitoring cells, convening twice a month, facilitate discussions on potential adjustments to the curriculum plan to meet institutional requirements while remaining aligned with the university's academic agenda. These meetings serve as forums for reviewing and refining the curriculum, ensuring its relevance and efficacy in meeting educational goals. Decisions reached by the monitoring cells are presented in staff meetings, fostering a collaborative environment where faculty members contribute to the continuous improvement of the curriculum.

The college ensures transparent communication of decisions and alterations stemming from these meetings through various channels. Copies of the academic calendar are provided to both staff and students, ensuring everyone is well-informed about upcoming activities and events. Official notifications, including alterations to the curriculum and other pertinent information, are disseminated through official notices, WhatsApp groups (particularly during online modes), and the college website. Additionally, all official communications are prominently displayed on notice boards across the campus, ensuring accessibility to all stakeholders.

In addition to adhering to the prescribed curriculum, the college actively promotes community-oriented programs to instill a sense of social responsibility among its students. These programs, organized by the College Academic Monitoring Committee, cover a wide range of topics such as water scarcity, energy conservation, substance abuse, and field visits. By engaging in these activities, students are encouraged to apply their academic learning to real-world issues, fostering holistic development and preparing them to be socially conscious educators.

Moreover, as a recognized research center in education, the institution provides opportunities for faculty and students to engage in research activities. The research monitoring cell oversees research initiatives, ensuring alignment with academic goals and promoting a culture of inquiry and scholarship within the institution. Through research-focused seminars, workshops, and collaborative projects, the college fosters an environment conducive to intellectual growth and innovation.

In response to external factors such as local celebrations and climatic conditions, the college has demonstrated flexibility by rescheduling its timings accordingly. During the unprecedented challenges posed by the COVID-19 pandemic, the college swiftly adapted its operations, including transitioning teaching practice sessions online and rescheduling examinations as necessary. The proactive measures taken by the academic monitoring cell ensured minimal disruption to academic activities and maintained the continuity of learning for students.

N.S.S. Training College places a strong emphasis on curricular aspects and research, ensuring alignment with prescribed frameworks while fostering flexibility, responsiveness, and a culture of inquiry and scholarship. Through transparent communication, active student engagement, and a commitment to community-oriented initiatives, the college strives to provide a dynamic and enriching educational experience for its students.

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

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 last completed academic year

1. Faculty of the institution

2. **Head/Principal of the institution**
3. **Schools including Practice teaching schools**
4. **Employers**
5. **Experts**
6. **Students**
7. **Alumni**

Response: A. Any 5 or more of the above

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

1.1.3

While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes(CLOs) for all Programmes offered by the institution, which are stated and communicated to teachers and students through

1. **Website of the Institution**
2. **Prospectus**
3. **Student induction programme**
4. **Orientation programme for teachers**

Response: A. All of the above

File Description	Document
Report and photographs with caption and date of teacher orientation programmes	View Document
Report and photographs with caption and date of student induction programmes	View Document
Prospectus for the last completed academic year	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
URL to the page on website where the PLOs and CLOs are listed	View Document
Paste link for additional information	View Document

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

Response: 63.29

1.2.1.1 Number of optional/ elective courses including pedagogy courses offered programme - wise during the last five years.

2022-23	2021-22	2020-21	2019-20	2018-19
47	46	46	46	46

1.2.1.2 Number of optional / elective courses including pedagogy courses programme wise as per the syllabus during the last five years..

2022-23	2021-22	2020-21	2019-20	2018-19
73	73	73	73	73

File Description	Document
Data as per Data Template	View Document
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	View Document
Any other relevant information	View Document
Academic calendar showing time allotted for optional / electives / pedagogy courses	View Document
Paste link for additional information	View Document

1.2.2**Average Number of Value-added courses offered during the last five years****Response: 7****1.2.2.1 Number of Value – added courses offered during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
7	7	7	7	7

File Description	Document
Data as per Data Template	View Document
Brochure and course content along with CLOs of value-added courses	View Document
Any other relevant information	View Document
Paste link for additional information	View Document

1.2.3**Percentage of Students enrolled in the Value-added courses mentioned at 1.2.2 during the last five years****Response: 100****1.2.3.1 Number of students enrolled in the Value – added courses mentioned at 1.2.2 during the last**

five years

2022-23	2021-22	2020-21	2019-20	2018-19
282	310	291	256	238

File Description	Document
Upload any additional information	View Document
List of the students enrolled in the value-added course as defined in 1.2.2	View Document
Course completion certificates	View Document
Paste link for additional information	View Document

1.2.4

Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through

- 1.Provision in the Time Table**
- 2.Facilities in the Library**
- 3.Computer lab facilities**
- 4.Academic Advice/Guidance**

Response: A. All of the above

File Description	Document
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses	View Document
Document showing teachers' mentoring and assistance to students to avail of self-study courses	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
Paste link for additional information	View Document

1.2.5

Percentage of students who have completed self-study courses (online /offline, beyond the curriculum) during the last five years

Response: 100**1.2.5.1 Number of students who have completed self-study course(s) (online /offline, beyond the curriculum) during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
282	310	291	256	238

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

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

Response:

- **A fundamental or coherent understanding of the field of teacher education**

This college offers a comprehensive curriculum in education, covering theory (psychology, child development, curriculum) and practice (observations, teaching practice, internships). Hands-on experience allows students to hone skills like lesson planning and communication. Additionally, the college emphasizes values like inclusivity, diversity, and ethical practice through various clubs and activities. Lifelong learning is encouraged through workshops, conferences, and advanced degrees, equipping educators for success.

- **Procedural knowledge that creates teachers for different levels of school education skills that are specific to one's chosen specialization**

We combine theory and practice to prepare future teachers. Courses focus on teaching methods, curriculum planning, and classroom management alongside in-depth subject knowledge. Through practicums and internships, students gain real-world experience under expert guidance, applying their

knowledge and developing practical skills. Additionally, specialized courses further equip teachers with the expertise to excel in specific areas like early childhood or special education. This comprehensive approach ensures graduates are well-equipped to succeed in the classroom.

Capability to extrapolate from what one has learnt and apply acquired competencies

The NSS Training College in Ottapalam prioritizes fostering extrapolation skills in student teachers. Emphasis is on integrating theory with practical application, aiding comprehension in teaching scenarios. Reflective practice encourages self-evaluation and improvement strategies, enhancing instructional methods. Collaboration and networking opportunities broaden perspectives and teaching approaches. This prepares student teachers to be adaptable practitioners, meeting evolving student needs effectively.

Skills/Competencies such as: Emotional Intelligence, Critical Thinking, Negotiation and Communication Skills, Collaboration with others, etc.

Our institution prioritizes fostering crucial skills like emotional intelligence, critical thinking, negotiation, communication, and collaboration among student teachers. Through clubs and co-curricular activities, we instill these competencies, vital for effective teaching and learning atmospheres. Participation in clubs refines emotional intelligence through role-playing, group discussions, and reflective exercises, aiding in understanding and regulating emotions. Critical thinking evolves via debates, problem-solving, and case studies, encouraging informed decision-making. Negotiation and communication skills are honed through collaborative projects and community involvement, enabling effective expression and constructive dialogues. Collaborative initiatives like group projects and mentoring enhance teamwork, responsibility distribution, and inclusive learning environments.

File Description	Document
Photographs indicating the participation of students, if any	View Document
List of activities conducted in support of the above	View Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document
Paste link for additional information	View Document

1.3.2

Institution familiarizes students with the diversities in school system in India as well as in an international and comparative perspective.

Response:

At NSS Training College, students undergo a comprehensive program aimed at familiarizing them with the diverse landscape of the Indian school system while also providing them with an

international and comparative perspective. The training encompasses various dimensions including the development of the school system, functioning of different Boards of School Education, assessment systems, norms and standards, state-wise variations, and activities designed to enhance professional capacity and understanding.

The development of the school system is explored through a historical lens, analyzing the evolution of education in ancient, medieval, and modern India. By studying the progression of educational practices over time, students gain insights into the factors that have shaped the current landscape of Indian education.

Students also delve into the functioning of various Boards of School Education, understanding their roles, responsibilities, and functional differences. Through practicals and analysis, students explore how different boards operate, their examination systems, curriculum frameworks, and policies, thereby gaining a nuanced understanding of the diverse educational ecosystem in India.

An integral part of the training is the exploration of assessment systems, norms, and standards prevalent in different educational contexts. Through workshops, expert talks, and practical exercises, students learn about differentiated assessment practices, culturally responsive assessment methods, and the importance of aligning assessment with learning objectives.

State-wise variations in educational policies, practices, and infrastructure are also examined to understand the complexities of the Indian education system. By studying regional disparities and state-specific initiatives, students develop a holistic perspective on the challenges and opportunities in education across different parts of the country.

Moreover, students are exposed to an international and comparative perspective through seminars, discussions, and visits to education institutions of national eminence. These interactions provide students with insights into global best practices, educational innovations, and comparative policy frameworks, enabling them to critically evaluate and adapt strategies for the Indian context.

In addition to theoretical knowledge, practical experiences play a crucial role in the training process. Students engage in activities such as community outreach programs, seminars on the right to education, universalization of education, and gender sensitization. These initiatives not only deepen their understanding of social and educational issues but also foster a sense of social responsibility and ethical leadership.

Furthermore, workshops and expert talks on emerging trends in education, such as digital learning, inclusive education, and experiential learning, equip students with the necessary skills and knowledge to navigate the dynamic landscape of education.

Overall, NSS Training College provides a comprehensive and multidimensional approach to familiarizing students with the diversity of the Indian school system, preparing them to become informed and effective educators capable of addressing the complex challenges facing education in India and beyond.

File Description	Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document
Action plan indicating the way students are familiarized with the diversities in Indian school systems	View Document
Paste link for additional information	View Document

1.3.3

Students derive professionally relevant understandings and consolidate these into professional acumen from the wide range of curricular experiences provided during Teacher Education Programme

Response:

NSS Training College recognizes the importance of providing students with a wide range of curricular experiences to enhance their professional acumen and prepare them for the dynamic field of education. The institution strives to enable students to develop an understanding of the interconnectedness of various learning engagements and to equip them with the skills and knowledge necessary for success in their professional careers.

Cultural programs play a significant role in fostering appreciation for diversity and cultural sensitivity among students. These programs provide opportunities for students to engage with different cultures, traditions, and art forms, thereby promoting inclusivity and enriching their understanding of the multicultural society they will be working as educators.

Club activities offer platforms for students to pursue their interests and passions outside of the classroom. Whether it's joining a literature club, a science club, or a community service club, students have the chance to explore their interests, develop leadership skills, and collaborate with peers, all of which are valuable attributes for future educators.

Extension programs allow students to apply their learning in real-world settings and engage with the community. Whether through volunteering at local schools, organizing educational workshops for underprivileged children, or participating in environmental conservation initiatives, students gain practical experience and develop a sense of social responsibility, essential qualities for effective educators.

Seminars and webinars serve as forums for students to engage with experts, scholars, and practitioners in the field of education. These platforms provide opportunities for students to broaden their perspectives, stay updated on current trends and research, and reflect on their teaching practices in light of new insights and ideas.

Workshops and internships provide hands-on learning experiences and practical skills training. Whether it's developing lesson plans, implementing teaching strategies, or assessing student learning, students have the opportunity to apply theoretical knowledge in real classroom settings under the guidance of experienced educators.

Yoga and arts festivals promote holistic well-being and creativity among students. Through practices such as yoga and participation in arts festivals, students learn to manage stress, cultivate mindfulness, and foster creativity, all of which are essential for maintaining a healthy work-life balance and nurturing a positive learning environment for their future students.

Debates and sports activities encourage critical thinking, teamwork, and sportsmanship among students. These activities provide opportunities for students to develop communication skills, problem-solving abilities, and leadership qualities, all of which are transferable to their roles as educators.

The institution's focus on enhancing professional capacity and career development through dedicated cells and initiatives ensures that students are equipped with the skills, resources, and support they need to succeed in their professional journeys. From resume building and interview preparation to networking opportunities and job placement assistance, students are empowered to confidently enter the professional field and make meaningful contributions to the field of education.

By integrating these diverse curricular experiences into the Teacher Education Programme, NSS Training College aims to foster holistic development, cultivate lifelong learning habits, and prepare students to excel as educators in the 21st century

File Description	Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document
Paste link for additional information	View Document

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

- 1. Students**
- 2. Teachers**
- 3. Employers**
- 4. Alumni**
- 5. Practice teaching schools/TEI**

Response: A. All of the above

File Description	Document
Sample filled-in feedback forms of the stakeholders	View Document
Any other relevant information	View Document
Paste link for additional information	View Document

1.4.2

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

Response: A. Feedback collected, analysed and action taken and feedback available on website

File Description	Document
Stakeholder feedback analysis report with seal and signature of the Principal	View Document
Any other relevant information	View Document
Action taken report of the institution with seal and signature of the Principal	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Average Enrollment percentage of students during the last five years..

Response: 39.89

File Description	Document
Document relating to Sanction of intake from University	View Document
Data as per Data Template	View Document
Approved admission list year-wise/ program-wise	View Document
Approval letter of NCTE for intake for all programs	View Document
Any other relevant information	View Document
Any additional link	View Document

2.1.2

Percentage of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the last five years..

Response: 25.71

2.1.2.1 Number of students enrolled from the reserved categories during last five years..

2022-23	2021-22	2020-21	2019-20	2018-19
42	47	48	48	40

File Description	Document
Final admission list published by the HEI	View Document
Data as per Data Template	View Document
Copy of letter issued by State Govt. or Central Govt. indicating the reserved categories (Provide English version)	View Document
Any other relevant information	View Document
Admission extract submitted to the state / university authority about admissions of SC, ST, OBC students every year	View Document

2.1.3

Percentage of students enrolled from EWS and Divyangjan categories during last five years

Response: 4.01

2.1.3.1 Number of students enrolled from EWS and Divyangjan categories during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
2	3	19	3	1

File Description	Document
List of students enrolled from EWS and Divyangjan	View Document
Data as per Data Template	View Document
Certificate of EWS and Divyangjan	View Document
Any other relevant information	View Document

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..

Response:

At the entry level, the institution conducts a need analysis survey to identify the learning needs of students and their readiness to undergo teacher education programme. A test consists of 20 items from teaching aptitude and general education is given to prospective teachers at entry level. From the analysis of data, student teachers who lack teaching aptitude are identified and the mentor teachers are informed. Mentor teachers take proper measures to enhance the teaching skills and attitude of student teachers.

The one-to-one interview at the time of admission procedure and with the mentor teacher in charge help to assess the entry level assessment of the learning readiness and to identify the learning needs of the student teachers.

The induction programs and bridge courses help to identify the learning needs and to create learning readiness among the prospective teachers.

Theory courses like Education in contemporary India, understanding disciplines and subjects, Perspectives on Education), will inculcate a strong philosophical foundation in education, the field visits and tasks and assignments related to history of pioneer educational institutions will enhance the attitude of prospective teachers towards teaching profession. Psychological foundation courses like Development of the learner and Facilitating learning will provide proper awareness and systematic understanding about the psychological and learning needs of learners and the adolescent problem survey, case study, sociometry, study habit inventory and learning style inventory will help prospective teachers to apply the learning in their field and hence will nurture the teaching aptitude and attitude. Theoretical foundation courses and Pedagogical foundation courses will accelerate the momentum to foster teaching skills and aptitudes among student teachers. Academic Mentoring activities like lesson plan discussions, micro teaching sessions, criticism classes, thought for the day programs, cultural programs, various club activities, book reviews, field visits, community living programs, extension activities, community-oriented programs, teaching practice and internship programs are designed such that the needs of student teachers are properly addressed. ICT workshops, training in assessment practices, yoga workshops, sports events add to the fostering teaching skills and competencies of prospective teachers. The institution conducts seminars and workshops, professional competence enhancing programs like Reading and reflecting on texts, yoga, health and physical education, workshops on teacher enrichment, workshop on art and drama, workshop on critical understanding of ICT, Programme on Understanding the self and SUPW to enhance the competencies of prospective teachers through addressing their needs.

Tutorial groups will discuss the concerns of student teachers and proper remedial measures will be taken by the institution. If need arises, remedial teaching is offered by the faculty members after the college working hours to student-teachers who are in need. To make our students techno-smart, the institution provides training in online digital classrooms like MOODLE, Google classroom, Edmodo etc., video conferencing tools like Google meet, Zoom etc ,online assessment tools like Google forms, Quizizz, Kahoot, Socrative, Testmoz etc. All these activities are properly monitored by the mentor teachers. These collaborative efforts address the needs of student teachers and help the prospective teachers to equip themselves with professional excellence.

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

2.2.2

Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through

1. **Mentoring / Academic Counselling**
2. **Peer Feedback / Tutoring**
3. **Remedial Learning Engagement**
4. **Learning Enhancement / Enrichment inputs**
5. **Collaborative tasks**
6. **Assistive Devices and Adaptive Structures (for the differently abled)**
7. **Multilingual interactions and inputs**

Response: A. Any 5 or more of the above

File Description	Document
Reports with seal and signature of Principal	View Document
Relevant documents highlighting the activities to address the student diversities	View Document
Photographs with caption and date, if any	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.2.3

There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students

Response: As an institutionalized activity in accordance with learner needs

File Description	Document
Reports with seal and signature of the Principal	View Document
Relevant documents highlighting the activities to address the differential student needs	View Document
Photographs with caption and date	View Document
Any other relevant information	View Document

2.2.4

Student-Mentor ratio for the last completed academic year

Response: 14.84

2.2.4.1 Number of mentors in the Institution

Response: 19

File Description	Document
Relevant documents of mentor-mentee activities with seal and signature of the Principal	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

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

Response:

The institution adopts multiple modes of teaching –learning approaches for effective content transaction and to address the learner diversities. The approaches used consistently and effectively are the cooperative and collaborative activities, experiential learning, participative learning, problem solving method, brainstorming, focused group discussion, panel discussion, online learning etc.

Experiential learning: Experiential learning is an engaged learning process whereby students ‘learn by doing’ and by reflecting on the real experience. Experiential learning activities for B.Ed. and M.Ed programmes includes Internship, Field trip, Yoga, ICT workshop, hands on experience of subject labs etc. Tasks and assignments like sociometry, adolescent problem survey, case studies of children as well

as educational institutions, interviews with parents etc provide field experience for the prospective teachers.

Participative learning: Participatory learning which ensures learning in an interactive manner and makes use of a variety of teaching methods, roles and relationships based on the needs of the learner and desired outcomes. The prospective teachers at B. Ed level actively participate in community survey, field visit and excursion, cultural programmes etc as part of participative learning. The participatory learning strategies for M.Ed program are peer teaching, cooperative learning, teamwork skills in the context of participation in research proposal preparation, tool development, data collection and analysis, research reporting etc.

Brainstorming: Use of brainstorming is a group creativity technique by which efforts are made to find a conclusion for a specific problem by gathering a list of ideas spontaneously contributed by its members. Brainstorming techniques used while transacting the theory papers for both B.Ed and M.Ed encourages new ideas among student teachers which would never have happened under normal circumstances. The thrust for postgraduate teaching should be self-directed learning with equal participation by all teacher educators in academic discussion while brainstorming as a tool for teaching learning.

Focused group discussion: Use of focus group discussion involves gathering people from similar backgrounds or experiences together to discuss a specific topic of interest. In B.Ed. classes, focus group discussion method used as a group learning experience with 45 minutes duration, the instructor as the moderator. The whole class will be divided into small groups and effective discussions are conducted for the proper content transaction and also to enhance the skills and competencies of learners and to address the diversified needs. Research scholars and prospective teacher educators often asked to conduct focus groups as an efficient way to address a research problem.

Online modes of teaching: Moodle Learning Management System is the learning platform of the institution that allows better cooperation among faculty members, student teachers and teacher educators to provide interactive and stimulating learning experiences. Gnomio and Xeted platforms are used for college LMS. Google classrooms were used by the teacher educators even before covid pandemic for providing an effective flipped learning experience.

The above mentioned innovative approaches have helped in providing a variety of learning experiences to the students. Improvement of academic progress is monitored through continuous internal assessment, tasks and assignments and other activities and project reports

File Description	Document
Course wise details of modes of teaching learning adopted during last completed academic year in each Programme	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.3.2

Percentage of teachers integrating ICT (excluding use of PPT) for effective teaching with Learning Management Systems (LMS), Swayam Prabha, e-Learning Resources and others during the last five years

Response: 60

2.3.2.1 Number of teachers integrating ICT for effective teaching with Learning Management Systems (LMS), e-Learning Resources and others excluding PPT..

2022-23	2021-22	2020-21	2019-20	2018-19
19	19	19	15	6

File Description	Document
Data as per Data Template	View Document
Any other relevant information	View Document
Link of LMS	View Document

2.3.3

Students are encouraged to use ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning including on field practice..

Response: 113.12

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

Response: 319

File Description	Document
Programme wise list of students using ICT support	View Document
Landing page of the Gateway to the LMS used	View Document
Documentary evidence in support of the claim	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
Any additional Links	View Document

2.3.4

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

1. Understanding theory courses
2. Practice teaching
3. Internship
4. Out of class room activities
5. Biomechanical and Kinesiological activities
6. Field sports

Response: A. Any 4 or more of the above

File Description	Document
Lesson plan /activity plan/activity report to substantiate the use of ICT by students in various learning situations	View Document
Geo-tagged photographs wherever applicable	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
Link of resources used	View Document

2.3.5**Continual mentoring is provided by teachers for developing professional attributes in students****Response:**

The institution follows a mentoring system to guide the student teachers in academic matters and also to establish a cordial student -teacher relationship both inside and outside the institution. All the faculty members act as mentors to the students allotted to them. The objectives of mentoring system of the institution includes

- ? Work in teams to overcome the challenges of students with respect to the successful completion of course and help the students to understand the opportunities within the institution for the smooth transition to professional life.
- ? To give guidance for weaker performers to balance with the curriculum, co- curricular activities and personal issues in their life.
- ? To establish and provide a modeling system for enhancing the teaching skills, adorn the conduct of self with peers and authorities and to ensure regularity and punctuality in students.
- ? To keep the students acquired with recent development in education and life.

Institution satisfies these objectives through well-structured mentoring system followed by the institution

which includes four phases

? PHASE 1 The teacher in charge of the mentoring system, selected by the staff council, collects the list of total number of students in an academic year and allot the students to the mentors.

? PHASE 2 Convene meeting of all the mentors for distributing the list of mentees and for giving guidelines regarding the conduct of meetings with the mentees.

? PHASE 3 The mentors in charge of each small group meet their mentees and develop a rapport with the students through personal conversation and collect details regarding their academic and family background. The students are free to meet their mentors in person when they need assistance and guidelines in academic matters as well as in personal issues and problems.

? PHASE 4 Obtaining feedback from the mentees periodically and discussing their suggestion with fellow faculty members and teacher in-charge of the mentoring system. With the consent of the Head of the Institution, the creative and productive suggestions put forward by the students are being implemented for attaining the objectives of the mentoring system.

The mentors are diligent in communicating with each mentee and also empowering and helping them through timely and constructive feedback. As a part of empowering students for professional and personal development, the institution organizes various programmes which actualize self-expression, self-directedness, effective communication and problem-solving ability of students. The mentor teacher monitors all activities of the mentees assigned to them, which helps to provide individual attention and to cater to the learner needs and constructive feedback is provided to enhance their skills and values.

The mentor teachers enhance the professional skills of prospective teachers through microteaching, link practice, discussion lessons, demonstration lessons, criticism and through mentoring during teaching practice and internship. Mentor teachers also give guidance regarding course specific outcomes, programme outcomes, professional goals, career opportunities and advancement, career ethics, integrity and morale essential for professional growth. Research mentoring is given for M Ed students and PhD Scholars.

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document
Link for additional information	View Document

2.3.6

Institution provides exposure to students about recent developments in the field of education through

1. Special lectures by experts

2. **'Book reading' & discussion on it**
3. **Discussion on recent policies & regulations**
4. **Teacher presented seminars for benefit of teachers & students**
5. **Use of media for various aspects of education**
6. **Discussions showcasing the linkages of various contexts of education- from local to regional to national to global**

Response: A. Any 5 or more of the above

File Description	Document
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	View Document
Documentary evidence in support of the selected response/s	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.3.7

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

Response:

The intellectual abilities, creativity, innovative thinking, critical thinking, reflective thinking, empathy, life skills, cooperation, community centeredness etc of prospective teachers are nurtured by the institution through the effective implementation of wide variety of activities like programmes to enhance professional competencies (EPC Programmes), club activities, workshops, community living camp, extension activities, community service programmes etc. The main highlights are the club activities and specially designed programmes to improve professional competency and the result of these programmes are reflected through the innovative practices the prospective teachers are performing at practice teaching schools which proves the utility and field application.

Teachers are social engineers and the orientation and training they get from teacher education institution acts as the back bone for their professional development. Hence the institution designed EPC (Enhancing Professional Competency) programmes to enhance the professional competency of prospective teachers throughout the four semesters. During the first semester, EPC on reading and reflecting texts promotes the reading comprehension ability, critical thinking skills, reflective thinking skills and collaborative

skills of prospective teachers. This also help the prospective teachers to understand difference in language usage in different learning- teaching-evaluation contexts through analysing the text book language, class room interaction language, language used in question papers etc. During the first semester itself, the prospective teachers are trained to prevent life style diseases through EPC programme on Yoga and health education. This help to develop physical health and mental well being. During second semester, IT orientation workshops and teaching aid preparation workshops are conducted along with micro teaching, link practice and criticism sessions to enhance the professional competencies of prospective teachers. During third semester, Art and Drama workshop, intense training on physical education and yoga are given and community living camp and field trips are organised to nurture the skills and competencies among prospective teachers. During fourth semester, programmes on understanding the self and critical understanding of ICT are conducted to ensure that the professional competencies are equipped by the prospective teachers to address the needs of 21st century learners.

The Four days residential community living camp for 30 hours is conducted every year with the aim of learning to live together, impart personal values and enhance democratic living, managing events, division of labour and dignity of labour and through the prospective teachers are enabled to live cooperatively, able to enhance their empathy, life skills etc. To develop critical thinking about issues related to field of education, sessions by experts are arranged during community living camp. Cultural events are arranged to exhibit the talents of prospective teachers. Community service oriented activities like 'Nilayanam'- river cleaning campaigns will inculcate social responsibility and positive attitude towards environment protection. Sessions like education theatre, folk songs and other art forms will help to enhance the creativity, innovativeness and positive attitude among prospective teachers. The four day community living camp under the effective monitoring of teacher educators of the institution help to promote social accommodation, broaden mental abilities and enhance empathy, life skills, creativity and innovativeness among prospect

File Description	Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document
Link for additional information	View Document

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

- 1. Organizing Learning (lesson plan)**
- 2. Developing Teaching Competencies**
- 3. Assessment of Learning**
- 4. Technology Use and Integration**

- 5. Organizing Field Visits**
- 6. Conducting Outreach/ Out of Classroom Activities**
- 7. Community Engagement**
- 8. Facilitating Inclusive Education**
- 9. Preparing Individualized Educational Plan (IEP)**

Response: A. Any 8 or more of the above

File Description	Document
Reports of activities with video graphic support wherever possible	View Document
Documentary evidence in support of the selected response/s	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.4.2

Students go through a set of activities as preparatory to school-based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as

- 1. Formulating learning objectives**
- 2. Content mapping**
- 3. Lesson planning/ Individualized Education Plans (IEP)**
- 4. Identifying varied student abilities**
- 5. Dealing with student diversity in classrooms**
- 6. Visualising differential learning activities according to student needs**
- 7. Addressing inclusiveness**
- 8. Assessing student learning**
- 9. Mobilizing relevant and varied learning resources**
- 10. Evolving ICT based learning situations**
- 11. Exposure to Braille /Indian languages /Community engagement**

Response: A. Any 8 or more of the above

File Description	Document
Reports and photographs / videos of the activities	View Document
Documentary evidence in support of each selected activity	View Document
Data as per Data Template	View Document
Attendance sheets of the workshops/activities with seal and signature of the Principal	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.4.3

Competency of effective communication is developed in students through several activities such as

- 1. Workshop sessions for effective communication**
- 2. Simulated sessions for practicing communication in different situations**
- 3. Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’**
- 4. Classroom teaching learning situations along with teacher and peer feedback**

Response: A. All of the above

File Description	Document
Details of the activities carried out during last completed academic year in respect of each response indicated	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

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

- 1. Teacher made written tests essentially based on subject content**
- 2. Observation modes for individual and group activities**
- 3. Performance tests**
- 4. Oral assessment**
- 5. Rating Scales**

Response: A. All of the above

File Description	Document
Samples prepared by students for each indicated assessment tool	View Document
Documents showing the different activities for evolving indicated assessment tools	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.4.5

Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of

- 1. Preparation of lesson plans**
- 2. Developing assessment tools for both online and offline learning**
- 3. Effective use of social media/learning apps/adaptive devices for learning**
- 4. Identifying and selecting/ developing online learning resources**
- 5. Evolving learning sequences (learning activities) for online as well as face to face situations**

Response: A. All of the above

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

2.4.6

Students develop competence to organize academic, cultural, sports and community related events through

- 1.Planning and scheduling academic, cultural and sports events in school**
- 2.Planning and execution of community related events**
- 3.Building teams and helping them to participate**
- 4.Involvement in preparatory arrangements**
- 5.Executing/conducting the event**

Response: A. All of the above

File Description	Document
Report of the events organized	View Document
Photographs with caption and date wherever possible	View Document
Documentary evidence showing the activities carried out for each of the selected response	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.4.7

A variety of assignments given and assessed for theory courses through

- 1.Library work**
- 2.Field exploration**
- 3.Hands-on activity**
- 4.Preparation of term paper**
- 5.Identifying and using the different sources for study**

Response: A. Any 4 or more of the above

File Description	Document
Samples of assessed assignments for theory courses of different programmes	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

Other Upload Files

1	View Document
---	-------------------------------

2.4.8

Internship programme is systematically planned with necessary preparedness..

Response:

The institution conducts internship programs in a systematic manner for both B.Ed and M.Ed students. For B.Ed course, the duration of internship programme is 16 weeks which is conducted during the third semester and for M.Ed course, the internship program is conducted in two spells, during second and third semester. The entire programme is planned and executed by the institution in a meticulous manner.

The internship of B.Ed program is scheduled as per the NCTE Regulations, the selection/ identification of schools for internship will be made on student request within a radius of 8kms from the institution. The faculty-in-charge of the internship programme, orient the student teachers on the significance of practice teaching program and detail the responsibilities expected of them. The methodology teachers make necessary planning of the internship programme for the academic year after consultation with the Heads/ Principals of practice teaching schools and head of the parent institution. The faculty-in-charge, visit the allotted practice teaching schools to inform them about the internship. The school staff and mentor teachers are actively involved in the preparation of practice teaching plans. They are involved in planning the managerial part of the programme, in guiding students before and after the classes and interacting with the college faculty after the programme. On allotment of practice teaching schools, the student teachers are sent to the respective institutions and the mentor teachers provide the content and assign classes for them. The student teachers prepare lesson plans and the necessary instructional aids and get them verified by both the methodology teachers and the mentor teachers before transacting the lessons. Constructive feedback is given by mentor teachers after the completion of each lesson. Student teachers are allowed to observe classes of peers, the mentor teachers and other school teachers. The methodology teachers visit schools frequently, observe classes of assigned students and consult with mentor teachers regarding the performance of the student teachers and their feedback is noted. The Head/ Principal of the school monitor the overall behavior and conduct of the student teachers during the entire internship programme. Knowledge gained from the theory courses on Child psychology, Classroom management and Communication skills help student-teachers to plan teaching learning experiences according to the diverse learning needs of the learners. ICT training, training in pedagogy and methodology and Workshops on instructional aid construction helps trainees to excel in their teaching and provide variety of learning experiences to the learners. The student teachers actively organize youth festivals, sports activities, lab and library arrangements, innovative and creative works during the internship program.

The M.Ed internship is conducted in two spells. The first internship is during the second semester which focuses on core papers and the second internship, which is conducted during third semester focuses on optional subjects. Prospective teacher educators are assigned with different teacher educational institutions and the mentor teachers of parent institute and host institute monitors the entire process and they provide constructive criticisms for improvements.

File Description	Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.4.9

Average number of students attached to each school for internship during the last completed academic year

Response: 9.38

2.4.9.1 Number of schools selected for internship during the last completed academic year

Response: 16

File Description	Document
Plan of teacher engagement in school internship	View Document
Internship certificates for students from different host schools	View Document
Data as per Data Template	View Document
Copy of the schedule of work of internees in each school	View Document
Any other relevant information	View Document

2.4.10

Nature of internee engagement during internship consists of

- 1. Classroom teaching**
- 2. Mentoring**
- 3. Time-table preparation**
- 4. Student counseling**
- 5. PTA meetings**
- 6. Assessment of student learning – home assignments & tests**
- 7. Organizing academic and cultural events**
- 8. Maintaining documents**
- 9. Administrative responsibilities- experience/exposure**
- 10. Preparation of progress reports**

Response: A. Any 8 or more of the above

File Description	Document
School-wise internship reports showing student engagement in activities claimed	View Document
Sample copies for each of selected activities claimed	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.4.11

Institution adopts effective monitoring mechanisms during internship programme.

Response:

The internship programme is effectively monitored through the collaborative efforts of mentor teachers of parent institute and the host institute. The heads of parent institute and host institute also supervises the monitoring mechanism. Rubrics for assessment of the teacher trainee is developed by the parent institution and based on this, an evaluation preforma is developed and sent to each host institution. The teacher trainess are assessed based on the quality of their lesson plan, content transaction, professional skills and overall teacher effectiveness and performance.

The methodology teachers, who are the mentors from parent institution evaluates the lesson plans and teaching aids and resources before the trainees are sent for internship. The mentor teacher in concerned schools also evaluates the lesson plans, teaching aids and other resources before the execution in classroom. Throughout the internship programme the teacher trainee is under the constant monitoring and guidance of mentor teachers of both parent and host institution. The mentor teacher of host institution observes all classes of the teacher trainees, gives constructive feedback and does the assessment. The concerned methodology teachers periodically visit the practice teaching schools and get acquainted with the teaching-performance of the student teachers through discussions with Head of the schools and the mentor teachers. The mentor teachers of parent institution also observe the classes of teacher trainees, give constructive feedback and do the assessment.

During the B.Ed internship programme, the student teacher is expected to take a total of 60 lessons in each methodology course and orienting them towards their duties and tasks to be undertaken while in schools. Student teachers are informed about the criteria and expectations of each curricular and co-curricular activity conducted during the entire internship programme. At least fifteen lessons of each student teacher are officially supervised by the methodology teacher. The methodology teachers from teacher education institution evaluate the student teachers curricular and co-curricular teaching competencies during their visit to the practice-teaching schools and they give immediate individual constructive criticism. Student teachers also receive personal feedback from the peers who observe their classes. Student teachers engage in self-reflection and maintain a Reflective journal, which is a diary of reflection on his/her own lessons, also provides valuable feedback on their performance. After the internship programme, feedback on the performance of the student teachers is given by the concerned mentor teachers by filling up an evaluation proforma provided by the institution.

During first internship the prospective teacher educator has to complete 10 lesson plans and during second internship ... lesson plans. The mentor teachers of parent institute evaluate the lesson plans, resources and teaching aids in advance and do the assessment. The mentor teachers of host institute also evaluate the same. The classes of prospective teachers are monitored and assessed by the mentor teachers of host institution and the mentor teachers of parent institution interacts with teachers of host institute and collaboratively do the monitoring process.

File Description	Document
Documentary evidence in support of the response	View Document
Any additional information	View Document
Link for additional information	View Document

2.4.12

Performance of students during internship is assessed by the institution in terms of observations of different persons such as

1. Self
2. Peers (fellow interns)
3. Teachers / School* Teachers
4. Principal / School* Principal
5. B.Ed Students / School* Students

(* 'Schools' to be read as "TEIs" for PG programmes)

Response: A. All of the above

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

2.4.13

Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include

1. Effectiveness in class room teaching

2. Competency acquired in evaluation process in schools
3. Involvement in various activities of schools
4. Regularity, initiative and commitment
5. Extent of job readiness

Response: A. All of the above

File Description	Document
Format for criteria and weightages for interns' performance appraisal used	View Document
Five filled in formats for each of the aspects claimed	View Document
Any other relevant information	View Document
Any additional Link	View Document

2.5 Teacher Profile and Quality

2.5.1

Percentage of fulltime teachers against sanctioned posts during the last five years

Response: 100

File Description	Document
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.5.2

Percentage of fulltime teachers with Ph. D. degree during the last five years

Response: 80.77

2.5.2.1 Number of full time teachers in the institution with Ph.D. degree during last five years

Response: 21

File Description	Document
Data as per Data Template	View Document
Certificates of Doctoral Degree (Ph.D) of the faculty	View Document
Any other relevant information	View Document

2.5.3

Average teaching experience of full time teachers for the last completed academic year.

Response: 12.42

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

Response: 323

File Description	Document
Copy of the appointment letters of the fulltime teachers	View Document
Any other relevant information	View Document

2.5.4

Teachers put-forth efforts to keep themselves updated professionally through

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

Response:

The institution motivates teacher educators to participate in faculty development programmes, orientation programmes and refresher courses which helps the teachers in getting acquainted with the new teaching methodologies and professional skills. The notifications are shared through official whats app groups and encourage teachers to participate in different seminars, webinars, conferences and workshops.

The ICT workshops conducted by the institution helps to orient teacher educators towards technology-mediated learning and exposure to a variety of online instructional resources help the teachers to keep track of recent developments in the educational field. The expertise of team from Central University of Kerala as well as the expertise of own faculty member Dr. K.S. Sajan were made use of by the institution. Institution also organizes Faculty development programs for teachers of other institutions and for those who are interested in technology.

The institution encourages teacher educators to involve in preparation and revision of curriculum at

various levels of teacher education and this helps the faculty members to keep abreast of the recent developments in teacher education programme, school curriculum and recent teaching methodologies. Institution conducted curriculum revision workshops in collaboration with board of studies, Calicut University.

Institution provides necessary support for the faculty to do research leading to Ph.D. and to take up Major and Minor research projects funded by agencies like UGC, ICSSR etc. Institution also encourages the faculty members to publish papers in different journals, magazines and books.

The institution also permits the faculty members to act as resource persons in Seminars, webinars, Conferences and Workshops organized by National bodies and various institutions at National and International level. Institution also provides library resources and technology resources to help the faculty members to keep pace with recent developments by referring to e-books and e-journals.

The expertise of experienced faculty of the institution and from renowned educational institutions are utilized in the form of lecture series, demonstration classes and workshops which provide updated information about the educational developments. The institution organized a national level seminar on NEP 2020 when the draft was published. After the publishing of NEP 2020, the institution made use of the expertise of its own faculty, Dr. Suresh Kumar K, to conduct a national webinar on the same. The institution takes initiative to make the teacher educators to be oriented towards changes in professional development assessment also. In this regard, Dr. Sunil Kumar A.S. of the institution gives frequent orientation in service matters for the faculty.

The institution organized Links are also provided to the websites of important agencies and departments like UGC, NCTE, NCERT, and MHRD which help the faculties have easy access to the policies and acts to the recent developments in education. College website, social media platforms and college youtube channel disseminates the information with public

In these respects, the institution promotes in house discussions on current development and issues in education as well as share information with other institutions and public.

File Description	Document
Documentary evidence to support the claims	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.6 Evaluation Process

2.6.1

Continuous Internal Evaluation(CIE) of student learning is in place in the institution

Response:

Assessment of students for each subject are done by internal continuous assessment and end semester examination. Internal assessments are conducted throughout the semester. In addition to the traditional evaluation measures such as unit tests, term end examinations and model examinations the institution ensures student learning through various continuous evaluation measures such as:

Surprise tests: Such tests are usually given immediately after the completion of a unit/topic. It really helps us to evaluate how far student teachers are following the subject matter. The test scores are used to assess their learning progress as well as the learning needs of the learner. Moreover, it helps in evaluating teaching strategy also. Usually, short answer type questions are given for these tests.

Lesson summary presentations: At the end of a lecture hour, students are asked to write the class summary on a piece of paper. Usually, 10 minutes are given for the purpose. The answers are collected and evaluated.

Evaluation on the basis of participatory activities: Group discussions, brainstorming sessions, debates, panel discussions etc. are used as modes of transaction of content. The performance of students in all these activities is evaluated. Moreover, the reports prepared by students are given grades based on their performance.

Evaluation based on Task and Assignments: The tasks and assignments are thoroughly valued and scores are awarded based on the quality of the task. The institution provides chances of re-submission for the learners, those who failed to submit the task successfully.

Evaluation based on class seminars: Topics to be taken are given earlier for seminars. Students have to refer books or other means to prepare the seminar papers. Then they have to present seminars during class hours. The concerned teachers evaluate the seminar sessions as well as the prepared seminar papers.

The ratio of internal to external examination for theory courses in B.Ed programme is 20:80. The internal evaluation of theory courses are based on predetermined transparent system involving periodic unit tests, tasks and assignments and college-based practicums. Internal assessment for yoga, health education, microteaching, peer discussion, peer criticism, workshop on teacher enrichment, initiatory school experience, school internship, art and drama workshop, community living camp, ICT workshop, field trip etc also contributes to the internal assessment. For, M.Ed course, the internal assessment consists of assignments, seminars, test papers, internship, peer teaching, field visit, research work, yoga and ICT workshop.

In order to ensure transparency of the internal evaluation process, student teachers are made aware of the criteria/ indicators of assessment well in advance and the internal assessment marks awarded to the students in each theory and practical course are published on the notice board at least one week before the commencement of external examination so as to enable the students to report and to do the necessary corrections if needed. Students may seek redress of grievances of internal evaluation at the teacher educator level or at the institutional evaluation committee level. The consolidated mark lists of all courses of a semester are submitted to the university immediately after the closure of each semester.

File Description	Document
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.6.2

Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation

1. Display of internal assessment marks before the term end examination
2. Timely feedback on individual/group performance
3. Provision of improvement opportunities
4. Access to tutorial/remedial support
5. Provision of answering bilingually

Response: A. Any 4 or more of the above

File Description	Document
Documentary evidence for remedial support provided	View Document
Details of provisions for improvement and bi-lingual answering	View Document
Copy of university regulation on internal evaluation for teacher education	View Document
Any other relevant information	View Document
Annual Institutional plan of action for internal evaluation	View Document
Link for additional information	View Document

2.6.3

Mechanism for grievance redressal related to examination is operationally effective

Response:

The institution has a well-structured and well-functioning grievance redressal cell to resolve the grievances among students. The cell gives special attention to concerns and grievances related to internal and external examinations. Students can report their inconveniences, distress or complaints related to

internal examination and its evaluation through grievance redressal system functioning in the college.

Student teachers are free to report their grievances to their mentor teacher and if students don't take initiative, concerned teachers ask if there is any grievances about internal marks. If there are any genuine grievances, the concerned teacher will resolve the grievance at the teacher-level.

In addition to this, A grievance box is kept in the college library. The students are free to write their grievances related to systematic and periodic evaluation mechanisms followed by the institution and put it in the box provided for addressing their grievances. The box is opened every month by the grievance redressal committee and the grievances are tackled in the most judicious manner. If the students are unable to appear for the institution level internal examination or model examinations in the scheduled date, if the grievance is genuine, the institution provides provision for retest for those according to the convenience of the student and the concerned subject teacher and also the marks of the retest are considered for internal evaluation. Grievances related to the internal marks of the students are initiated to be resolved within the committee in the presence of the respective subject teacher immediately after publishing the internal marks in the college notice board and on or before uploading the same on the University website. If the complainant is not satisfied, a higher-level committee comprising the Head of the institution discusses the matter in detail and get resolved effectively.

Thus the college has a very effective grievance redressal mechanism related examination. It is a three tier system. If a student has grievance about his/her internal marks, he/she can first approach the concerned subject teacher. If not satisfied with the response of that teacher, the student can approach class teacher who will try to resolve the grievance. If the student is still not satisfied he/she can approach the college principal. These procedure will make examination based grievance redressal transparent and effective

In the case of external examination, also, if there are any grievances are there from students' part, the institution takes initiative to report it to university and takes necessary follow up to resolve the issue.

During the time of remote learning, the internal marks for each subject were informed the students personally by the teachers-in-charge of each subject. The grievances if any, are resolved and after that the internal marks are uploaded to university website.

File Description	Document
Relevant documents reflecting the transparency and efficiency related to examination grievances with seal and signature of the Principal	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.6.4

The Institution adheres to academic calendar for the conduct of Internal Evaluation

Response:

An academic calendar helps students, faculty and staff members to remember the important dates and activities in an academic year and it is essential for effective planning and implementation of any program. The institution is affiliated to Calicut University and hence the institution has to follow the academic instructions of the University. Even then, the institution prepares its own academic calendar at institution level following the instructions of the university. The academic calendar of the college is prepared by the academic monitoring cell in coordination with all the teacher educators under the supervision of head of the institution in line with the academic calendar prepared by the University. There are separate academic monitoring cells for B.Ed and M.Ed programmes. Any limitations or drawbacks in the calendar are modified during the same academic year. It includes all curricular and co-curricular activities in a very systematic manner so that tasks are executed smoothly throughout the year. The practice teaching session is scheduled in consultation with the heads of the practice teaching schools, faculty and administrative staff, without disturbing their curricular and co-curricular activities and vacations. The mid semester and end semester model examinations, other practical activities included in each semester such as EPC activities, microteaching, discussion, demonstration and criticism activities, are also conducting in accordance with the dates mentioned in the institutional level academic calendar. The concerns of student teachers about local holidays and festivals are addressed in a proper manner in the academic calendars prepared at institution level. The academic calendar includes the schedule of internal evaluation practices which help prospective teachers and prospective teacher educators to plan their activities in well advance. The prior planning in the form of academic calendar helps in smooth functioning of academic activities.

File Description	Document
Any other relevant information	View Document
Academic calendar of the Institution with seal and signature of the Principal	View Document
Link for additional information	View Document

2.7 Student Performance and Learning Outcomes

2.7.1

The teaching learning process of the institution are aligned with the stated PLOs and CLOs.

Response:

The PLOs and CLOs are achieved through different activities. At the beginning of each academic year the principal and all the faculty members sit together and plan the entire teaching learning activities in accordance with the predetermined PLOs and CLOs. It includes seminars, discussions, microteaching sessions, criticism lessons, practice teaching sessions, EPC activities, tasks and assignments for each subject. Deep understanding of underlined concepts of education is achieved through theory courses. Lectures, discussions, small group activities, seminars, peer-teaching, collaborative learning, problem-solving, field visits, case studies and the Learning management

system and ICT resources are used for the attainment. This helps the prospective teachers and prospective teacher educators to understand the various theories of personality, factors affecting individual differences and the special problems of exceptional children, the prominent theories of learning, retention, and transfer of training and the strategies to facilitate each one of these and familiarize with the psychological principles underlying 'curriculum transactions, psychological testing, management and guidance and counseling. It also helps to understand the essentials of assessment for learning, democratic education, school management, and physical & health education. Different task and assignments for each paper like visit to educational institutions, case studies, sociometry, surveys, preparation of unit plans, lesson plans, diagnostic tests, remedial lessons etc help to achieve the PLOs and CLOs. These activities will help prospective teachers to understand the developmental processes and needs of children and adolescents and role of teachers in facilitating developments. The practical works like micro teaching, reading, and reflecting text, yoga and physical education, demonstration and criticism classes, ICT orientation classes, art and drama workshops, tool preparation and standardization workshops, academic writing workshops and course work programs help learners to achieve the professional and practical skills mentioned in PLOs and CLOs. The community living camp, extension activities and club activities help learners to understand the socio-cultural contexts, cooperation, collaboration and help to achieve leadership skills. The thought for the day programs and book review sessions help learners to foster critical thinking. This also helps them to get familiarise with the socio-political economic dimensions of Indian Society and appreciating its diversity and helpful to develop an understanding of the trends, issues, and challenges facing contemporary Indian Society. All activities of the college are helpful to imbibe knowledge and develop an understanding of methods and strategies of teaching in schools and teacher education institutions, and evaluating its outcome and develop positive attitude to teaching profession and to the coming generation. The pedagogic and methodological subjects help learners to acquire adequate knowledge of the content of the school subjects concerned, of middle, secondary and higher secondary classes. Through the activities in the college the learners develop interest in facilitating learning and development and enjoy teaching and organizing curricular and co-curricular activities and develop readiness to accept the progressive changes in the field of education. The well-planned effective execution of curricular, co-curricular and extra-curricular activities will help the prospective teachers and prospective teacher educators to imbibe the necessary skills and attitude to excel in their profession.

File Description	Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.7.2

Average pass percentage of students during the last five years

Response: 99.41

2.7.2.1 Total number of students who passed the university examination during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
149	159	130	125	112

File Description	Document
Result sheet for each year received from the Affiliating University	View Document
Data as per Data Template	View Document
Certified report from the Head of the Institution indicating pass percentage of students programme-wise	View Document
Any additional information	View Document
Link for additional information	View Document

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

Response:

At the beginning of the academic year the institution conducts an entry level test using questionnaire and attitude scale to identify the entry behavior and varying learning needs of the learner and followed by periodical evaluation of the progress of the learner is taking place using various self and peer evaluation strategies. After each learning activity, the extent to which the learners are achieved the pre-determined learning outcomes are measured using summative and formative evaluation strategies and arrange remedial teaching sessions for low achievers for further improvement. Re-teaching sessions included in the microteaching sessions provides the learner a platform for mastering the teaching skills. Similarly, constructive and genuine criticisms through peer evaluation and teacher observation during criticism lesson transaction and practice teaching sessions help the learners to identify and rectify the unacceptable behaviour of the learner with respect to curriculum transaction. The Academic monitoring committee and IQAC of the institution manage the entire activity of the institution, ensures the successful conduct of envisaged program and collect feedback from all the stakeholders at the end of each academic year regarding various activities. SWOT analysis sheet is administered to the student teachers, PTA and Alumni for identifying the strength and weakness of the course. Creative suggestions put forwarded by the stakeholders are included in the plan of action for the next academic year. The student progression, ie; the students opting for higher studies, professions and those clears eligibility tests like NET, SET, KTET and CTET are traced by the institution and ensures the achievement of PLOs and CLOs.

File Description	Document
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.7.4**Performance of outgoing students in internal assessment****Response:** 100**2.7.4.1 Number of students achieving on an average 70% or more on internal assessment activities during last completed academic year****Response:** 150

File Description	Document
Record of student-wise /programme-wise/semester-wise Internal Assessment of students during the last completed academic year	View Document
Data as per Data template	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.7.5

Performance of students on various assessment tasks reflects how far their initially identified learning needs are catered to.

Response:

The institution adopts various assessment tasks to identify the extent to which the learning needs of the learners are satisfied. The performances of students on these assessment tasks reflects the improvement of the learner from the initial entry behaviour of the learner. Performances of the students on task and assignments related to each theory course, internal examinations, performance in Enhancing Professional Competency (EPC) activities, community living camp, extension activities, club activities and practical works reflects how far the initially identified learning needs of the learners are catered. To cater to the diverse needs of the students the institution offers different teaching-learning activities, club activities, SUPW activities, sports and

yoga activities, LMS and podcasts. These activities are designed such that to develop social awareness, responsibility, and dignity of labour, professional skills, communication skills and to develop life skills among the students. The academic mentoring sessions and tutorial sessions enable students to get empowered in their professional development as well as personal development. ICT training sessions and the ICT usage in the institution enable the prospective teachers to acquire the ICT proficiency which is essential for 21st century teachers. Different cooperative and collaborative activities, thought for the day program, assembly and book review sessions, classroom discussions, seminars, workshops, club activities, arts and sports activities, community living camp and extension activities make them capable to acquire the 21st century skills like collaboration, leadership, digital literacy, self-direction, socialisation and effective communication.

The discussion lesson plan writing sessions, demonstration classes by experts, microteaching and link practice sessions, criticism classes, training in development of evaluation practices, reading and reflecting sessions, art and drama sessions, ICT workshops, 'Understanding the self' program, teaching practice, internship, classroom activities and out of classroom activities, elective courses, and different club activities of the college cater to the diverse needs of B Ed students. The M.Ed. program also offers elective courses and the students can choose from them according to their preference. The students select a research problem of their choice, conduct research work and prepare a dissertation; these activities make the student teachers under the role of diversity and equity in teaching learning process. The continuous mentoring help to develop research skills in prospective teacher educators and are encouraged to present papers in national and international seminars. The discussions, debates, seminars, workshops, internship program and seminar presentations inculcate professional skills in students.

The gifted students are given additional activities such as conducting seminars, quiz competitions and peer tutoring. The blind students are trained in the use of JAWS software and the institution provides infrastructural facilities and academic support through podcasts. Remedial learning sessions are also arranged to improve the performance of students.

PhD scholars are given course work and this helps them to get advanced knowledge in recent trends in research and education. Seminars and workshops are arranged for the research skill development and academic writing skill enhancement.

Through all these ways, the teaching learning process of the institution caters to the individual difference among the students.

File Description	Document
Documentary evidence in respect to claim	View Document
Any additional information	View Document
Link for additional information	View Document

2.8 Student Satisfaction Survey

2.8.1

Online student satisfaction survey regarding teaching learning process

Response: 3.73

Criterion 3 - Research and Outreach Activities

3.1 Resource Mobilization for Research

3.1.1

Average number of research projects funded by government and/ or non-government agencies during the last five years

Response: 0.6

3.1.1.1 Number of research projects funded by government and non- government agencies during the last five years..

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	1	1	1

File Description	Document
Sanction letter from the funding agency	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
Link for additional information	View Document

3.1.2

Average grants received for research projects from government and / or non-government agencies during the last five years (INR in Lakhs)

Response: 1.42

3.1.2.1 Total grants received for research projects from government and / or non-government agencies during the last five years (INR in Lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
00	00	0.9	3.0	3.2

File Description	Document
Sanction letter from the funding agency	View Document
Income expenditure statements highlighting the research grants received, duly certified by the auditor	View Document
Any additional information	View Document
Link for additional information	View Document

3.1.3

In-house support is provided by the institution to teachers for research purposes during the last five years in the form of:

- 1. Seed money for doctoral studies / research projects**
- 2. Granting study leave for research field work**
- 3. Undertaking appraisals of institutional functioning and documentation**
- 4. Facilitating research by providing organizational supports**
- 5. Organizing research circle / internal seminar / interactive session on research**

Response: A. Any 4 or more of the above

File Description	Document
Institutional policy document detailing scheme of incentives	View Document
Income-Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	View Document
Documentary proof for each of the claims	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

3.1.4

Institution has created an eco-system for innovations and other initiatives for creation and transfer of knowledge that include

- 1. Participative efforts (brain storming, think tank, etc.) to identify possible and needed innovations**
- 2. Encouragement to novel ideas**
- 3. Official approval and support for innovative try-outs**
- 4. Material and procedural supports**

Response: A. All of the above

File Description	Document
Reports of innovations tried out and ideas incubated	View Document
Documentary evidences in support of the claims for each effort	View Document
Details of reports highlighting the claims made by the institution	View Document
Copyrights or patents filed	View Document
Any additional information	View Document
Link for additional information	View Document

3.2 Research Publications

3.2.1

Average number of research papers / articles per teacher published in Journals notified on UGC website during the last five years

Response: 6.88

3.2.1.1 Number of research papers / articles per teacher published in the Journals notified on UGC website during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
48	33	25	47	26

File Description	Document
First page of the article/journals with seal and signature of the Principal	View Document
E-copies of outer jacket/content page of the journals in which articles are published	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

3.2.2

Average number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the last five years

Response: 4

3.2.2.1 Total number of books and / or chapters in edited books, papers in National / International conference proceedings published during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
20	24	31	1	28

File Description	Document
First page of the published book/chapter with seal and signature of the Principal	View Document
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 year-wise	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

3.3 Outreach Activities

3.3.1

Average number of outreach activities organized by the institution during the last five years..**Response:** 4**3.3.1.1 Total number of outreach activities organized by the institution during the last five years.**

2022-23	2021-22	2020-21	2019-20	2018-19
5	3	0	10	2

File Description	Document
Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

3.3.2**Percentage of students participating in outreach activities organized by the institution during the last five years****Response:** 74.15**3.3.2.1 Number of students participating in outreach activities organized by the institution during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
238	256	0	245	282

File Description	Document
Report of each outreach activity with seal and signature of the Principal	View Document
Event-wise newspaper clippings / videos / photographs with captions and dates	View Document
Any additional information	View Document
Link for additional information	View Document

3.3.3

Percentage of student participation in national priority programmes such as Swachh Bharat, AIDs awareness, Gender sensitivity, Yoga, Digital India, National Water Mission during the last five years

Response: 100

3.3.3.1 Number of students participated in activities as part of national priority programmes during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
238	256	291	310	282

File Description	Document
Documentary evidence in support of the claim along with photographs with caption and date	View Document
Data as per Data Template	View Document
Any additional information	View Document
Any other relevant link	View Document

3.3.4

Outreach activities in the community in terms of influencing and sensitizing students to social issues and contribute to community development

Response:

The college organizes various activities in the community in order to sensitize students to social issues and contribute to community development. Every year, on environmental day, 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. The college in collaboration with Ottapalam Municipality distribute saplings to student teachers and teacher educators and the students take pledge to conserve and protect our nature. Ozone day is also observed in order to sensitize the students about ozone depletion and climatic changes and there by providing awareness about pollution and carbon emission. World wetland day is observed to orient the community about the need for protecting wetlands.

Aids Day is observed every year with various awareness programs .The students of the college participate in the 'World Aids Day" rally which provides an awareness to the society regarding the same and caution people against this social issue. Teacher trainees give AIDS awareness messages. Documentary shows and poster competitions on AIDS awareness on the same day. These

programs unveil the origin of HIV, its attack on the human body etc. These programs underpin the need of developing conscious and healthy citizens.

Human Rights Forum in the college organizes different programs which enable the people to know their rights, privileges and responsibilities. The student teachers actively involve in various activities related to the forum and they transmit it to the society in various modes.

Pain and Palliative Care Cell is functioning in the college and students and teachers contribute to the society in various ways. One of the notable programmes conducted by our students is the observation of Palliative Care Day. An amount is collected by the students every year and given to Palliative Care Unit, Ottapalam. Students also collect clothes and distribute to the inmates of Polygarden(Home for mentally challenged).

Women cell of the college organizes various Women empowerment programs like legal awareness, self protection, health and wellbeing, gender sensitization, mental health which enable the student teachers more confident and orient them towards gender equality and educate the community in this regard.

Cleaning programs such as Cleaning the river Nila and nearby places by the students as part of Swatch Bharath Mission and Gandhi Jayanthi Celebration. Mosquito eradication programs, cleanliness programs etc were volunteered by the students for the benefit of the society.

Corona awareness programs such as orienting the public about different methods to fight against corona virus in the form of distributing pamphlets, handwashing support, awareness classes etc were provided in the college.

Blood Donors Forum- Students in the college volunteer in donating blood in collaboration with neighboring hospitals. It benefits the society to a great extent.

The student teachers every year take pledge against drug abuse. All the students of our college take pledge against drug abuse. They pledge to protect society, school campuses from drug abuse and also to equip the youth to fight against drugs

File Description	Document
Report of each outreach activity signed by the Principal	View Document
Relevant documentary evidence for the claim	View Document
Any other relevant information	View Document

3.3.5

Number of awards and honours received for outreach activities from government/ recognized agency during the last five years

Response: 0**3.3.4.1 Total number of awards and honours received for outreach activities from government/ recognized agency during the last five years.**

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Data as per Data Template	View Document
Appropriate certificates from the awarding agency	View Document
Any additional information	View Document
Link for additional information	View Document

3.4 Collaboration and Linkages**3.4.1****Average number of linkages for Faculty exchange, Student exchange, research etc. during the last five years****Response: 0****3.4.1.1 Number of linkages for faculty exchange, student exchange, research etc. during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Report of each linkage along with videos/ photographs	View Document
List of teachers/students benefited by linkage exchange and research	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

3.4.2

Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years

Response: 5

3.4.2.1 Number of functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years

Response: 5

File Description	Document
Data as per Data Template	View Document
Copies of the MoUs with institution / industry/ corporate houses	View Document
Any additional information	View Document
Link for additional information	View Document

3.4.3

Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes

- 1. Local community base activities**
- 2. Practice teaching /internship in schools**
- 3. Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education**
- 4. Discern ways to strengthen school based practice through joint discussions and planning**
- 5. Join hands with schools in identifying areas for innovative practice**
- 6. Rehabilitation Clinics**
- 7. Linkages with general colleges**

Response: A. All of the above

File Description	Document
Report of each activities with seal and signature of the Principal	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

Criterion 4 - 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

Response:

The institution has well furnished physical infrastructure in accordance with the NCTE norms. The expansion of the college building has taken place in the 2020-2021 academic year, after which several infrastructural changes have been made to the B.Ed , MEd and Research section. The B.Ed section has now been allocated exclusive use of the main two buildings..M.Ed and Research sections are functioning in the new building. The library is located on the second floor of the Library Block.

The College has sufficient physical infrastructure as per NCTE norms to conduct B.Ed and M.Ed courses. College has sufficient physical infrastructure as per Calicut University norms to conduct Research in Education .The college has a total built up area of 3790 sq.meters and 5.28 acres of land. The institution has well furnished physical infrastructure in terms of classrooms, Administrative office, Principal's, Room, Faculty Room, Research Scholars Room ,Library, internet cafe, Computer Lab, Language Lab, Technology Lab, Psychology lab, Physical Science Lab, Natural Science Lab, Physical Education room, Guidance and Counseling Room, Placement Cell Room, Craft Room, Seminar Hall, Multipurpose Hall, , Ladies Common Room and Yoga Hall,Store Room, Play Ground, basic amenities like separate toilets for boys and girls, staff and students, drinking water facilities, and vehicle shed centralized power generator, smart classrooms, campus with wifi networking, Compound wall and two entrances

The student teachers avail facilities such as Carrom board, Chess board , table tennis ,volleyball , cricket and badminton. Multimedia facilities like Karaoke systems,Public Addressing System and Microphones, curtains, an open stage with greenroom, podium is available in all class rooms to view educational and recreational programmes. The college has a separate sports ground for outdoor sports,minor games and outdoor celebrations., An annual sports day is conducted every year wherein the student teachers exhibit their ability in track and field events. Various cultural activities such as the celebration of festivals, national holidays and birth anniversaries of personalities are celebrated with pomp. The student teachers are involved in these activities right from the conception to the execution. These activities take place in the multipurpose room.or in the open auditorium. . Adequate infrastructure is provided for indoor and outdoor games and extra-curricular activities. The institution continuously strives to create and enhance infrastructure both in terms of buildings and other facilities to provide a good teaching-learning environment.

File Description	Document
List of physical facilities available for teaching learning	View Document
Geo tagged photographs	View Document
Any additional information	View Document
Link for additional information	View Document

4.1.2

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

Response: 62.5

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

Response: 15

4.1.2.2 Number of Classrooms and seminar hall(s) in the institution

Response: 24

File Description	Document
Geo-tagged photographs	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link to relevant page on the Institutional website	View Document

4.1.3

Percentage of expenditure excluding salary for infrastructure augmentation during the last five years

Response: 0.43

4.1.3.1 Expenditure for infrastructure augmentation excluding salary during the last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
0.02	0.2	0	0.65	1.6

File Description	Document
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

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

Response:

The college library is an important hub of student life. The library is an integrated knowledge resource center having 14630 books, periodicals, references, journals, theses, research projects, newspapers etc. It is fully computerized with Lib Master facility. The reading space is well furnished to accommodate 65 students at a time and provides a conducive environment for study. It remains open on all working days. A visitor's record is maintained by students and faculty members. New arrivals of books and journals are displayed on a rack.

The library is automated using Integrated Library Management System (ILMS), computerized with LibMaster. The library has developed the database of its own collection through the library software. An online public access catalog (OPAC) facility is made available in the library which is used by students and faculty members for searching for books by title, author, subject name etc. All the active books collected are updated in the library software database and the online public access catalog (OPAC) is available for students and faculty members. It has access to e-journals under the e-shodhsindhu programme of INFLIBNET. The new books are displayed for two weeks on the display stand. User orientation is provided at the beginning of the year regarding the various facilities, services and resources available in the library. The students are given membership in the library immediately after the admission process. The library provides a repro graphic service and an internet service. The Internet room is provided with 2 systems with 300 Mbps.

All e-resources are accessible locally within the campus as well as remotely. Remote access to the e library facilities are extended through Web OPAC. The library building is centrally located and well laid out and maintains the right atmosphere for learning. Library buildings have provision for both individual and group studies. Adequate space is provided for browsing and relaxed reading. It subscribes to journals of great repute, along with magazines and newspapers for general reading. The library also houses a rich reference Collection, viz., Encyclopedia Britannica, Specific Subject Encyclopedias, Year Books, Dictionaries and other reference materials.

There is a library committee which looks into the needs and functioning of the library. The committee meets twice in a year and sometimes often depending upon the need. The committee also examines the proposals and complaints if any given by the staff and students and a final decision is taken. The library committee consists of the Principal, Librarian and two staff members. The catalogs of different publishers are made available to the staff who selects the books as per their requirements. The principal in consultation with the librarian orders the list of books. There are educational related journals and other journals. There is separate one rack for journals, 2 racks for back volumes and a separate almirah for NAAC - Self Study Report 136 educational DVDs; there is a separate section for reference and for each subject is allotted with a separate rack which helps the students to locate the books easily.

File Description	Document
Bill for augmentation of library signed by the Principal	View Document
Any additional information	View Document
Link for additional information	View Document
Web-link to library facilities	View Document

4.2.2

Institution has remote access to library resources which students and teachers use frequently

Response:

N.S.S, Training College has a fully functional equipped library. The college owns a digital library system which provides the students and teachers with remote access to a great number of e-resources. The OPAC facility allows for the easy browsing of books and subscribed e-Resources at any time. The college uses Lib Master, which is an integrated, multi-user, user-friendly, library management software package encompassing all aspects of effective library management. Lib Master is a Windows / Web based software and it runs in any Windows environment and hence, it has an excellent Graphical User Interface. This software covers all areas within the preview of Lib Master for efficient Information Management and at the same time provides a precious space for all its members to have access to these resources at their fingertips. Faculty and students use the digital library to access library resources. The e-resources include ebooks, e-journals, e-newspapers, e-theses, e-Resources of Online Courses, Career Sites, e-contents etc. Along with a digital library system, the college has membership in N-List from 2009 onwards where all the teachers and students have membership and can access e-resources at any time

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

4.2.3

Institution has subscription for e-resources and has membership/ registration for the following

- 1.e-journals
- 2.e-Shodh Sindhu
- 3.Shodhganga
- 4.e-books
- 5.Databases

Response: A. Any 4 or more of the above

File Description	Document
Receipts of subscription /membership to e-resources	View Document
E-copy of the letter of subscription /member ship in the name of institution	View Document
Data as per Data template	View Document
Any additional information	View Document
Link for additional information	View Document

4.2.4

Average annual expenditure for purchase of books, journals, and e-resources during the last five years (INR in Lakhs)

Response: 0.02

4.2.3.1 Annual expenditure for purchase of books, journals and e-resources during the last five years. (INR in Lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0.12

File Description	Document
Income Expenditure statements highlighting the expenditure on books, journals, e- resources with seal and signature of both the Principal and Chartered Accountant	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

4.2.5

Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year

Response: 13.06

4.2.5.1 Number of teachers and students using library for Month 1(not less than 20 working days) during the last completed academic year

Response: 867

4.2.5.2 Number of teachers and students using library for Month 2 (not less than 20 working days) during the last completed academic year

Response: 1109

4.2.5.3 Number of teachers and students using library for Month 3 (not less than 20 working days) during the last completed academic year

Response: 892

4.2.5.4 Number of teachers and students using library for Month 4 (not less than 20 working days) during the last completed academic year.

Response: 511

4.2.5.5 Number of teachers and students using library for Month 5 (not less than 20 working days) during the last completed academic year.

Response: 642

File Description	Document
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 last completed academic year with seal and signature of both the librarian and principal	View Document
Any other relevant information	View Document
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	View Document

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

- 1. Relevant educational documents are obtained on a regular basis**
- 2. Documents are made available from other libraries on loan**
- 3. Documents are obtained as and when teachers recommend**
- 4. Documents are obtained as gifts to College**

Response: B. Any 3 of the above

File Description	Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

4.3 ICT Infrastructure

4.3.1

Institution updates its ICT facilities including Wi-Fi

Response:

N.S.S. Training college has information and communication technologies for the smooth conduct of the teaching learning processes. Both students and teachers are using the available facilities for effective teaching and learning. Extensive infrastructure has been set up during the last five years. Significant investment has been made to upgrade classrooms to smart classrooms with the purchase of modern equipment and resources. There are different digital technological facilities

available in the college. There are 6- smart classrooms, 2-smart seminar halls and 1-digitally equipped Auditorium available in the college. The institution has a computer lab which includes forty five systems with internet facilities. Computer lab is well-equipped with branded PC's adequately supported by 500 Mbps for internet connectivity. It is also equipped with a wide range of application software. The internet facility helps students and faculty to carry out their academic and other work. There is open access to Wi-Fi connectivity to all students and the staff members of the college. Many lessons are taught through power point presentations. The students have to prepare powerpoint presentations and digital lesson plans to teach their subjects in schools. "Information and communication Technology" is offered as one of the papers. The students are encouraged to present their seminars through power points in the college as well as outside.

The different educational sites are shown to the students with the help of digital devices. Most of the official work is being done with the help of ICT. All are giving training in the use and application of ICTs in both teaching and learning processes. Special training on ICT is arranged during the pandemic period to equip all with improved technology skills. The students are giving special training in blog creation. The classrooms are equipped with a projector . The college has a digital library which provides easy access to knowledge resources. There is an excellent and attractive language laboratory for developing communicating skills and phonetics for student teachers. Both language and computer laboratories are well utilized even after the class hours. All these practices ensure the optimal use of ICT facilities.

The college has e-learning resources including N-LIST database, Shodhganga etc. The college has a YouTube channel. The digital repository of the institution includes PPT, e-books, e-journals, audio clips, video clips etc. The college provides a reprographic center which caters to the needs of students, research scholars as well as staff members, for printing / xerox of notes and other academic-related documents. The working hours of the repro-graphic center are extended beyond the class timings to motivate the students to gather study materials even after their stipulated schedule. The college regularly maintains the ICT facilities. Following are some basic aspects of updation:

Computer is formatted on a regular basis.

Anti-virus is regularly installed in computers.

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

4.3.2

Student – Computer ratio for last completed academic year

Response: 2.71

File Description	Document
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

4.3.3**Internet bandwidth available in the institution****Response: 500****4.3.3.1 Available bandwidth of internet connection in the institution, in MBPS**

Response: 500

File Description	Document
Receipt for connection indicating bandwidth	View Document
Bill for any one month during the last completed academic year indicating internet connection plan, speed and bandwidth	View Document
Any other relevant Information	View Document
Link for additional information	View Document

4.3.4**Facilities for e-content development are available in the institution such as**

- 1.Studio / Live studio**
- 2.Content distribution system**
- 3.Lecture Capturing System (LCS)**
- 4.Teleprompter**
- 5.Editing and graphic unit**

Response: B. Any 4 of the above

File Description	Document
List the equipment purchased for claimed facilities along with the relevant bills	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link to videos of the e-content development facilities	View Document
Link to the e-content developed by the faculty of the institution	View Document
Link for additional information	View Document

4.4 Maintenance of Campus and Infrastructure

4.4.1

Percentage expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in Lakhs)

Response: 1.25

4.4.1.1 Expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
0.33	1.05	0.24	2.51	3.11

File Description	Document
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

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

Response:

The college has well established system for maintaining and utilising academic and supportive facilities including various laboratories, library, sports facilities, well equipped classrooms and computer facilities

LABORATORY

The college has various laboratories for each department like psychology lab, computer lab, physical science lab, natural science lab, mathematics lab and social science lab. Where students get lot of opportunities to experience the practical sections. Due weightage is given in the time table for practical and periodic evaluation is done by the teacher in charge. A stock register is maintained in each lab. Equipments in the laboratory are purchased on a regular basis and when needed.

LIBRARY

The college has an automated library which is a reservoir of more than 14627 books, journals, periodicals, policy documents and e-resources. The library is under the supervision of a college librarian and library assistant. It is open to all students and staff. The library is opened on all days from 8:30 a.m. to 5:30 p.m. except on Sundays and holidays. A separate library hour is provided in the time table for undergraduate and postgraduate students. The books are issued to students as per the library rules. There is a library advisory committee in the college with principal as chairman and faculties and librarian as member. The library has a reprographic facility and Wi-Fi connection.

SPORTS FACILITIES

The college gives ample opportunities for students for sports and recreation. The college has a yoga/meditation Room, gymnasium, playground, mini indoor stadium, badminton court and other recreational facilities an hour is kept in each week for sports related activities in the time table. Sports competitions and events both indoor and outdoor are conducted in each academic year. Separate stock registers of the items are maintained in the sports room. Sports items are well kept and maintained. Physical education teacher is in charge of sports programs and sports lab. The sports policy of the college is to improve the health and wellbeing of all students and staff.

COMPUTER FACILITIES

The college has a well-equipped and maintained computer lab for the use of students, research scholars and staff. The college has a Policy of promoting paperless transactions and everyone tried to incorporate it in teaching, learning and administrative purposes. A Stock register is maintained in the computer lab. Computer hour is provided every week for the students in the time table and teachers in charge give proper training and directions for the effective usage of computers for academic and administrative purposes.

CLASSROOMS

Well-furnished classrooms with very good infrastructure and technology is the highlight of the college .Neat and tidy classrooms are maintained by the students themselves .The classroom facilities include proper seating arrangements, light and fans, proper ventilation, chalkboard, whiteboard, LCD projectors and computers. Sufficient racks are provided in each classroom for keeping records and teaching learning materials. Each department has a separate library for reading and reference.

File Description	Document
Any additional information	View Document
Link for additional information	View Document
Appropriate link(s) on the institutional website	View Document

Criterion 5 - 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:

1. Career and Personal Counseling
2. Skill enhancement in academic, technical and organizational aspects
3. Communicating with persons of different disabilities: Braille, Sign language and Speech training
4. Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two
5. E-content development
6. Online assessment of learning

Response: A. All of the above

File Description	Document
Upload any additional information	View Document
Sample feedback sheets from the students participating in each of the initiative	View Document
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	View Document
Photographs with date and caption for each initiative	View Document
Data as per Data Template	View Document
Paste link for additional information	View Document

5.1.2

Available student support facilities in the institution are:

1. Vehicle Parking
2. Common rooms separately for boys and girls
3. Recreational facility
4. First aid and medical aid
5. Transport
6. Book bank
7. Safe drinking water
8. Hostel

- 9. Canteen**
10. Toilets for girls

Response: A. Any 8 or more of the above

File Description	Document
Upload any additional information	View Document
Geo-tagged photographs	View Document
Paste link for additional information	View Document

5.1.3

The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases such as

- 1. Institution has guidelines regarding redressal mechanism approved by appropriate statutory/regulatory bodies**
- 2. Details of members of grievance redressal committees are available on the institutional website**
- 3. Awareness programmes are conducted to communicate the guidelines for redressal of student grievances to teachers and students**
- 4. Provision for students to submit grievances online/offline**
- 5. Grievance redressal committee meets on a regular basis**
- 6. Students' grievances are addressed within 7 days of receiving the complaint**

Response: A. All of the above

File Description	Document
Upload any additional information	View Document
Samples of grievance submitted offline	View Document
Institutional guidelines for students' grievance redressal	View Document
Data as per Data Template for the applicable options	View Document
Composition of the student grievance redressal committee including sexual harassment and ragging	View Document
Paste link for additional information	View Document

5.1.4

Institution provides additional support to needy students in several ways such as:

- 1. Monetary help from external sources such as banks**
- 2. Outside accommodation on reasonable rent on shared or individual basis**
- 3. Dean student welfare is appointed and takes care of student welfare**
- 4. Placement Officer is appointed and takes care of the Placement Cell**
- 5. Concession in tuition fees/hostel fees**
- 6. Group insurance (Health/Accident)**

Response: A. Any 5 or more of the above

File Description	Document
Upload any additional information	View Document
Report of the Placement Cell	View Document
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	View Document
Data as per Data template	View Document
Paste link for additional information	View Document

5.2 Student Progression

5.2.1

Percentage of placement of students as teachers/teacher educators

Response: 58.52

5.2.1.1 Number of students of the institution placed as teachers/teacher educators during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
87	93	73	86	56

File Description	Document
Upload any additional information	View Document
Data as per Data Template	View Document
Appointment letters of 10% graduates for each year	View Document
Annual reports of Placement Cell for five years	View Document
Paste link for additional information	View Document

5.2.2**Percentage of student progression to higher education during the last completed academic year****Response:** 2.68**5.2.2.1 Number of outgoing students progressing from Bachelor to PG.**

Response: 4

5.2.2.2 Number of outgoing students progressing from PG to M.Phil.**5.2.2.3 Number of outgoing students progressing from PG / M.Phil to Ph.D.**

File Description	Document
Upload any additional information	View Document
Documentary evidence in support of the claim	View Document
Details of graduating students and their progression to higher education with seal and signature of the principal	View Document
Data as per Data Template	View Document
Paste link for additional information	View Document

5.2.3**Percentage of students qualifying state/national level examinations during the last five years (eg: NET/SLET/ TET/ CTET)****Response:** 64**5.2.3.1 Number of students qualifying in state/ national level examinations (eg: NET/SLET/ TET/ CTET) during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
132	74	87	79	60

File Description	Document
Upload any additional information	View Document
Data as per Data Template	View Document
Copy of certificates for qualifying in the state/national examination	View Document
Paste link for additional information	View Document

5.3 Student Participation and Activities

5.3.1

Student council is active and plays a proactive role in the institutional functioning

Response:

The student council stands as a vital pillar in the institutional framework, playing a proactive role in shaping the educational experience and overall well-being of students. This dynamic body, comprised of elected student representatives, serves as a conduit between the student body and the administration, actively contributing to the institutional functioning and advocating for students' welfare. One of the primary functions of the student council is to act as a voice for the student body. Through regular meetings and open communication channels, the council gathers feedback, concerns, and suggestions from students. This democratic approach ensures that the diverse needs and perspectives of the student community are considered in institutional decision-making processes. By serving as a representative body, the student council fosters a sense of inclusivity and empowerment among students, making them active stakeholders in their own educational journey. In addition to being a voice for the students, the council takes a proactive role in organizing and facilitating various events and activities. These can range from academic symposiums and cultural festivals to community service projects. By spearheading such initiatives, the student council contributes to the vibrant and holistic development of the student community. These events not only enhance the academic and extracurricular landscape but also foster a sense of community and camaraderie among students, creating a positive and enriching campus environment. Furthermore, the student council actively collaborates with the administration to address and resolve issues that impact students directly. This can include matters related to infrastructure, curriculum, or campus facilities. Through constructive dialogue and negotiation, the council ensures that the student perspective is considered in decisions that affect their day-to-day lives. This collaborative approach fosters a sense of partnership between students and the administration, promoting a healthy and conducive learning environment. An integral aspect of the student council's role is its involvement in student welfare initiatives. Recognizing the diverse challenges students may face during their academic journey, the council actively works to implement support systems and resources. This can involve advocating for mental health services, organizing workshops on stress management, or collaborating with

counseling services to ensure students have access to the necessary resources for their well-being. By prioritizing student welfare, the council contributes to the holistic development of individuals, acknowledging that academic success is intricately linked to the overall health and happiness of students. Moreover, the student council often takes on the responsibility of facilitating communication between students and faculty. This can involve addressing academic concerns, advocating for changes in curriculum or assessment methods, and fostering a collaborative learning environment. The council serves as a bridge, ensuring that the academic experience aligns with the evolving needs and aspirations of the student body. The student council plays a multifaceted and proactive role in institutional functioning and contributes significantly to students' welfare. By being a representative voice, organizing events, collaborating with the administration, and prioritizing student well-being, the council becomes an indispensable force in shaping the college experience.

File Description	Document
Upload any additional information	View Document
List of students represented on different bodies of the Institution signed by the Principal	View Document
Documentary evidence for alumni role in institution functioning and for student welfare	View Document
Copy of constitution of student council signed by the Principal	View Document
Paste link for additional information	View Document

5.3.2

Average number of sports and cultural events organized at the institution during the last five years

Response: 81.8

5.3.2.1 Number of sports and cultural events organized at the institution during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
101	82	80	74	72

File Description	Document
Upload any additional information	View Document
Reports of the events along with the photographs with captions and dates	View Document
Data as per Data Template	View Document
Copy of circular / brochure indicating such kind of events	View Document
Paste link for additional information	View Document

5.4 Alumni Engagement

5.4.1

Alumni Association/Chapter (registered / non-registered but functional) contributes significantly for the development of the institution.

Response:

The Alumni Association plays a crucial and multifaceted role in the continuous development and success of an institution. Its significance extends beyond the mere acknowledgment of past students; it serves as a dynamic force that actively contributes to various functional aspects, creating a symbiotic relationship between the institution and its graduates.

1. Financial support

Financial support provided by the Alumni Association stands out as a key contribution to the institution's development. Alumni, having experienced the transformative impact of their education, are often driven to give back in the form of donations, endowments, and sponsorships. These financial contributions play a vital role in bolstering the institution's resources and funding various initiatives. From scholarships that ease the financial burden on deserving students to infrastructure developments that enhance the overall learning environment, alumni donations are instrumental in ensuring the institution's sustained growth. The library is facilitated by alumni contributions. A well-equipped library is essential for academic excellence, research, and intellectual development. Alumni, recognizing the pivotal role a library plays in a student's education, may collectively contribute funds for the construction of a modern library facility. This not only enhances the learning experience for current students but also contributes to the institution's reputation and attracts prospective students.

2. Mentorship and networking opportunities

Mentorship and networking opportunities facilitated by the Alumni Association. Alumni, having ventured into various professional fields, serve as valuable mentors to current students. Through organized mentorship programs and networking events, the association creates platforms for meaningful interactions between alumni and students. This interaction provides students with insights into potential career paths, industry trends, and practical advice that goes beyond classroom learning. An alumni-driven

internship program can bridge the gap between academia and industry. Alumni, drawing from their professional networks, can facilitate internships and experiential learning opportunities for current students. This not only enriches the academic curriculum but also equips students with real-world skills and experiences, enhancing their employability upon graduation. The Alumni Association, by fostering such connections, acts as a catalyst for the institution's emphasis on practical, industry-relevant education. The Alumni Association is an indispensable asset to the development of an institution, contributing significantly in various functional aspects. The financial support provided by alumni ensures the availability of resources for scholarships, infrastructure development, and other academic initiatives. Simultaneously, the mentorship and networking opportunities facilitated by the association contribute to the holistic development of students by providing real-world insights and industry connections. The alumni's commitment to the institution goes beyond their academic years, creating a lasting impact that shapes the institution's present and future

File Description	Document
Upload any additional information	View Document
Details of office bearers and members of alumni association	View Document
Paste link for additional information	View Document

5.4.2

Alumni has an active role in the regular institutional functioning such as

1. **Motivating the freshly enrolled students**
2. **Involvement in the in-house curriculum development**
3. **Organization of various activities other than class room activities**
4. **Support to curriculum delivery**
5. **Student mentoring**
6. **Financial contribution**
7. **Placement advice and support**

Response: A. Any 6 or more of the above

File Description	Document
Report of alumni participation in institutional functioning for last completed academic year	View Document
Income Expenditure statement highlighting the alumni contribution	View Document
Documentary evidence for the selected claim	View Document
Any other relevant information	View Document
Any additional link	View Document

5.4.3

Number of meetings of Alumni Association held during the last five years

Response: 6

5.4.3.1 Number of meetings of Alumni Association held during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
2	1	1	1	1

File Description	Document
Upload any additional information	View Document
Data as per Data Template	View Document
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	View Document
Paste link for additional information	View Document

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.

Response:

Establishing and maintaining strong connections with alumni is a cornerstone of our college's philosophy. We go above and beyond to cultivate meaningful relationships with former students, recognizing the immense value they bring to the institution. This dedication is not merely symbolic; it is

manifested in the tangible and substantial contributions our alumni make, contributing significantly to the college's excellence across diverse domains. Our commitment to fostering alumni relationships is evident in the array of programs we actively initiate and develop. These initiatives go beyond conventional alumni networks, aiming to create a vibrant and enduring community. One hallmark of our approach is the annual gathering that serves as a nexus for alumni, providing a platform for them to reconnect with each other and strengthen their ties with the current members of the college. This gathering is not just a reunion; it is a testament to the enduring bond that our institution fosters, transcending time and generations. Beyond the sentimental aspect, our college boasts an impressive record of nurturing numerous eminent personalities across various fields. The success stories of our alumni serve as inspirations for current students and exemplify the transformative power of education. The alumni, cognizant of the impact their alma mater had on their lives, actively engage in both academic and social activities. This involvement is not borne out of obligation but out of a genuine desire to give back and ensure that the next generation benefits from their experiences. The richness of expertise and values our alumni bring is palpable in their engagement with current students. Through participation in seminars, workshops, and other college events, they generously share their wealth of knowledge. This not only enhances the academic experience but also provides invaluable insights into the practical aspects of their respective fields. The symbiotic relationship between alumni and students creates a dynamic learning environment where wisdom is exchanged across different phases of professional and personal growth. One area where the impact of alumni is particularly noteworthy is in placement activities. The alumni, having ventured into diverse industries and professions, collaborate with various institutions, fostering partnerships that directly benefit our students. Their role in facilitating the presence of esteemed organizations on our campus opens up a plethora of opportunities for students to interact with potential employers. The alumni's commitment to the professional development of current students is exemplified by their involvement in career guidance, mentorship programs, and networking events. The support of our alumni extends beyond intangible contributions; they also generously donate physical materials that enhance the college's infrastructure. From rostrums to carpets, these contributions not only improve the aesthetic appeal but also create a conducive and inspiring learning environment. The alumni's commitment to the physical development of the institution reflects their understanding of the holistic nature of education, where the surroundings play a crucial role in shaping the overall learning experience.

File Description	Document
Upload any additional information	View Document
Documentary evidence in support of the claim	View Document
Paste link for additional information	View Document

Criterion 6 - 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

Response:

NSS Training College, Ottapalam works with the motto ‘Thamasoma Jyothir Gamaya’ which means from darkness to enlightenment. Our College strives to uphold the following well-defined vision and mission.

Vision

“Professional excellence through empowering transformation”

Mission

“To create intellectually alert, professionally competent, morally upright, emotionally integrated, spiritually enlightened, physically sound, socially conscious and committed teachers”.

Principal during the Induction Ceremony of the B.Ed. & M.Ed. The programme instils in the minds of prospective teachers about the vision & mission of the institution. They are highlighted as print form on college premises and are printed in the college calendar and put on college websites, facebook and blog.

Nature of governance

The Institution is committed to democratic and participatory governance with the active participation of all stakeholders in administration. Student unions assist the institution in its administrative function to a certain extent

The active participation of B.Ed / M.Ed students and PhD scholars in various activities of cells/clubs/committees helps to reflect the vision and mission of the Institution thereby accomplishing the goal of transforming into professionally competent teachers. There are also representatives from teaching and non-teaching staff in these committees. The various Committees / Cells/clubs function as benchmarks for the quality enhancement of the institution, meeting from time to time to discuss prospective plans and evaluate the performance of the institution. Quality measures were taken to improve the performance of the Institution and thus engage in participatory administration in tune with the vision and mission.

Perspective plans

- **Imparting quality education that is cognizant of the changing demands of society.**
- **Fostering innovative research through the Research centre.**
- **Inculcating entrepreneurial spirit in students.**
- **Disseminating eco-friendly practices**
- **Promoting academic/administrative / financial transparency and social accountability**
- **Maximum utilization of ICT resources in tune with technological advancement.**
- **Mobilization of funds and research projects through various organizations.**
- **Modernization of the teaching-learning process through digital technology.**
- **Periodic revision and critical reflection of college activities.**
- **coaching for Excellence**
- **conducts different outreach activities every year**

Vision and Mission can be accomplished through the following ways:

- **Conducts community living camp, sports, games, yoga workshops, cultural and association activities, observing national as well as international days of importance, women cell, EBSB and energy club programs**
- **Thought for the day programmes, morning assembly (Wednesdays) & book review (Fridays)**
- **PTA & Alumni Association maintains a good relationship with the parents, teachers & non-teaching staff.**
- **Conducts exhibitions for the students of the neighbouring schools & provides necessary improvised aids .**
- **Free tuition to the poor & academically weak students, donates blood, distributes uniforms to the needy, provides school scholarships, old age home visits, palliative society care, conducts community awareness programmes & social surveys.**
- **Conducts study tours every year.**
- **Organizes seminars, workshops, discussions, debates, group discussions, quiz competitions, peer teaching, IT sessions etc.**
- **Shows teaching /learning-related films by the film club.**

- Coaching for NET/SET/KTET/CTET etc

Thus governance is enabled through efficient, transparent, democratic and participative management with strategic planning and decentralized decision-making.

File Description	Document
Vision and Mission statements of the institution	View Document
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal	View Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document
Link for additional information	View Document

6.1.2

Institution practices decentralization and participative management

Response:

Response

NSS Training College practices decentralization and participatory management with collective leadership. The Governing Council including Management, Principal, Teacher Educators, Non-Teaching Staff, Student Teachers and all stakeholders play a major role in the proper functioning of the Institution.

Participative management

The institution has an effective strategy for delegating authority to all Committees/Cells. The governing body headed by the Principal, Staff Council and IQAC formulate working procedures and the Principal delegates decisions recorded as Academic Monitoring Cell minutes. All co-curricular/extension activities are effectively executed by the coordinators/conveners of different committees. They are given the freedom to take initiative in planning and performing their responsibilities. IQAC does the planning and evaluation for quality assurance in the college and organizes meetings periodically throughout the year. Students Union under the guidance of the Staff Advisor coordinates all activities of the College. The Grievance Redressal Mechanism ensures the adoption of a student-friendly approach in all systemic functions of the college. Committee meetings are held for the implementation/organization of activities and meeting minutes are recorded. Office staff are involved in executing day-to-day support services for both students and faculties. After reviving the previous year's performance by various committees, the teaching and non-teaching staff are given a chance to choose the committee they want to work

with. This shows the democratic approach of decentralization and multifaceted approach to all stakeholders.

The institution encourages a culture of participative management by involving staff members in administrative roles. Staff Council have the freedom to formulate their plan and decide execution strategies. Decisions of various clubs & Committees are discussed in Staff Council meetings. The decision of the Staff Council remains final and all the committees have to get their decisions ratified by the council. Internal assessment of the students is handled by two Committees –The attendance Committee and the academic monitoring cell. Continuous evaluation and uploading of students’s attendance every month improved regularity and performance in academics. We have achieved better standards in research also. Purchase and RUSA Committee for effective fund mobilization was framed. Doctoral research activities from registration to culmination is conducted under the aegis of the Doctoral Committee(approved research supervisors). Thus the functions of the institution are following the principles of participation, accountability, decentralization and transparency.

The following clubs are framed each year:-

EBSB Club, Women Development Cell, Antiragging Cell, Uniform Committee, Research Forum, Sports Club, Grievance Redressal Cell, Examination Committee, PTA Executive Committee, IQAC Committee, Library Advisory 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, Placement cell, Planning Forum, PTA Committee, Alumni Committee, Discipline Committee, Maths Club, Science Club & Social Science club, Palliative club, Curriculum committee, NAAC committee, Research Scholar association, sports promotion council, Tour and tourism club, equal opportunity cell. blood donors forum, human rights forum, debate club, Scholarship committee, UBA, N.S.S, waste management cell

File Description	Document
Relevant documents to indicate decentralization and participative management	View Document
Any additional information	View Document
Link for additional information	View Document

6.1.3

The institution maintains transparency in its financial, academic, administrative and other functions

Response:

Financial Transparency:

The Purchase and PTA Committee members of the college discuss major matters relating to budget provisions of the College and finalize budget proposals to be presented before the Management Council for approval near the beginning of each year financial year. The day-to-day income received and expenditure incurred is accounted for and documented in the various registers of the college; it is being audited by competent authority and counter-signed by the principal at regular intervals. The financial accounts are audited yearly by Management and Chartered Accountants.

Salaries of teaching and non-teaching staff are paid through an online software called SPARK and online and offline records are maintained. The student fees are collected using Govt receipts. E-grants and other scholarships are awarded to the students on online mode. The college holds bill books, cash books and contingency registers. The UGC grants/RUSA funds are transferred to nationalized banks and the purchase committee of the college utilizes the funds each expenditure gets audited and submits the utilization certificate and audited statement to UGC in due course in case of sanctioned projects. Academic and administrative auditing are done both externally (expert panel from the University of Calicut) and internally (IQAC). The institution conducts internal and external financial audits regularly at the end of the financial year. The auditors visit the college at regular intervals; they verify all financial transactions with the supporting documents and approval of proper authority for each financial transaction. Based on such an audit, they issue an audit report to the college. The financial transparency of the institution is also ensured by Structured utilization of UGC/PTA/management funds and Periodic filing of documents of income tax paid by staff members

Academic Transparency:

The college strictly adheres to the academic calendar that details the various activities in advance. Timetables and workloads are also prepared and circulated. Greater use of technology is encouraged to enhance the teaching-learning process. The academic Cell in the college monitors the academic activities. The rules, regulations and entire academic structure are made clear to the Students through the Induction Programme by the Principal. The curriculum follows the norms as laid by regulatory bodies like the National Council of Teacher Education (NCTE).

Current events including admission, examinations, seminars, time-tables, workshops, training programs, etc are posted in the College Blog, website, and College notice board. The performance in internal examinations, seminars, tasks and assignments are verified and feedback is provided regularly. Admission procedures follow the rules and regulations of affiliating university and state government. The credits/marks of each programme and outcomes are clearly specified.

Administrative Transparency

There is a full-fledged, well-integrated system of internal processes. Periodic review meetings of Faculty, IQAC, Research Review, Class Representatives, Admission committee, Various clubs, Grievance Redressal cells are held. Appointments and Promotions/placement are also undertaken with utmost transparency

All functions are mainly done at three levels-Government, Management and College. Thus a three tier administrative /assessment/academic/financial approach is maintained by the college to ensure transparency in all fields

File Description	Document
Reports indicating the efforts made by the institution towards maintenance of transparency	View Document
Any additional information	View Document
Link for additional information	View Document

6.2 Strategy Development and Deployment

6.2.1

The institutional Strategic plan is effectively deployed

Response:

Perspective Plans are associated with NSS Training College, which is committed to providing quality higher education and research. One activity successfully implemented based on the strategic plan is Building Construction and Infrastructure Monitoring /Maintenance. The Institution has several committees that are moving toward its vision and mission transparently and effectively. For building construction purposes also, RUSA BOG and RUSA PMC Committee were formed.

As far as the strategic/perspective plan of the college is concerned, it is planned in a way so that the college can develop and strive towards success in a systematic and balanced manner.

Building Construction and Infrastructure Monitoring /Maintenance

The proposal for building construction has been formulated by strictly following the guidelines of RUSA and by considering several aspects including the master plan of the college and the action plan prepared by the IQAC of the college. Apart from that, the emphasis has been given to the recommendations and suggestions provided by the NAAC peer team. Attention has been paid to improving the academic performance, research output and overall quality of the college.

Proposal 1 deals with the construction of the two-story building in the existing M.Ed block of the college, which is essential to provide adequate working space for the smooth functioning of the college. Proposal 2 describes various items related to the renovation of the existing facility of the college that will lead to an immediate quality gain. The prime objective of Proposal 3 is to purchase sophisticated equipment for the setting up of digitalised classrooms.

Several maintenance works have been done by the institution with the plan of action put forward by the staff council, PTA and Management. The whole building was painted, renovation works were done for the computer lab, furniture maintenance and purchases were done for GYM maintenance. Installation of the roof over the office building was done. For further improvement and development, the college submitted a good proposal to RUSA after detailed planning and

discussion for one year. A detailed Project report (DPR) was prepared by the Institution and submitted to RUSA and DPR was accepted on march 31st 2019. The first instalment of money was credited in June 2019. The construction works started on May 1st 2020. The works include the construction of 6 additional classrooms, a water management system, a tank, a compound wall, a gate, an open auditorium etc. Construction of 6 classrooms completed by Dec.31st 2020. Renovation works started in March 2021. Maintenance /construction of windows, doors, and toilet office room completed. The Development Committee/RUSA Committee monitors the upkeep and maintenance of the building. The committee facilitates repairs and replacements as and when required in the building as per curricular needs.

The strategic plan adopted for construction and maintenance during 19-23 includes the following

- Gate
- Auditorium
- Office building toilet and extension
- Windows doors changed
- Water tank 5000 litres
- Washroom facility
- Sheet and bore well
- Stage classroom

The strategic plan adopted during 22-23 years includes the following.

- Auditorium renovation-interlocking
- Office automation
- Office renovation- paving of tiles
- Washroom facility-tiling
- Stage classroom- tiling

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document
Link to the page leading to Strategic Plan and deployment documents	View Document
Link for additional information	View Document

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.

Response:

NSS Training College, Ottapalam has a well-defined organizational structure and hierarchy, complying with the Calicut University Act, Kerala State Service Rules (KSSR), and UGC Regulations. We ensure wide representation from stakeholders, implementing policy decisions through participative democratic practices instilling values of social inclusivity and equity. The General Secretary of the NSS Management manages the service rules, appointments and promotions. Administrative Committee review academic, financial and physical facilities and other activities of the college and suggests remedial measures.

Functions

- ? Open and transparent processes of appointment of Faculty by Management and Calicut University in compliance with UGC Regulation**
- ? Time-bound Faculty promotion(CAS) as per UGC Regulations.**
- ? Appointment of non-teaching staff through Government Policy. Time-bound promotions as per KSSR.**
- ? Ad-hoc and deputation posting if necessary)**
- ? Faculty Orientation/ Refresher/ Short-term Courses through HRDC/TLC**
- ? Periodic training in LMS, FDP, Induction Training for teacher-recruits, Workshops on OBE, and Quality in teaching-learning and administration.**
- ? Orientation/administrative training for administrative staff.**
- ? Periodic training on the use of library resources.**
- ? Admission Policy: Transparent admission**

- ? **Seats for outside - State students, Defense.**
- ? **Extension activities: riverbank protection, career support, palliative care, blood donation, Flood and Pandemic Relief.**
- ? **Research Policy guidelines support the research activities.**
- ? **Green Policy for plastic-free, alien energy, eco-sustainable green campus with steel utensils, energy audits, water conservation practices, gardening, etc.**
- ? **Waste Management Policy for management of all types of waste in an environmentally friendly manner**
- ? **Financial support for the publication of the magazine**
- ? **Creating & Enhancing Infrastructure as per the store purchase manual facilitates the creation, enhancement and Maintenance of infrastructure.**
- ? **Institutional Policy document on providing financial support to teachers**
- ? **Faculties of our college acted as Resource Persons in various institutions, especially Academic Staff Colleges.**
- ? **Encouraging faculty to take up minor and major research work from UGC and providing the facilities for executing that research.**
- ? **IT policy for NSS Training College helps to maintain the integrity, availability and confidentiality of IT resources.**

Recruitment of Faculty

The appointment of staff members, both teaching and administrative is made on procedural lines.

- ? **Notification in registered in newspapers.**
- ? **Preparation of list**
- ? **Inviting government university nominees after getting concurrence to the post.**
- ? **Constitute an interview board as per government norms.**
- ? **Issuing interview memos to all eligible applicants.**

? **Conducting interviews and preparation of minutes signed by selection board members.**

? **Preparation of list with the approval of the manager.**

? **Issuing appointment orders based on vacancies available.**

Thus, the College has a well-defined organizational structure to ensure efficient governance and management through effective decision-making. The main bodies that have been constituted formulate and execute policies and strategic plans based on their vision and mission. Each faculty is the coordinator of a different committee which has the flexibility in decision-making and implementation with the principal as the ex-officio.

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document
Link to Organogram of the Institution website	View Document
Link for additional information	View Document

6.2.3

Implementation of e-governance are in the following areas of operation

- 1.Planning and Development**
- 2.Administration**
- 3.Finance and Accounts**
- 4.Student Admission and Support**
- 5.Examination System**
- 6.Biometric / digital attendance for staff**
- 7.Biometric / digital attendance for students**

Response: A. Any 6 or more of the above

File Description	Document
Screen shots of user interfaces of each module	View Document
Geo-tagged photographs	View Document
Data as per Data Template	View Document
Any additional information	View Document
Annual e-governance report	View Document
Link for additional information	View Document

6.2.4

Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions / decisions.

Response:

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 of 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 the learning platform/course management systems like Moodle & Gnomio which is a free hosting service and the most popular training tool.

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

Our institution is well known for its quality education provided in the teacher education scenario. The principal directs the teacher educators to use innovative techniques such as cooperative learning, e-learning, ICT-enabled learning, etc. Personnel from other departments of the institution are invited to deliver lectures in the college to ensure expertise is being used optimally. The institution trains students to become professionally competent by conducting training to use computers, LCD and other audio-visual aids effectively. The institution provides ICT-enabled classrooms for both B.Ed. and M.Ed. students and provides a computer lab to

practice ICT skills.

The mission of the College itself states that we intend to prepare student-teachers for fitting into this challenging new millennium world. Unless the college is in tune with techno-pedagogical innovations, it cannot train the students to face this demanding and challenging present world. The student-teachers are allowed to use an LCD projector while doing seminar presentations. It enables the students to enter into the world of e-learning and self-learning.

Teacher educators adopt innovative methods and multimedia approaches by using Interactive boards and LCD in the day-to-day lectures and activities in the institution. The institution also provides open-access library facilities to students. The library and office of the institution are automated

Internet facilities and the website of the college are available for collecting information about the institution. The need of the latest technologies felt by the institution, it will be communicated to the College Development Committee which will help the teacher educators to improve the teaching-learning process.

The institution is well aware of and uses innovative teaching methods such as experiential learning, cooperative learning, models of teaching, seminars, workshops, supervised study, etc through a blended learning approach. Programs /competitions of various cells are conducted in online mode also. e-magazines are published by clubs.

File Description	Document
Minutes of the meeting with seal and signature of the Principal	View Document
Any additional information	View Document
Action taken report with seal and signature of the Principal	View Document
Link for additional information	View Document

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

Yes, the institution has welfare measures for both teaching and non-teaching staff.

NSS Training College Ottapalam gives much importance for the welfare of its Faculty members and Non-teaching staff. Performance Appraisal for teachers for CAS promotion is based

on API score and IQAC considers applications from eligible Faculty for verification and recommendations are made for placement before the Screening/Selection Committee as mandated by UGC. Senior Faculties were promoted in a time-bound manner during 2018-23. Motivation for career advancement, institutional research projects, publication, patenting, and international/national paper presentations are in place. Grade promotion for non-teaching staff are also ensured. The staff members themselves in the College introduced a staff welfare fund and the members are given aid in times of emergency and for taking membership in Professional Organisations. The institution honours all the personnel who have attained PhD with mementoes.

No organization can flourish without winning the trust and confidence of the people working in the organization. The management not only controls but it cares for the people in it. Many welfare measures have been adopted by the institution to improve staff well-being, satisfaction and motivation of the staff. To number a few:

- • The management grants permission to the teaching staff to serve as resource person and for conducting research work under FIP, PDF, part-time research, etc.
- • The institution arranges seminars, workshops and training programs in the college. The need for the latest technologies felt by the institution, it will be communicated to the College Development Committee which will help the teacher educators to improve the teaching-learning process.
- • The institution encourages each teacher educator to upgrade their qualification and pursue higher studies and doctorate degrees. Teacher-educators who complete their doctorate degrees are awarded mementos.
- • The management respects and appreciates the work done by every member of the organization right from the senior level to the support staff.
- • The staff club functioning in the college provides opportunities for sharing of experience, recreation, co-operation and mutual support.

The following physical facilities for the staff are provided to motivate them to work efficiently in the institution.

- The institution provides well maintained and functional office.
- Our institution has a separate staff room with essential facilities for the teacher educators such as comfortable tables, chairs, lockers, computers, aqua-guard drinking a water and a water cooler.
- It provides technology such as wireless internet facilities, smart classrooms and computers to each teacher educator, printer/photocopier in the staffroom and intercom telephone facility and generator backup for the whole college.

- **It provides big and well furnished lecture halls, a language lab, a psychology lab, and computer lab, well-equipped library with many educational books and reference books, educational journals, news papers. The library provides open access and proper seating arrangement for staff as well as teacher educators.**
- **The institution provides a fitness centre with modern equipments.**
- **To make the teacher-educators competent and be at par with technology, it has provided classrooms with specially devised facility to keep the computer, LCD display and whiteboard.**

File Description	Document
List of welfare measures provided by the institution with seal and signature of the Principal	View Document
List of beneficiaries of welfare measures provided by the Institution with seal and signature of the Principal	View Document
Any additional information	View Document
Link for additional information	View Document

6.3.2

Percentage of teachers provided with financial support to attend seminars / conferences / workshops and towards membership fees of professional bodies during the last five years

Response: 100

6.3.2.1 Number of teachers provided with financial support to attend seminar / conferences / workshops and towards membership fees of professional bodies during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
26	26	26	26	26

File Description	Document
Institutional Policy document on providing financial support to teachers	View Document
Income Expenditure statement highlighting the financial support to teachers	View Document
E-copy of letter/s indicating financial assistance to teachers	View Document
Data as per Data Template	View Document
Certificate of participation for the claim	View Document
Certificate of membership	View Document
Any additional information	View Document
Link for additional information	View Document

6.3.3

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

Response: 19

6.3.3.1 Total number of professional development /administrative training programmes organized by the institution for teaching and non-teaching staff during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
2	3	2	6	6

File Description	Document
List of participants of each programme	View Document
Data as per Data Template	View Document
Brochures / Reports along with Photographs with date and caption	View Document
Any additional information	View Document
Link for additional information	View Document

6.3.4

Percentage 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

Response: 41.54

6.3.4.1 Total 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 during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
8	3	12	15	16

File Description	Document
Data as per Data Template	View Document
Copy of Course completion certificates	View Document
Any additional information	View Document
Link for additional information	View Document

6.3.5

The institution has a performance appraisal system for teaching and non-teaching staff

Response:

Performance appraisal is an integral part of the institution. Every teacher-educator, non-teaching staff and every activity must be evaluated through appropriate mechanisms so that the institution ensures the achievement of its goals and objectives. The institution encourages a continuous feedback system to obtain critical information for utilizing it constructively to improve its practices and endeavours. The feedback is collected through feedback forms at the end of the year from student teachers about the performance of non-teaching staff and teacher educators and from practice teaching schools about the performance of student teachers. The data collected through these reflections are analysed and discussed with the management and staff committee in informal meetings. Casual talks with the student teachers also reveal the efficiency of the activities executed by the institution. The Principal and the management take necessary action to improve its functioning.

The evaluation is done in the following ways:

- An effective performance management system plays a crucial role in managing the organisation in an efficient manner. In line with this, the Institute is following the appraisal scheme suggested by UGC/ NCTE.**

- **Teacher-educators appraise themselves through a questionnaire for Self Appraisal. At the end of the academic year, teacher-educators reflect upon their performance and answer very objectively and sincerely to the questions in the questionnaire. It is analyzed and compared with that of the appraisal done by the principal.**
- **Promotions/ Placement of faculty members are based on the PBAS for UGC for Career Advancement Scheme(CAS).**
- **The PBAS proforma filled by the faculty members are verified by IQAC and the principal and are forwarded to the University for further verification. Being an aided institution, the Management issues a Placement order for the faculty as consent from the appointing authority. More than that, extension work and membership in professional bodies or societies are also recorded**
- **Non-teaching staff members must clear the departmental test and when the vacancies are reported their promotion is done based on seniority.**
- **The teacher-educators are appraised from the student's perspective. The principal conducts a termly review. A questionnaire is used to take feedback from the student teachers about the performance and guidance provided by each teacher-educator. The questionnaire consists of ratings on the content delivery of teacher-educators, communication skills, class interaction, the methodology adopted, guidance and counselling provided, the humane attitude of the teacher educators, etc.**
- **The principal appraises the teacher educator by continuously monitoring, observing and through the results achieved by each teacher-educator in his/her portfolio, research conducted, seminars and workshops conducted and attended, guidance provided in general and in the tutorial group, etc.**

The principal also analyzes the feedback given by the students and interacts with every individual teacher educator to give feedback for the improvement of their performance & attitude towards the profession. The students can also give feedback or put forward their grievances arising out of dissatisfaction through the grievance redressal forum.

File Description	Document
Proforma used for Performance Appraisal for teaching and non-teaching staff signed by the Principal	View Document
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	View Document
Any additional information	View Document
Link for additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

Institution conducts internal or/and external financial audit regularly

Response:

NSS Training College, Ottapalam conducts audits following auditing standards insisted on by the Government of Kerala. The college has a transparent financial management system. Faculty members submitted research proposals to various funding agencies under different schemes and were successful in mobilizing funds under ICSSR. There are procedures for sanctioning expenditures and submission of expense statements of all college activities. Permission is secured from the principal for all upcoming expenses which is submitted before the Head Accountant for the release of funds. After the conduction of a program, documentary evidence in the form of invoices, vouchers or receipts duly compiled in the form of expense statements is submitted for approval from concerned departments and the Governing body of the College. The bank passbook is updated every month... All Utilization Certificates to various grants-giving agencies are also countersigned by the Chartered Accountant.

Internal Audits focus on measuring current performance and finding areas for improvement. External audits focus on proving the accuracy and veracity of financial statements. So educational institutions need to be audited by a Chartered Accountant.

The financial audit is conducted annually at different levels

- • **Internal Audit by management of the Institution.**
- • **Internal Audit by Chartered Accountant.**
- • **Government Audit by Collegiate Education Directorate, Govt. of Kerala**
- • **UGC: The account will be settled and an audited statement will be submitted to UGC for the utilization of grants/aids for the respective plan period.**

Internal Audit :

Internal audit is conducted by the internal auditor of the institution. It is mainly a pre-audit of major receipts and payments and concurrent/post-audit of all other receipts and payments. A proper record of all expenses is maintained and is audited by the internal auditor regularly. The internal audit is carried out every quarter by an independent chartered accountant. The internal auditor verifies the supporting documents involving examination of vouchers, bill payments, quotations and approval from the Management.

External Audit :

External auditing is conducted by the Deputy Directorate of Education, Thrissur. The external audit is conducted at regular intervals. Audit may take 2-3 days. All the funds and grants received from various agencies are audited externally. The Annual financial audit of NSS Training College, Ottapalam is carried out by a duly qualified Chartered Accountant. He examines all financial records and statements through periodical visits. The auditing involves careful scrutiny of the balance sheet of the college along with receipts and payments for the respective year. Any queries, questions or objections raised by auditors are promptly dealt with and addressed.

Periodic evaluation being done by the PTA about the functions of the college regarding academic and non-academic activities. Appraisal from parents /guardians is also sought. Alumni also provide cash awards to meritorious students. Expenses met for Network accessories, Infrastructure development, Internal and Practical examinations, demonstration classes, Community Living camps, Record books etc are met by PTA. Thus, Regular auditing by management and government is conducted in our college for financial support and advice for the academic and administrative betterment

File Description	Document
Report of Auditors of last five years signed by the Principal	View Document
List of audit objections and their compliance with seal and signature of the Principal	View Document
Any additional information	View Document
Link for additional information	View Document

6.4.2

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

Response: 1.52

6.4.2.1 Total funds received from non-government bodies, individuals, philanthropists during the last five years (INR in Lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
1.06	.51	.51	.64	4.86

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

6.4.3

Institutional strategies for mobilization of funds and the optimal utilization of resources are in place.

Response:

The NSS Training College, Ottapalam has a very transparent mechanism of auditing and utilisation of grants and resources. The Institution encourages faculties of the College to generate funds for the different activities. The IQAC explores funding schemes of various agencies like UGC, MHRD, ICSSR, RUSA etc. The Institution and faculties apply for various projects and developmental schemes announced by these funding agencies. The college generates financial resources through its stakeholders, government, NGOs, UGC, well-wishers as endowments, alumni students and public representatives. PTA- supports the college at a high level through mobilising PTA funds at the time of admissions. PTA fund is utilized most effectively, for academic and infrastructural requirements. College Union mobilises funds in the form of advertisements for college magazines. The teaching, administrative staff and existing alumni contribute to mobilising the resources for college. Students' tuition fees is the primary sources of funds.

Optimal Utilization of Resources:

Financial resource mobilisation

The College keeps its infrastructure updated from time to time. Fund through RUSA 2.0 for infrastructural Development was utilised appropriately. The funds are allocated by the college management for the maintenance of the various laboratories and classrooms. The received funds are collected and used through the Cheque, Cash, RTGS or NEFT mode. As per the priority and advice of purchase and various committees, the funds are utilised for infrastructural development and beautification, ICT device upgradation and student development. Enhancement of library facilities needs to augment learning practices, purchase of library books & e-journals and accordingly requisite funds are utilized every year. Every single rupee received is spent using proper channels, such as quotations, and discussion with the consent of committees.

- **Institution Budget:** Every year annual budget is prepared well in advance as per the needs and

requirements of the college. It incorporates budgets of academic purposes, research and development activities, computer lab, psychology lab, library, sports,

salary, arrears, & welfare measures. As per the budget, the Principal proceeds.

- **Purchase Committee:** The Committee considers requirements from all the optional departments, invites quotations, prepares comparative statements, negotiates with suppliers and then a purchase order is placed. The purchase procedure is meticulously monitored by a committee ie, purchasing of types of equipment and software.

- **Accounts and Audit:** All funds mobilised are properly accounted for in the account books. The audited utilisation statement of accounts is submitted to the funding agencies. Every year the institution conducts external and internal financial audits by appointing a statutory auditor. Thus the Institution focuses on maximum utilisation of resources.

Human resource utilisation

For academic brilliance, besides the regular faculty of the college, we utilised the service of experts in diverse fields.

Thus the Institution focuses on maximum utilisation of resources.

File Description	Document
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	View Document
Any additional information	View Document
Link for additional information	View Document

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

Response:

NSS Training College in Ottapalam is deeply committed to ensuring quality assurance through its meticulous Internal Quality Assurance Cell (IQAC) and a wide array of mechanisms aimed at continual improvement. The IQAC, established under the guidelines of the University Grants Commission (UGC), serves as the cornerstone for fostering excellence in all facets of institutional functioning.

Throughout the academic year, The College orchestrates a multitude of events and initiatives, each designed to underscore the institution's unwavering dedication to holistic development and academic brilliance. One such instance is the heartfelt farewell extended to Mr. Akhil K., a revered Physical Education teacher, which exemplifies the institution's ethos of fostering a supportive and closely-knit community.

The IQAC, functioning as the nucleus of quality enhancement endeavours, meticulously oversees the alignment of academic, administrative, and support systems with the overarching vision and mission of the institution. Its role as a statutory body ensures a systematic and sustained approach towards improving the quality of education imparted by the college.

An integral aspect of TheCollege's commitment to quality assurance lies in its active participation in various global observances and community outreach programs. From commemorating World Environment Day to organizing anti-drug campaigns and collaborating with esteemed organizations like Integrated Child Development Services and Palliative Care Charitable Society, the institution leaves an indelible mark in the realms of environmental conservation and social development.

In the realm of academia, NSS Training College leaves no stone unturned in its pursuit of excellence. The institution hosts an eclectic mix of workshops, seminars, and activities, including manuscript releases and research methodology workshops, aimed at fostering intellectual growth and scholarly pursuit among its faculty members.

National observances such as National Science Day and Mother Language Day are celebrated with great fervour, further enriching the educational landscape and instilling a sense of national pride among students and staff alike.

Moreover, the College places a premium on skill development, offering specialized workshops covering a myriad of areas such as statistical analysis, ICT tools, and academic writing. These initiatives not only empower students and faculty but also equip them with the requisite skills to excel in their respective fields.

Cultural programs, painting exhibitions, and competitions serve as conduits for artistic expression, fostering a vibrant and inclusive learning environment wherein creativity thrives.

The institution takes great pride in celebrating the achievements of its students, with notable successes in UGC NET exams and various competitions serving as a testament to the talent and dedication within the College community.

In its pursuit of quality assurance, the College conducts regular audits and assessments to evaluate the efficacy of its academic and administrative systems. Feedback from stakeholders is meticulously reviewed, and corrective measures are promptly implemented to address any identified deficiencies.

The IQAC, in particular, plays a pivotal role in preparing the annual quality assurance report (AQAR), a comprehensive document submitted to the UGC. The AQAR encapsulates the institution's quality enhancement activities, key performance indicators, and future improvement plans, thus serving as a testament to the College's unwavering commitment to transparency and accountability.

File Description	Document
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	View Document
Any additional information	View Document
Link for additional information	View Document

6.5.2

The institution reviews its teaching-learning process periodically through IQAC or any other mechanism

Response:

NSS Training College Ottapalam employs a robust and systematic approach to periodically review its Teaching-Learning Process through various mechanisms, including the Internal Quality Assurance Cell (IQAC). This process involves several key steps to ensure continual enhancement of the quality of teaching and learning, aligning with the institution's pursuit of academic excellence.

Firstly, the institution establishes a comprehensive evaluation framework, clearly outlining criteria for assessment such as curriculum design, teaching methods, assessment strategies, and student engagement. This framework serves as the foundation for the subsequent steps in the review process.

Secondly, a schedule is developed for periodic evaluations, which may include methods such as gathering feedback from students through surveys, focus group discussions, or interviews. Additionally, classroom observations are conducted to assess the effectiveness of teaching methodologies. This structured approach ensures a holistic assessment of the Teaching-Learning Process.

Thirdly, the institution collates and analyzes the feedback received from students and other stakeholders. This feedback is crucial in identifying specific areas for improvement. It serves as a valuable tool to evaluate the efficacy of teaching and learning methodologies and to identify best practices that can be replicated institution-wide.

Following the analysis of feedback, the institution takes proactive measures to address identified deficiencies. These actions may involve curriculum revision, faculty development programs, or enhanced student support services. This step emphasizes the institution's commitment to continuous improvement and adaptability to changing educational needs.

The IQAC of the college plays a significant role in contributing to, monitoring, and evaluating the Teaching & Learning processes. Regular academic audits are organized to ensure the effective implementation of the teaching-learning process and the proper maintenance of course files. The IQAC verifies internal test analysis and question papers, arranges special classes for academically poor students during evening sessions, and identifies new processes or delivery methods for enhancing quality.

Furthermore, the IQAC actively seeks feedback from stakeholders, including students, alumni, industry experts, research organizations, and parents. This comprehensive approach ensures that the institution considers diverse perspectives in its evaluation and improvement processes.

In addition to the IQAC's involvement, the institution implements Teaching-Learning reforms through various measures, such as invited lectures on advanced topics by eminent academicians and industry experts. The practice of emerging technologies is encouraged through mini projects semester-wise paper IT workshops, and digital lesson plans. Faculty development is prioritized through workshops, orientation programs, seminars, and conferences.

In summary, NSS Training College Ottapalam's periodic review of the Teaching-Learning Process is a meticulous and inclusive process, involving careful evaluation, stakeholder feedback, and proactive measures for continuous improvement. The institution's commitment to excellence is evident through its

structured approach and the active involvement of the IQAC in driving positive changes within the educational landscape.

File Description	Document
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	View Document
Any additional information	View Document
Link for additional information	View Document

6.5.3

Average number of quality initiatives taken by IQAC or any other mechanism for promoting quality culture during the last five years.

Response: 122.6

6.5.3.1 Number of quality initiatives taken by IQAC or any other mechanism for promoting quality during the last five years.

2022-23	2021-22	2020-21	2019-20	2018-19
141	79	134	193	66

File Description	Document
Report of the work done by IQAC or other quality mechanisms	View Document
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

6.5.4

Institution engages in several quality initiatives such as

1. Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback

collected, analysed and used for improvements

2. Timely submission of AQARs (only after 1st cycle)

3. Academic Administrative Audit (AAA) and initiation of follow up action

4. Collaborative quality initiatives with other institution(s)

5. Participation in NIRF

Response: A. Any 4 or more of the above

File Description	Document
Feedback analysis report	View Document
e-Copies of the accreditations and certifications	View Document
Data as per Data Template	View Document
Consolidated report of Academic Administrative Audit (AAA)	View Document
Any additional information	View Document
Link to the minutes of the meeting of IQAC	View Document
Link to Annual Quality Assurance Reports (AQAR) of IQAC	View Document

6.5.5

Institutions keeps track of the incremental improvements achieved in academic and administrative domains of its functioning through quality assurance initiatives

Response:

Digital Learning and e-Governance Initiatives:

In the dynamic realm of education, NSS College Ottapalam has undertaken remarkable measures to integrate digital learning and e-Governance initiatives, ushering in a transformative era for both students and faculty. These initiatives, marked by heightened accessibility, efficiency, and improved learning outcomes, illustrate the institution's commitment to staying at the forefront of educational innovation.

Digital Learning:

The institution's adoption of digital learning platforms serves as a pivotal shift augmenting traditional teaching methods. The implementation of a Learning Management System (LMS) offers a centralized online space for course materials, assignments, and interactive resources. Encouraging faculty to create and share multimedia content has created a dynamic learning environment, promoting self-paced learning and accommodating diverse learning styles.

Beyond the LMS, the college has harnessed technology for virtual classrooms and webinars. Live streaming of lectures, interactive discussions, and virtual guest lectures extend the learning experience beyond physical boundaries, exposing students to a broader range of perspectives and knowledge.

Faculty development programs focusing on digital tools, content creation, and virtual collaboration have empowered educators to seamlessly integrate technology into the teaching-learning process.

e-Governance:

NSS College Ottapalam has embraced e-Governance to streamline administrative processes, ensuring transparency, efficiency, and accountability. Automation of administrative functions such as admission processes, fee payments, and examination management has significantly improved operational efficiency.

The institution's e-Governance initiatives facilitate seamless communication between departments, reducing bureaucratic delays and enhancing overall efficiency. Online admission processes reduce paperwork, benefiting both students and administrative staff. Automated examination management ensures accurate record-keeping and timely release of results.

A notable aspect is the implementation of an admission file creation and TC issuing system, adding an extra layer of efficiency to the administrative processes.

ICT Initiatives:

The college has implemented Information and Communication Technology (ICT) initiatives to optimize

digital presence and enhance the learning experience:

- Office Automation and Smart Login: Streamlining administrative tasks for teachers and providing students with easy access to academic information.
- Online Platforms for Learning: Utilizing the college website, Coursera, and a Learning Management System (LMS) for a centralized platform for collaborative learning.
- Blogs and Online Resources: Establishing informative blogs like the College Blog and IT Club Website, providing additional resources and updates.
- Social Media Presence: Active engagement on various social media platforms, fostering communication and community engagement.
- Club-specific Online Platforms: Dedicated online spaces for various clubs and associations, promoting specialized information and activities.
- E-Journal and Quality Assurance Reports: Publishing an E-Journal, Annual Quality Assurance Report (AQAR), and SWOC Analysis to showcase academic research, achievements, and commitment to transparency and continuous improvement.

These diverse ICT initiatives collectively contribute to an enriched learning environment, efficient administration, and widespread dissemination of information within NSS College Ottapalam.

Moreover, the digitization of library resources has modernized the library system, providing remote access to academic resources, promoting research, and encouraging self-directed learning.

Teaching-Learning Enhancement Initiatives:

NSS College Ottapalam's commitment to quality education is evident through its Teaching-Learning Enhancement Initiatives, aiming at innovation, improved pedagogical practices, and holistic student development.

Curriculum Restructuring and Pedagogical Innovation:

The institution's curriculum overhaul emphasizes interdisciplinary learning, industry relevance, and skill

development. Pedagogical innovations such as active learning methodologies, project-based assessments, and flipped classroom approaches contribute to a dynamic and engaging learning environment. A mentoring system provides personalized guidance, fostering a supportive atmosphere.

Assessment and Feedback Mechanisms:

Innovative assessment techniques, including presentations, group projects, and practical demonstrations, align with real-world scenarios, providing a comprehensive evaluation of student learning. Robust feedback mechanisms create a continuous feedback loop between students and faculty, refining teaching methods for a responsive and student-centric learning environment.

Skill Development and Industry Interface:

Prioritizing employability skills, the college integrates skill development programs, workshops, and industry interactions into the curriculum. Guest lectures, internships, and industrial visits expose students to real-world applications. The Career Guidance and Placement Cell facilitates smooth transitions to employment through training sessions and industry collaborations.

Research and Innovation:

Encouraging a culture of research and innovation, the institution supports faculty and student engagement in research activities. Research-oriented projects, conferences, and seminars provide opportunities for intellectual exploration, creating an environment where research and teaching complement each other.

In summary, NSS College Ottapalam's initiatives in digital learning, e-governance, and teaching-learning enhancement illustrate a commitment to embracing technological advancements and innovative pedagogies. These efforts collectively contribute to an enriched learning environment, efficient administration, and the holistic development of students, positioning the institution as a beacon of academic excellence.

File Description	Document
Relevant documentary evidence in support of the claim	View Document
Link for additional information	View Document

Criterion 7 - 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

Response:

The institution possesses an efficient energy management system through Regular Maintenance, Optimizing Efficiency, Reducing Demand and Avoiding Wastage. The institution promotes energy efficient cost-effective laptops, printers and other electrical equipment, reduce GHG emissions. The energy policy document appends the energy management protocol of the institution.

“Oorja Samrakshnathinu Ee Stapanam Matruka” (Save Energy Save Earth) is the institutional slogan of the college. There is a well-functioning Energy club in the college. World energy day is celebrated every year. Energy consumption household survey is conducted. Students circulate pamphlets in shops and houses and conduct flashmobs sensitizing to wisely use and preserve the energy. Thus, local community is made aware of the schemes and encouraged to make use of them. Class for student teachers to teach the students importance of energy conservation and familiarise the energy efficient schemes and initiatives like free LED bulbs by the Government are organized. Students are encouraged to make use of LED bulbs and tubes. LED bulb making workshops are organized in the college. Energy conservation week is observed every year. Competitions are conducted for prospective teachers and teacher educators during the week. Prominent personalities from Kerala State Electricity Board address students and teachers and provides awareness on methods to be adopted to reduce wasteful energy consumption. State and national level seminars are conducted yearly on topics related to energy conservation, practices to be adopted to using less energy and methods on using energy more effectively.

An effective Energy Monitoring Committee functions in the college. The committee with the help of KSEB, conducts Energy Audit annually which includes audit of monthly electricity consumption across various college buildings and submit report to the Principal. Measures are taken to reduce the energy usage based on the report. The infrastructure lets in plenty of natural light. To promote sensor-based energy consumption auto sensor bulbs are used in the office rooms. Signboards on energy consumption and posters highlighting college as a model of energy conservation are displayed in the focal points of the institution. Handy stickers on energy conservation are pasted next to switches, waterpipe. Conservation of other forms of energy like fuel, water etc is also of top priority.

The institution has applied for Solar Power System from RUSA as an alternative source of energy resource in the year 2023. Cartoon making competition, essay writing competition, collage making competition, photography competition, slogan making competitions and poster making competitions were conducted during energy conservation week observance in the year 2023. Sri.K. Premkumar (Engineer, KSEB) led an interactive session on the topic “Why should we conserve energy” in 2022. Inauguration of energy club and Intercollegiate quiz competition were conducted in the year 2021. E quiz on the topic Energy conservation was organized in 2020. Energy club inauguration along with a National webinar on Energy conservation and Climate change was conducted in 2020. An Invited lecture by Sri Venugopal I.P. (Retd.Asst. Executive Engineer, KSEB) was followed by the release of logo, sign

board and concept map based on the theme Renewable energy resources in 2019.

File Description	Document
Institution energy policy document	View Document
Any additional information	View Document
Link for additional information	View Document

7.1.2

Institution has a stated policy and procedure for implementation of waste management

Response:

The waste management strategy of 4R's is practically implemented in the college. The policy of Reduce, Reuse, Recycle, Refuse is applied in every possible context. The waste management policy document of the institution details the waste management protocol of the institution.

A Waste Management Cell is functioning in the institution. The cell checks the adequacy and proper use of the provisions for waste management annually and submit report to the principal. Measures to improve waste management is sort out through discussion based on the report. Installation of a sanitary vending machine and incinerator form RUSA funding has been proposed.

Prominent personalities from Municipality provides information to students, teaching and nonteaching staff every year in waste management under the auspice of Waste Management Cell. The information gained from such classes is disseminated to the students by prospective teachers during internship. The student teachers visit houses in the municipality and provides awareness on segregating and disposing the biodegradable and non-biodegradable wastes. The sensitization of 'Our waste Our responsibility' is accomplished through these initiatives.

To prevent mixing of wastes labelled coloured baskets are kept in the administrative block and near the classrooms. Signboards on Reducing, Reusing, Recycling and Refusing waste is displayed in focal point of the institution.

Solid waste management: - The biodegradable solid wastes which include food wastes and leaves, are used in vermicompost unit in the college. The compost is made use of in the institution garden. The paper waste is converted to paper pulp for making models for teaching. The paper waste is used in making socially useful products like paper bags, books, envelops etc. Students use paper pens with seeds inside made by themselves. The institution is a plastic free campus. Use of any sort of plastic material is discouraged inside the campus. Steel water bottles are used by students and staff. Instead of paper plates and cups are replaced by steel plates and glasses. If there is any collected non-biodegradable plastic or metal wastes, Nature club of the institution collects it every week and keeps it at the collection point. They are disposed of with the help of Haritha Karma Sena of the Municipality every month and eventually send for recycling.

Liquid waste management: - The liquid wastes are generated from administrative block and student block. Water from sanitary facilities like bathroom and toilets are disposed to septic tanks. The water from hand wash facilities, cleaning utensils etc. are supplied to plants and trees of the campus through proper drainage.

E waste management: - The institution makes use of any electronic equipment by repairing it and reusing it to the maximum. The completely obsolete, non-usable electronic wastes like printers, computers, LCD projectors, scanners, copiers, CDs etc. are stocked and then sold off.

The college premises and classrooms are kept clean always. Students take responsibility to remove the wastes of any kind from their class. The concept of 'our waste our responsibility' is imbibed and practiced by every individual in the institution.

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document
Link for additional information	View Document

7.1.3

Institution waste management practices include

1. Segregation of waste
2. E-waste management
3. Vermi-compost
4. Bio gas plants
5. Sewage Treatment Plant

Response: B. Any 3 of the above

File Description	Document
Income Expenditure statement highlighting the specific components	View Document
Geo-tagged photographs	View Document
Documentary evidence in support of each selected response	View Document
Any additional information	View Document
Link for additional information	View Document

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**

Response: B. Any 3 of the above

File Description	Document
Income Expenditure statement highlighting the specific components	View Document
Geotagged photographs	View Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document
Any additional link	View Document

7.1.5

Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment

Response:

The institution is a recognized Social Entrepreneurship, Swachhta & Rural Engagement Cell (SES REC) institution. The campus premises are well maintained and kept clean always. A fulltime lady staff is appointed for this purpose. Greenprotocol is practiced in the institution. The classrooms are well ventilated and student teachers keep their classrooms clean. Wastes are collected in coloured baskets and bio degradable and nonbiodegradable wastes are separated. Biowaste from the dining rooms is used for making vermicompost. The liquid wastes from handwash facilities are used for watering plants. The paper wastes are converted into pulp is used for SUPW. The washroom and toilets in administrative block and studentblock are cleaned daily and sanitized. Sanitary pad dispenser is provided in the ladies' toilets. The institution has forwarded a proposal for a waste management system from RUSA fund.

Awarenessclasses on physical and mental health is organized with community participation. Specialist doctors from various fields addresses the students and clarifies their doubts.

Waterpurifiers provided at the office building and the academic complex provide safe drinking water in the college.

The use of plastic and thermocole inside the campus is not promoted. Plastic materials are strictly prohibited, instead paper craft and coconut leaf are used for decoration during functions. Faculty and students use stainless steel utensils and ink pen or the paper pen made by them.

E-notices and digital brochures are widely used in communication. Office and academics are automated. Electrical gadgets are maintained regularly. The institution has forwarded the proposal for installation of Solar power system from RUSA fund.

An herbal garden, a vegetable garden and a butterfly garden add to the serenity of the campus. The plants are labelled with their botanical name and vernacular name. Every week one hour is set apart for campus cleaning and beautification. The student teachers helps in campus-classroom cleaning and gardening. All classrooms and verandas are embellished with air purifying green plants. Faculty and students use public transport or common transport facilities turn-wise and contribute to reduce pollution.

Swatch Bharath initiatives are recognized and practiced by the institution. Other than cleaning the premises of college, the institution render service in cleaning Ottapalam thaluk hospital, local market places, and Ottapalam municipality. To create a green cover the student teachers plant saplings along the road side in collaboration with the forest department. Cleaning the river Nila is considered as social responsibility as it is the only source of water for people of Ottapalam during summer months. These outreach activities help the student teachers to have an ownership for natural resources.

World Nature Conservation Day was celebrated in 2023. A wildlife photography exhibition and a video presentation on 'Pacha prakruthiyudeniraviloode' were also organized. Vegetable seeds were distributed in association with Karshakasree, National seed corporation in 2022. "Plant a tree with us" programme on behalf of international day of forests in 2021. Programs on 'Yoga and Health' and 'Cancer among women' was organized in 2020. Nature camp for students was conducted in 2019. Sri. N.J James from Green habitat, Guruvayoor interacted with the students on 'Preserving Biodiversity' in 2018.

File Description	Document
Documents and/or photographs in support of the claim	View Document
Any additional information	View Document
Link for additional information	View Document

7.1.6

Institution is committed to encourage green practices that include:

1. Encouraging use of bicycles / E-vehicles
2. Create pedestrian friendly roads in the campus
3. Develop plastic-free campus
4. Move towards paperless office
5. Green landscaping with trees and plants

Response: A. All of the above

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

7.1.7

Percentage of expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)

Response: 0

7.1.7.1 Total expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Income Expenditure statement on green initiatives, energy and waste management	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

7.1.8

Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges.

Response:

Associating with and making use of the resources from the community, creates a sense of belongingness to the society in student teachers. Along with utilizing the community resources, the institution considers it as a responsibility to intervein in the issues and challenges in the Ottapalam municipality that could be resolved by the resources in the institution.

Kerala Kalamandalam, the prestigious Deemed to be University of Art and Culture is close to the college. Students visit Kalamandalam and witness the cultural richness of Kerala from 'Kalaries' where various artforms are taught. Interaction with famous artists is an eyeopener for the prospective teachers on how various art forms can be integrated in teaching to transact the content more effectively. Exposure on using art to teach non art concepts and skills and socially relevant issues are the main attraction of such assertions. Famous artists from Kalamandalam perform concerts at our college. 'Sathamohanam' by Kalamandalam Vidayrani, Mohiniyattam by Kalamandalam RejithaRavi, Ottanthullal by Deepthi are a few to mention.

Varikkasserimana at Manisseri the famous location for various Malayalam films and Olappamannamana , the birth place of the famous Malayalam poet and Chairman of Kerala Kalamandalam Olappamanna Subramaniyan Namboothiri are constructed in Kerala architectural style. Student teachers get in touch with the timeless spirituality of ancient civilization were Kathakali, Carnaric music, tayampaka and melam were nurtured and celebrated. Vellinezhi Kalagramam and Kuthampulli Neithugramam, are places to which heritage walks are conducted. Such visits open the ways to recognize the rich local culture, tradition and the handcrafts of Valluvanad.

Students of M.Ed. and B.Ed. courses, as a part of their curricular program visit DIETs Visit to DIET, Anakkara aids in understanding its functions in addressing the quality issues in elementary and secondary education, and how district academic plans and interventions are designed to enhance the quality of schools and teaching.

Student teachers visit Govt. School for Deaf and Dumb, Ottapalam to be aware of special education practices. Field trips to Dhoni, Malampuzha, Meenvallam and Ananganmala ecotourist spots explore their biodiversity. Milma plant Palakkad, IRCTC Mundoor, are places for industrial visits as a part of practicum.

Attappady is the tribal taluk which is near to Ottapalam. Various projects were carried out by the faculty and Dissertations by M.Ed. students studying various dimensions of social, economic, educational aspects related to the tribal people of Attapadi.

Students and teachers visit Poly Garden at Lakkadi -a residential society for mentally challenged, spend a day with the inmates and handover the collected cash and kind as a token of love. Student teachers give training to using mobile apps for online payment of bills, waste management practices, distributing seeds and sapling for vegetable garden etc by visiting the houses in the locality. Students visits palliative homes and render their services, volunteered in the district school kalolsavam, acted as Judges for Shoranur subdistrict Kalotsavam. Eye Testing Camps were organized in college in association with Zains Eye Hospital, and Eye Care Hospital, , Blood donation camp and Meal Package distribution in association with Thaluk hospital

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document
Link for additional information	View Document

7.1.9

Institution has a prescribed Code of Conduct for students, teachers, administrators and other staff, and conducts periodic programmes to appraise adherence to the Code through the following ways

1. Code of Conduct is displayed on the institution's website
2. Students and teachers are oriented about the Code of Conduct
3. There is a committee to monitor adherence to the Code of Conduct
4. Professional ethics programmes for students, teachers, administrators and other staff are organized periodically

Response: A. All of the above

File Description	Document
Web-Link to the Code of Conduct displayed on the institution's website	View Document
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	View Document
Details of the Monitoring Committee, Professional ethics programmes, if any	View Document
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	View Document
Any additional information	View Document
Link for additional information	View Document

7.2 Best Practices

7.2.1

Describe at least two institutional best practices (as per NAAC format given on its website)

Response:

Title: Adoption of NSSKPTVHSS, Ottapalam

Objectives

- To understand that teachers have moral responsibilities to students other than the didactics.
- To make use of resources other than content knowledge of a teacher for the benefit of the students.

Context

NSSKPTVHSS, Ottapalam, is the demonstration school of the institution. At school,

- Even after a few months of school reopening some students could not afford proper uniform, books and study materials.
- Some students needed extra support for learning.
- Some students lack in communication skills.
- Infrastructural facilities for midday meals, laboratory and library facilities of the school seemed to be inadequate for students.

Practice:

Free uniform distribution, Study Kit, free tuition and counselling sessions for overcoming stress and anxiety in learning for students and parents, distribution of books for school library, providing needed materials for school reopening are some of the activities conducted by the institution.

Evidence of success

Appreciation letter from the headmistress of the school regarding the activities organized in the college. Feedback from beneficiaries like the parents regarding the counselling and mentoring sessions and their students' positive behavioural changes are commendable.

Problems encountered and resources required:

Not able to provide uniform and study kits to all the students due to lack of fund. Some students are reluctant to participate in the remedial teaching.

2. Title:– Nilayodoppam(Along With Nila)

Objectives

- To develop awareness on Nila history and culture
- To create social consciousness among student teachers through extension activities
- To develop environmental awareness among student teachers
- To inculcate eco- friendly attitude and social commitment as teachers

Context

Ottapalam municipality experience severe water scarcity during summer months. The river bank is littered with plastic and paper wastes. The institution collaborates with the local self-government to preserve water and protect river. Measures are taken to provide information about life saving water source and sensitize the public is sparse.

Practice

The institution collaborates with the Municipality, to constructs ‘Tadayana’(Check dams) across the river to store water for the summer months. River premises were cleaned by collecting wastes. Bushes in the river were cleared. Pamphlets mentioning the need to save river are distributed. QR code scanners are pasted in public places which narrates the historical and cultural importance of the river. The whole activity is organised as Nila -Preserving History and culture, Nila protection and water conservation.

Evidences of Success

Appreciation letter from the Municipality for the activities done is an encouraging move. The river water is available from the check dam during summer months. The river premises remain clean and serene. It is seen that the students of the institution and the public who visits river bank scan the QR code and reads the details of Nila.

Problems encountered and resources required

Most often sand sacks at the check dams disappear from the site, the solution of which is not within our reach. Throwing garbage and other waste still continues. Sensitizing the people about river pollution and cleaning the river premises need to be a continuous process.

File Description	Document
Photos related to two best practices of the Institution	View Document
Any additional information	View Document
Link for additional information	View Document

7.3 Institutional Distinctiveness

7.3.1

Performance of the institution in one area of distinctiveness related to its vision, priority and thrust

Response:

To disseminate the ICT knowledge and skills for the benefit of the society

- To enable the participants to be abreast with the latest technological advancement and to gain skills related to ICT
- To apply the knowledge of ICT to design and organize courses using digital tools
- To introduce various digital platforms for career opportunities and self-employment

N.S.S. Training College stands out for its innovative program, "Digi-tec Empowerment," which aims to disseminate ICT knowledge and skills for the benefit of society while keeping participants abreast of the latest technological advancements. The program is designed to empower student teachers with the necessary skills to integrate ICT into their teaching.

Aligned with the institution's vision of "Professional Excellence through Empowering Transformation," Digi-tec Empowerment seeks to mould morally upright, professionally competent, intellectually alert, socially conscious, and committed teachers who can meet the evolving demands of society. Recognizing the pivotal role of technology in the 21st-century classroom, the college provides opportunities to enhance their technological competencies.

The institution leverages social media platforms such as YouTube, Facebook, Twitter, and Instagram to share updates and engage with its stakeholders effectively. The college's website serves as a hub for e-governance initiatives, including staff salary management, online assessments, automated library services, and student scholarships, enhancing administrative efficiency and transparency.

The ICT Club, fosters hands-on learning experiences for students. Through initiatives like "An App for a Day" and workshops on diverse topics ranging from digital content creation to soft skills development, students gain practical skills and confidence in utilizing digital tools effectively.

Beyond its campus borders the institution organizes ICT training programs for faculty from other colleges, school teachers, and student teachers. These programs, conducted both online and offline, equip educators with the skills to integrate digital tools into teaching methodologies, thereby enhancing the quality of education.

During their internships, student teachers are encouraged to design ICT-integrated lessons and support schools in adopting technology-enabled teaching practices. This hands-on experience not only benefits the student teachers but also empowers school teachers to embrace ICT in their classrooms independently.

The institution distinguishes itself through its digital creations, including online magazines, e-journals, brochures, and public awareness campaigns produced by student teachers. Faculty members contribute to the digital landscape by creating e-content for various platforms such as ePG Padasala and Swayam Prabha, showcasing the institution's commitment to digital education.

The institution takes pride in its alumni's entrepreneurial initiatives in the digital space. Alumni engage in online tutoring, content creation, and app development, demonstrating the practical application of their digital skills

For social empowerment, the institution conducts outreach programs to promote digital literacy and online entrepreneurship among households. Initiatives like the "Sell a Skill" program empower student teachers to leverage online platforms for skill monetization and economic empowerment.

The Digi-tec Empowerment program epitomizes the institutional distinctiveness, fostering a culture of technological innovation, digital literacy, and social empowerment. Through collaborative efforts across faculty, students, alumni, and community stakeholders, the institution continues to pave the way for transformative education in the digital era.

File Description	Document
Photo and /or video of institutional performance related to the one area of its distinctiveness	View Document
Any additional information	View Document
Link for additional information	View Document

5. CONCLUSION

Additional Information :

NSS Training College, Ottapalam, offers a diverse range of courses, extension programs, value-added and self-study courses, along with various club activities, enriching the educational experience and promoting holistic development among students.

The college offers Bachelor of Education (B.Ed.) courses in six subjects: Mathematics, Physical Science, Natural Science, Social Science, Malayalam, and English. Additionally, it provides Master of Education (M.Ed.) and Ph.D. in Education programs, catering to the advanced educational needs of aspiring educators.

NSS Training College conducts extension programs that extend beyond the traditional curriculum, providing students with practical experiences and exposure to real-world scenarios. These programs include field visits, internships, community engagement activities, and outreach programs, enhancing students' understanding of educational practices in diverse settings.

The college offers value-added courses and self-study programs to complement the core curriculum and cater to specific interests and learning needs of students. These courses may include workshops, seminars, certificate programs, and online learning opportunities, enabling students to acquire additional skills and knowledge relevant to their professional growth.

Various club activities are organized at NSS Training College to promote extracurricular engagement and foster personal and social development. These clubs may include literary clubs, cultural clubs, environmental clubs, sports clubs, and social service clubs. Students actively participate in club activities, honing their talents, building leadership skills, and contributing positively to the college community and beyond.

The college encourages research and innovation among students and faculty members, providing opportunities for conducting research projects, publishing papers, participating in conferences, and collaborating with experts in the field of education. Research-oriented activities enrich the academic environment, contribute to knowledge creation, and promote evidence-based practices in education.

NSS Training College offers career guidance and placement assistance to help students transition smoothly into their professional careers. The college collaborates with educational institutions, organizations, and industries to facilitate internships, job placements, and career development workshops, empowering students to make informed career choices and excel in their chosen fields.

Concluding Remarks :

In conclusion, NSS Training College Ottapalam stands as a beacon of excellence in teacher education, driven by a rich legacy of commitment to quality education, innovation, and holistic development. Since its inception in 1960 under the patronage of the Nair Service Society (NSS), the college has played a pivotal role in producing intellectually adept, professionally competent, morally upright, and socially conscious educators.

Through a comprehensive range of undergraduate and postgraduate programs in education, along with value-added courses, extension programs, and research initiatives, NSS Training College Ottapalam has consistently nurtured a culture of academic rigor, practical skills development, and ethical values among its students. The

college's emphasis on continuous learning, innovative teaching methodologies, and engagement with societal issues has prepared its graduates to meet the evolving challenges of the education sector and contribute meaningfully to the community.

Furthermore, the college's focus on holistic development is reflected in its diverse club activities, career guidance, and placement support, ensuring that students not only excel academically but also grow personally, socially, and professionally. The institution's strong network of alumni who have made significant contributions to education and society underscores its enduring impact and relevance.

With a forward-looking approach, NSS Training College Ottapalam continues to evolve and adapt to the changing educational landscape, embracing technology, research, and global perspectives to empower future generations of educators. Its vision of "Professional Excellence Through Empowering Transformation" remains the guiding force, driving the college's efforts towards educational innovation, social responsibility, and the holistic development of individuals and communities.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
2.1.2	<p>Percentage of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the last five years..</p> <p>2.1.2.1. Number of students enrolled from the reserved categories during last five years.. Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>50</td> <td>69</td> <td>66</td> <td>58</td> <td>45</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>42</td> <td>47</td> <td>48</td> <td>48</td> <td>40</td> </tr> </tbody> </table> <p>Remark : Input edited excluding extra students and Ph.D. scholars.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	50	69	66	58	45	2022-23	2021-22	2020-21	2019-20	2018-19	42	47	48	48	40
2022-23	2021-22	2020-21	2019-20	2018-19																	
50	69	66	58	45																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
42	47	48	48	40																	
3.1.1	<p>Average number of research projects funded by government and/ or non-government agencies during the last five years</p> <p>3.1.1.1. Number of research projects funded by government and non- government agencies during the last five years.. Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>1</td> <td>3</td> <td>3</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>1</td> <td>1</td> <td>1</td> </tr> </tbody> </table> <p>Remark : Input edited as Projects sanctioned beyond the assessment period cannot be considered</p>	2022-23	2021-22	2020-21	2019-20	2018-19	0	0	1	3	3	2022-23	2021-22	2020-21	2019-20	2018-19	0	0	1	1	1
2022-23	2021-22	2020-21	2019-20	2018-19																	
0	0	1	3	3																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
0	0	1	1	1																	
3.1.2	<p>Average grants received for research projects from government and / or non-government agencies during the last five years (INR in Lakhs)</p> <p>3.1.2.1. Total grants received for research projects from government and / or non-government agencies during the last five years (INR in Lakhs) Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19															
2022-23	2021-22	2020-21	2019-20	2018-19																	

00	00	2.40	7.30	14.50
----	----	------	------	-------

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
00	00	0.9	3.0	3.2

Remark : Input edited as Projects sanctioned beyond the assessment period cannot be considered

3.2.1 Average number of research papers / articles per teacher published in Journals notified on UGC website during the last five years

3.2.1.1. Number of research papers / articles per teacher published in the Journals notified on UGC website during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
32	46	26	65	33

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
48	33	25	47	26

Remark : Input edited Considering publications calendar year-wise

3.2.2 Average number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the last five years

3.2.2.1. Total number of books and / or chapters in edited books, papers in National / International conference proceedings published during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
20	24	35	6	40

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
20	24	31	1	28

Remark : Input edited Considering publications calendar year-wise

3.3.1 Average number of outreach activities organized by the institution during the last five years..

3.3.1.1. Total number of outreach activities organized by the institution during the last five

years.

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
17	14	12	12	12

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
5	3	0	10	2

Remark : Input edited Considering relevant claims only

3.3.2 Percentage of students participating in outreach activities organized by the institution during the last five years

3.3.2.1. Number of students participating in outreach activities organized by the institution during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
238	256	291	310	282

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
238	256	0	245	282

Remark : Input edited Considering relevant claims only

3.3.5 Number of awards and honours received for outreach activities from government/ recognized agency during the last five years

3.3.4.1. Total number of awards and honours received for outreach activities from government/ recognized agency during the last five years.

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
3	2	2	2	2

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

Remark : Input edited as None of the claims are relevant to the intent of the metric.

3.4.1	<p>Average number of linkages for Faculty exchange, Student exchange, research etc. during the last five years</p> <p>3.4.1.1. Number of linkages for faculty exchange, student exchange, research etc. during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="308 389 1046 524"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>24</td> <td>19</td> <td>16</td> <td>9</td> <td>2</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="308 602 1046 736"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : Input edited as None of the claims are relevant to the intent of the metric.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	24	19	16	9	2	2022-23	2021-22	2020-21	2019-20	2018-19	0	0	0	0	0
2022-23	2021-22	2020-21	2019-20	2018-19																	
24	19	16	9	2																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
0	0	0	0	0																	
3.4.2	<p>Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years</p> <p>3.4.2.1. Number of functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years</p> <p>Answer before DVV Verification : 6</p> <p>Answer after DVV Verification: 5</p> <p>Remark : Input edited Excluding the MoU with sister institution</p>																				
4.1.3	<p>Percentage of expenditure excluding salary for infrastructure augmentation during the last five years</p> <p>4.1.3.1. Expenditure for infrastructure augmentation excluding salary during the last five years (INR in lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="308 1494 1046 1628"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>40.0553</td> <td>82.746</td> <td>47.17</td> <td>13.711</td> <td>7.61</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="308 1706 1046 1841"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>0.02</td> <td>0.2</td> <td>0</td> <td>0.65</td> <td>1.6</td> </tr> </tbody> </table> <p>Remark : Input edited Considering the relevant expenses</p>	2022-23	2021-22	2020-21	2019-20	2018-19	40.0553	82.746	47.17	13.711	7.61	2022-23	2021-22	2020-21	2019-20	2018-19	0.02	0.2	0	0.65	1.6
2022-23	2021-22	2020-21	2019-20	2018-19																	
40.0553	82.746	47.17	13.711	7.61																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
0.02	0.2	0	0.65	1.6																	
4.2.4	<p>Average annual expenditure for purchase of books, journals, and e-resources during the last five years (INR in Lakhs)</p>																				

4.2.3.1. Annual expenditure for purchase of books, journals and e-resources during the last five years. (INR in Lakhs)

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
2.37	0.63	0.61	0.52	0.49

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0.12

Remark : Input edited Considering the relevant expenses

4.4.1 Percentage expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in Lakhs)**4.4.1.1. Expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in lakhs)**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
41.53	81.46	47.17	13.71	7.61

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0.33	1.05	0.24	2.51	3.11

Remark : Input edited Considering the relevant expenses

6.4.2 Funds / Donations received from non-government bodies, individuals, philanthropists averaged over the last five years (not covered in Criterion III)(INR in Lakhs)**6.4.2.1. Total funds received from non-government bodies, individuals, philanthropists during the last five years (INR in Lakhs)**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
.46	.46	.46	.46	.46

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1.06	.51	.51	.64	4.86

7.1.7	<p>Percentage of expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)</p> <p>7.1.7.1. Total expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>.17</td> <td>.16</td> <td>.06</td> <td>.14</td> <td>.13</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : Input edited as No relevant expenses are found as per the intent of the metric</p>	2022-23	2021-22	2020-21	2019-20	2018-19	.17	.16	.06	.14	.13	2022-23	2021-22	2020-21	2019-20	2018-19	0	0	0	0	0
2022-23	2021-22	2020-21	2019-20	2018-19																	
.17	.16	.06	.14	.13																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
0	0	0	0	0																	

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of students on roll year-wise during the last five years..</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>319</td> <td>326</td> <td>304</td> <td>265</td> <td>242</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>282</td> <td>310</td> <td>291</td> <td>256</td> <td>238</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	319	326	304	265	242	2022-23	2021-22	2020-21	2019-20	2018-19	282	310	291	256	238
2022-23	2021-22	2020-21	2019-20	2018-19																	
319	326	304	265	242																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
282	310	291	256	238																	
1.2	<p>Number of seats sanctioned year wise during the last five years..</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>173</td> <td>154</td> <td>169</td> <td>158</td> <td>158</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>350</td> <td>350</td> <td>350</td> <td>350</td> <td>350</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	173	154	169	158	158	2022-23	2021-22	2020-21	2019-20	2018-19	350	350	350	350	350
2022-23	2021-22	2020-21	2019-20	2018-19																	
173	154	169	158	158																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
350	350	350	350	350																	
1.3	<p>Number of seats earmarked for reserved category as per GOI/ State Govt. rule year wise during the last five years..</p> <p>Answer before DVV Verification:</p>																				

2022-23	2021-22	2020-21	2019-20	2018-19
86	77	87	77	77

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
175	175	175	175	175

1.6

Number of students enrolled(admitted) year-wise during the last five years..

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
153	153	164	136	129

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
132	150	160	131	125