YEARLY STATUS REPORT - 2021-2022

Part A	
Data of the Institution	
1.Name of the Institution	N S S TRAINING COLLEGE OTTAPALAM
• Name of the Head of the institution	DR AMPILI ARAVIND
• Designation	PRINCIPAL
• Does the institution function from its own campus?	Yes
• Alternate phone No.	04662244359
• Mobile No:	9447455051
• Registered e-mail ID (Principal)	nsstcottapalam@gmail.com
• Alternate Email ID	ampiliaravind@gmail.com
• Address	T B ROAD
• City/Town	OTTAPALAM
• State/UT	KERALA
• Pin Code	679101
2.Institutional status	
• Teacher Education/ Special Education/Physical Education:	Teacher Education
• Type of Institution	Co-education
• Location	Urban

• Financial Status	**UGC 2f and 12(B)**
• Name of the Affiliating University	**CALICUT UNIVERSITY**
• Name of the IQAC Co-ordinator/Director	**DR K S SAJAN**
• Phone No.	**9496354916**
• Alternate phone No.(IQAC)	**9400404228**
• Mobile (IQAC)	**9400404228**
• IQAC e-mail address	**nsstciqac@gmail.com**
• Alternate e-mail address (IQAC)	**sajan@nssce.org**
3.Website address	www.nssce.org
• Web-link of the AQAR: (Previous Academic Year)	https://nssce.org/wp-content/uploads/2022/03/2019-2020.pdf
4.Whether Academic Calendar prepared during the year?	**Yes**
• if yes, whether it is uploaded in the Institutional website Web link:	https://nssce.org/academic-calender/

5.Accreditation Details

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

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

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

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

8.Whether composition of IQAC as per latest NAAC guidelines	**Yes**
• Upload latest notification of formation of	View File

IQAC		
9.No. of IQAC meetings held during the year	5	
• Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?	Yes	
• (Please upload, minutes of meetings and action taken report)	[View File](#)	
10.Whether IQAC received funding from any of the funding agency to support its activities during the year?	No	
• If yes, mention the amount		

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

1) Celebrations International Anti-Drugs Day (June 25, 2021) Olympic Day Celebration (June 22, 2021) International Yoga Day (June 21, 2021) World Environment Day (June 4, 2021) World Tiger's Day (July 29, 2021) Onam Celebration (August 24, 2021) Independence Day Celebration (August 15, 2021) Christmas Celebration (December 23, 2021) Republic Day Celebration (January 26, 2022) ?????????????????? 2022 (February 21, 2022) 2) Awards and Recognition Congratulations to our students who qualified KTET Exam 2021 (October 21, 2021) Congratulations to our students who qualified SET Examination (January 29, 2022) Congratulations to our students who qualified UGC NET and JRF (February 19, 2022) Congratulations to our CTET achievers 2022 (March 12, 2022) Congratulations to our students who qualified CTET Examination (March 9, 2022) Congratulations to our winner of Quiz Competition (May 11, 2022) 3) Workshops and Training National Level Webinar Series On 'Rejuvenation Of Research And Publication Ethics (June 16, 2021) Two Day Online Workshop For Teacher Empowerment On Workspace For Education (July 14, 2021) Webinar On Planning For Better Career (July 9, 2021) Three Day Workshop On Administration And Scoring Of Psychological Tools (August 19, 2021) Workshop On Administration And Scoring Of Psychological Tools For M. Ed Students (August 15, 2021) Lakshya-Physical Science Association (August 9, 2021) Shishak Parv, 2021 (September 6, 2021) One Day Workshop On Item Analysis (January 25, 2022) Ict Workshop And Certificate Course 2022 (January 15,

2022) National Webinar On Academic Support:Structures Exploring Excellence Through Experts (February 10, 2022) Data Analysis Workshop (March 23, 2022) Pi Day Celebration By Mathematics Department (March 18, 2022) Organized Orientation On Bed Practical Examination 2022 (March 11, 2022) 4) Other Activities Conducted Malayalam Association Inauguration (July 19, 2021) Conducted Eid Special Programme: Music Club Programmes (July 21, 2021) Participation In World Music Day 2021 Competition (July 20, 2021) Conducted Academic Induction Program (November 18, 2021) Organized PTA General Body And Executive Meeting 2021 (November 17, 2021) Conducted M Ed B Ed Induction Program (December 17, 2021) Energy Club Inauguration & National Energy Conservation Day Observance (December 16, 2021) Organized Yoga Workshop For Med Students From 14th To 20th December 2021 Organized Inflibnet Account Creation And Usage- Workshop (December 11, 2021) Organized World Aids Day Observance 2021 (December 1, 2021) Organized Consent Day Celebration (January 15, 2022) Organized Ragam Music Club Inauguration (February 2, 2022) Organized Sports Meet 2022 (March 17, 2022)

12.Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year (web link may be provided).

Plan of Action	Achievements/Outcomes
Plan of action for the year 2021-22 ? Day celebrations should be enhanced ? Building construction and renovation should be completed before the NAAC visit ? COLLEGE LMS SHOULD BE SHIFTED TO A STABLE PLATFORM ? NEED TO CONDUCT SHORT TIME COURSES AND WEBINARS WORKSHOPS ETC ? Needed to enhance the activities of different clubs ? It is needed to develop an entrepreneurship club to enhance career prospects of students ? Students and teachers should be properly acknowledged for their achievements transfer and retirement ? It is high time to complete SSR for NAAC work	https://nssce.org/wp-content/uploads/2022/03/REPORT-OF-IQAC-21-22.docx

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

- Name of the statutory body

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

14.Whether institutional data submitted to AISHE

Year	Date of Submission
2021-22	19/01/2023

15.Multidisciplinary / interdisciplinary

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

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

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

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

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

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

16.Academic bank of credits (ABC):

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

17.Skill development:

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

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

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

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

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

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

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

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

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

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

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

Background

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

Unit Tests and Model Examinations

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

Internal Learning Tasks

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

OBE Based Teaching-Learning Tasks

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

NEP Directions

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

Further Suggestions

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

Benefits of OBE

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

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

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

20.Distance education/online education:

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

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

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

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

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

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

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

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

Extended Profile

1.Student

2.1 Number of students on roll during the year	**313**

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

2.2 Number of seats sanctioned during the year	**314**

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

2.3 Number of seats earmarked for reserved categories as per GOI/State Government during the year:	**75**

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

2.4	**148**
Number of outgoing / final year students during the year:	

File Description	Documents
Data Template	View File

2.5Number of graduating students during the year	**148**

File Description	Documents
Data Template	View File

2.6	**150**
Number of students enrolled during the year	

File Description	Documents
Data Template	View File

2.Institution

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

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

3.Teacher

5.1	**23**
Number of full-time teachers during the year:	

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

5.2	**23**
Number of sanctioned posts for the year:	

Part B

CURRICULAR ASPECTS

1.1 - Curriculum Planning

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

Our institution, affiliated with the University of Calicut, follows its two-year B.Ed and M.Ed curriculum. The institution follows an academic calendar charted based on the university curriculum for its smooth functioning. The academic calendar for every academic year is prepared by academic monitoring cells (B.Ed & M.Ed) in collaboration with the research monitoring cell. The academic calendar includes stipulated dates for all curricular activities and celebrations of various days of importance. These in-house cells meet periodically (twice a month) and discuss the necessary changes in the curriculum planning according to the institutional needs in unity with the academic activities prescribed by the university. The decisions of academic monitoring cells are presented in the staff meeting for modifications, if necessary. The college provides staff and students with the academic calendar. The decisions and changes of the review committee meeting and other official communication to students and staff is made through official notices, WhatsApp groups (during online mode) and the college website. All official notices are put up on the notice boards. The college also has a democratically elected student's union. The decisions of the staff council are put in the student-union meetings, and grievances, if any, are appropriately addressed.

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

1.1.2 - At the institution level, the curriculum	**A. All of the above**

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

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

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

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

1.2 - Academic Flexibility

1.2.1 - Curriculum provides adequate choice of courses to students as optional / electives including pedagogy courses for which teachers are available

1.2.1.1 - Number of optional / elective courses including pedagogy courses offered programme-wise during the year

24

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

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

7

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

7

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

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

309

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

309

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

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

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

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

309

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

309

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

1.3 - Curriculum Enrichment

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

The institution prepares teachers for different levels of school

education by providing them with a comprehensive understanding of the field of teacher education, procedural knowledge that is specific to their chosen specialization, and the capability to extrapolate from what they have learnt and apply acquired competencies. The institution also fosters emotional intelligence, critical thinking, negotiation and communication skills, and collaboration in student teachers.

Here are some specific examples of how the institution prepares teachers:

- The institution offers comprehensive curricula that combine theoretical knowledge with practical training.
- The institution provides opportunities for pre-service teachers to engage in hands-on experiences, such as teaching practicums and internships.
- The institution offers specialized courses, allowing aspiring teachers to focus on specific areas of expertise such as early childhood education, special education, or subject-specific instruction.
- The institution employs various strategies to foster extrapolation in student teachers, such as emphasizing the integration of theory and practice, promoting reflective practice, and fostering collaboration and professional networking opportunities.
- The institution employs various clubs and co-curricular activities to cultivate emotional intelligence, critical thinking, negotiation and communication skills, and collaboration in student teachers.

The institution's commitment to preparing teachers is evident in its comprehensive and rigorous curriculum, its focus on practical experience, and its commitment to fostering the development of essential skills and competencies. The institution's graduates are well-prepared to meet the challenges of teaching and to make a positive difference in the lives of their students.

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

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

Institution has coursework or modules that explore the Indian school system's intricacies. Students gain knowledge about the different boards of education, curriculum frameworks, examination systems, and policies that shape the Indian education landscape. This familiarizes them with the diversity and complexity within their own country's educational context.

Secondly, institution provide opportunities for students to explore international perspectives on education. This may include studying the educational systems of other countries, examining their approaches to curriculum, pedagogy, and assessment, and understanding the cultural and social factors that influence education in different contexts. Students may engage in comparative studies, research projects, or even international exchange programs to gain first-hand exposure to diverse educational systems.

Furthermore, institution often invite guest speakers, organize seminars, or conduct workshops where practitioners and experts from different educational systems share their experiences and insights. These interactions provide students with valuable perspectives, enabling them to appreciate the diversity in educational practices and adapt their teaching approaches accordingly.

Additionally, technology plays a crucial role in familiarizing students with educational diversities. Online resources, digital platforms, and virtual learning opportunities allow students to explore educational practices from various parts of the world, connecting with educators and researchers globally.

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

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

Describe the efforts made by the institution to enable students to develop understanding of the interconnectedness of the various learning engagements and to make them ready for the professional field in not more than 100-200 words

Our institution emphasises the integration of theory and practice throughout the curriculum. By bridging the gap between classroom learning and real-world applications, students gain a deeper understanding of how their knowledge and skills can be effectively applied in professional settings. They engage in practical experiences such as internships, field placements, and teaching practicums, where they can actively connect theoretical concepts to practical scenarios.

We promote interdisciplinary approaches to learning. They encourage students to explore connections and synergies across different disciplines and subjects. This approach enables students to see the interplay between various areas of knowledge and how they can be integrated to address complex challenges in the professional field.

Opportunities for students to engage in project-based learning and collaborative activities. By collaborating with peers from different backgrounds, students learn to appreciate the value of teamwork and collective problem-solving.

Furthermore, institution fosters reflective practices and self-assessment among students. They encourage students to critically reflect on their learning experiences, identify connections between

different engagements, and evaluate their own progress and growth. This reflection enables students to make explicit connections between their learning engagements and recognize how they have developed the competencies and readiness required for the professional field.

File Description	Documents
Documentary evidence in support of the claim	[View File](#)
Any other relevant information	[View File](#)

1.4 - Feedback System

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

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

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

File Description	Documents
Stakeholder feedback analysis report with seal and signature of the Principal	[View File](#)
Action taken report of the institution with seal and signature of the Principal	[View File](#)
Any other relevant information	**No File Uploaded**

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

153

2.1.1.1 - Number of students enrolled during the year

153

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

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

26

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

58

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

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

3

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

3

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

2.2 - Honoring Student Diversity

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

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

File Description	Documents
Documentary evidence in support of the claim	View File
Documents showing the performance of students at the entry level	View File
Any other relevant information	**No File Uploaded**

2.2.2 - Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through Mentoring / Academic Counselling Peer Feedback / Tutoring Remedial Learning Engagement Learning Enhancement / Enrichment inputs Collaborative tasks Assistive Devices and Adaptive Structures (for the differently abled) Multilingual interactions and inputs	All of the above

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

2.2.3 - There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students No Special effort put forth in accordance with learner needs Only when students seek support As an institutionalized activity in accordance with learner needs Left to the judgment of the individual teacher/s Whenever need arises due to student diversity	All of the above

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

2.2.4 - Student-Mentor ratio for the academic year

1:10

2.2.4.1 - Number of mentors in the Institution

15

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

2.3 - Teaching- Learning Process

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

The institution adopts a range of teaching and learning methods to accommodate the diverse needs of learners. Cooperative and collaborative activities, experiential learning, participative learning, problem-solving, brainstorming, group discussions, and online learning are among the approaches employed. Experiential learning focuses on hands-on experiences and reflection, incorporating internships, field trips, yoga, and subject-specific laboratory work for B.Ed. and M.Ed. programs. Task-based assignments, such as sociometry, case studies, and interviews, offer field experience opportunities for aspiring teachers.

Participative learning emphasizes an interactive approach, tailoring teaching methods to meet individual learner requirements. B.Ed. students engage in community surveys, field visits, and cultural programs, while M.Ed. students partake in peer teaching, teamwork, and research activities. Brainstorming sessions stimulate new ideas among students in theoretical papers. Focused group discussions promote group learning experiences in B.Ed. classes, as well as serving research purposes for research scholars and teacher educators.

To enhance collaboration and cooperation, online learning platforms like Moodle, Gnomio, and Xeted are utilized. Even prior to the

COVID-19 pandemic, Google Classroom and Edmodo were employed for effective flipped learning. These technological tools facilitate communication among faculty, students, and teacher educators.

The implementation of these innovative approaches has yielded improvements in students' academic progress. Continuous assessment, tasks and assignments, and project reports are used to monitor their development. By embracing these varied and innovative methods, the institution provides a diverse range of learning experiences to cater to the individual needs of its students.

File Description	Documents
Course wise details of modes of teaching learning adopted during the academic year in each programme	View File
Any other relevant information	View File

2.3.2 - Number of teachers integrating ICT (excluding use of PPT) for effective teaching with Learning Management Systems (LMS), Swayam Prabha etc., Learning Resources and others excluding PPT during the year

13

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

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

300

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

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

File Description	Documents
Data as per Data Template	View File
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	View File
Geo-tagged photographs wherever applicable	View File
Link of resources used	www.samagra.kite.kerala.gov.in https://youtu.be/SDeCg6PNOPg https://youtu.be/PKkVIvLHUvQ www.Samagra. kite. Kerala.gov.in www.Samagra. kite. Kerala.gov.in https://youtu.be/abbngnPoCwo https://youtu.be/ASEdGwpYn58 https://youtu.be/KCfRiNsW6K https://youtu.be/XVjeWQqruVM https://youtu.be/4aIptfTltXA https://youtu.be/8AFiNRoEClo www.Samagra. kite. Kerala.gov.in https://youtu.be/Had3bPMwkwo www.Samagra. kite. Kerala.gov.in https://youtu.be./ZOKs3wjfnrK https://youtu.be/8aCwa4RbA
Any other relevant information	No File Uploaded

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

The institution has a mentoring system in place to guide student teachers academically and personally, fostering strong student-teacher relationships within and outside the institution. All faculty members act as mentors to their assigned students, with objectives including teamwork, guidance for struggling students, modeling teaching skills, and keeping students informed of education and life developments. This is achieved through a well-structured four-phase mentoring system, involving mentor allocation, mentor meetings, rapport-building, and periodic feedback.

To empower students' personal and professional growth, the

institution organizes programs to enhance communication, self-expression, and problem-solving abilities. Mentor teachers closely monitor their mentees' activities, providing individual attention and constructive feedback to enhance skills and values. They further enhance prospective teachers' professional skills through methods like microteaching, linking theory to practice, discussion and demonstration lessons, criticism, and mentoring during teaching practice and internships. Additionally, they offer guidance on course-specific outcomes, career opportunities, ethics, integrity, and moral values essential for professional growth.

Through these initiatives, the institution strives to equip students with the necessary skills, knowledge, and values for success in education. By fostering strong mentor-mentee relationships and providing tailored support, they create an environment conducive to personal and professional development.

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

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

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

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

The institution places a strong emphasis on nurturing the intellectual abilities, creativity, and critical thinking skills of prospective teachers. To achieve this activities such as the Enhancing Professional Competency (EPC) Programmes, club activities, workshops, and community service programs. The EPC Programmes are designed to enhance professional competency throughout the four semesters, focusing on various topics such as reading and reflecting on texts, IT orientation, and understanding the self and critical ICT. In the first semester, the EPC Programme on reading and reflecting texts promotes reading comprehension, critical thinking, and reflective thinking skills. Additionally, the institution provides training on physical education, art, and drama in the third semester and community living camps and field trips to nurture various skills and competencies. The four-day residential community living camp is a highlight of the institution's programs and is designed to foster empathy, life skills, cooperative living, and social responsibility among prospective teachers. During the camp, experts provide sessions on critical thinking related to education issues, and cultural events are arranged to exhibit the talents of prospective teachers. Community service-oriented activities such as river cleaning campaigns also promote positive attitudes towards the environment.

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

2.4 - Competency and Skill Development

2.4.1 - Institution provides opportunities for	All of the above

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

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

2.4.2 - Students go through a set of activities as preparatory to school- based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as Formulating learning objectives Content mapping Lesson planning/ Individualized Education Plans (IEP) Identifying varied student abilities Dealing with student diversity in classrooms Visualising differential learning activities according to student needs Addressing inclusiveness Assessing student learning Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement

Ten/All of the above

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

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

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

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

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

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

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

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

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

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

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

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

The institution offers internship programs for B.Ed. and M.Ed. students. The B.Ed. internship is 16 weeks and is conducted during the third semester. The M.Ed. internship is conducted in two spells during the second and third semesters. The internship programs are meticulously planned and executed by the institution. Mentor teachers play a key role in the internship programs. The knowledge gained from the theory courses and training helps trainees excel in their teaching.

Here are the key points of the text:

- **The institution offers internship programs for B.Ed. and M.Ed.**

students.
- The internship programs are meticulously planned and executed by the institution.
- Mentor teachers play a key role in the internship programs.
- The knowledge gained from the theory courses and training helps trainees excel in their teaching.

- The B.Ed. internship program lasts for 16 weeks and is conducted during the third semester.
- The M.Ed. internship program is conducted in two spells, during the second and third semesters.
- The internship programs are meticulously planned and executed by the institution.
- Mentor teachers play a key role in the internship programs.
- The knowledge gained from the theory courses and training helps trainees excel in their teaching.

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

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

2.4.9.1 - Number of final year students during the academic year

103

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

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

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

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

The internship program is closely monitored by the parent and host institutions, as well as the heads of both institutes. The parent institution develops evaluation rubrics, which are then used to create an evaluation form sent to the host institutions. Trainees are evaluated based on various factors, including the quality of their lesson plans, content delivery, professional skills, and overall effectiveness as a teacher.

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

- The internship program is closely monitored by the parent and host institutions.
- Trainees are evaluated based on various factors.
- Prior to starting the internship, methodology teachers from the parent institution evaluate the lesson plans and teaching aids of the trainees.
- During the internship, trainees receive constant monitoring and guidance from mentor teachers of both institutions.
- The mentor teacher from the host institution observes all

> classes of the trainees and provides constructive feedback,
> while the methodology teachers periodically visit the practice
> teaching schools to assess the trainees' performance and
> discuss with the head and mentor teachers of the school.

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

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

All of the above

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

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

Five of the above

File Description	Documents
Format for criteria and weightages for interns' performance appraisal used	View File
Five filled in formats for each of the aspects claimed	View File
Any other relevant information	No File Uploaded

2.5 - Teacher Profile and Quality

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

23

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

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

16

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

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

22

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

281

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

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

colleagues and with other institutions on policies and regulations

The institution prioritizes the recognition and growth of its faculty members, both personally and professionally. To keep them updated on the latest educational trends, ICT workshops are conducted, providing exposure to online instructional resources and technology-mediated learning.

Active involvement in curriculum preparation and revision across various levels of teacher education enables faculty members to stay informed about recent developments in the field. Research initiatives are supported through resources for Ph.D. research, major and minor projects, and publication opportunities in journals, magazines, and books.

Faculty members are encouraged to serve as resource persons in national and international seminars, webinars, conferences, and workshops organized by renowned institutions and national bodies. Expertise from experienced faculty members of renowned educational institutions is shared through lecture series, demonstration classes, and workshops to provide updated information on educational advancements.

Easy access to policies and acts from important agencies and departments, including UGC, NCTE, NCERT, and MHRD, is facilitated through website links.

These initiatives ensure that faculty members have the necessary knowledge and resources to deliver high-quality education. The institution's commitment to faculty recognition and growth contributes to their professional development and enhances their ability to positively impact the field of education.

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

2.6 - Evaluation Process

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

In the B.Ed and M.Ed programs, student assessment is conducted through a combination of internal continuous assessment and end-

semester examinations. Internal assessments are carried out throughout the semester, including surprise tests, lesson summaries, participatory activities, tasks and assignments, and class seminars.

For B.Ed theory courses, the internal-to-external examination ratio is 20:80. Transparent internal evaluation involves periodic unit tests, assignments, and college-based practicums. In the M.Ed course, internal assessment encompasses assignments, seminars, test papers, internships, peer teaching, field visits, research work, yoga, and ICT workshops.

To ensure transparency, students receive assessment criteria in advance, and internal assessment marks are posted on the notice board before external exams. Grievances regarding internal evaluation can be addressed at the teacher-educator or institutional evaluation committee level.

These assessment practices promote fairness and transparency while evaluating student progress and understanding. The institution aims to provide diverse evaluation methods to assess student teachers effectively in the subjects they study.

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

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

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

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

The institution has a well-established grievance redressal cell dedicated to addressing student grievances, particularly those pertaining to internal and external examinations. Students have the option to report concerns or complaints regarding internal evaluation through the college's grievance redressal system. Mentor teachers are also available to handle genuine grievances at the teacher level. A grievance box is provided in the library, allowing students to submit written grievances concerning the institution's evaluation mechanisms. The grievance redressal committee regularly reviews the contents of the box and addresses grievances in a fair manner.

In cases where students are unable to attend internal or model examinations as scheduled, the institution offers retests for genuine grievances, with the marks from the retest considered for internal evaluation. For external examinations, the institution takes the responsibility of reporting student grievances to the university and takes necessary actions to resolve the issues. The institution ensures that all grievances related to internal and external examinations are effectively and transparently resolved. In the event that the complainant remains dissatisfied, a higher-level committee led by the Head of the institution will thoroughly discuss the matter.

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

2.6.4 - The institution adheres to academic calendar for the conduct of Internal Evaluation Describe the mechanism of adhering to academic calendar for the conduct of Internal Evaluation in the institution in not more than 100-200 words.

An academic calendar is crucial for effective planning and implementation of any program in an academic year. The institution, which is affiliated to Calicut University, follows the academic instructions of the University and prepares its own academic calendar at the institution level in line with the university calendar. The academic monitoring cell, in coordination with all the teacher educators and under the supervision of the head of the institution, prepares the institution-level academic calendar. The calendar includes curricular and co-curricular activities scheduled systematically for the year. The practice teaching session is scheduled without disturbing the curricular and co-curricular activities and vacations of the practice teaching schools. Mid-semester and end-semester model exams, practical activities such as EPC activities, microteaching, discussion, demonstration, and criticism activities are conducted according to the institutional calendar. The academic calendar addresses the concerns of student teachers about local holidays and festivals, and includes the schedule of internal evaluation practices, enabling prospective teachers and educators to plan their activities in advance. The academic calendar is modified during the academic year to address any limitations or drawbacks. The prior planning and systematic scheduling in the form of an academic calendar help in the smooth functioning of academic activities.

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

2.7 - Student Performance and Learning Outcomes

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

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

To ensure

effective implementation of the PLOs, the institution plans the teaching and

learning activities at the beginning of each academic year. The plan includes

seminars, discussions, microteaching sessions, criticism lessons, practice

teaching sessions, EPC activities, tasks, and assignments for each subject. The

well-planned execution of curricular, co-curricular, and extra-curricular

activities will enable the prospective teachers and prospective teacher

educators to develop the necessary skills and attitude to excel in their

profession.

The

institution emphasizes the importance of developing an artistic and aesthetic

sense in children through art education and the ability to perform yogasanas for physical and mental well-being.

File Description	Documents
Documentary evidence in support of the claim	[View File](#)
Any other relevant information	[View File](#)

2.7.2 - Pass percentage of Students during the year

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

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

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

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

2.7.4 - Performance of outgoing students in internal assessment

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

150

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

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

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

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

File Description	Documents
Documentary evidence in respect to claim	[View File](#)
Any other relevant information	No File Uploaded

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

Introduction The purpose of this survey is to collect feedback from students on their satisfaction with the teaching-learning process at the institution. The survey will ask students about their perc

RESEARCH AND OUTREACH ACTIVITIES

3.1 - Resource Mobilization for Research

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

NIL

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

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

NIL

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

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

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

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

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

3.2 - Research Publications

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

16

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

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

26

File Description	Documents
Data as per Data Template	View File
• First page of the published book/chapter with seal and signature of the Principal	View File
E-copies of outer jacket/contents page of the books, chapters and papers published along with ISBN number in national / international conference-proceedings per teacher	**No File Uploaded**
Any other relevant information	**No File Uploaded**

3.3 - Outreach Activities

3.3.1 - Number of outreach activities organized by the institution during the year

3.3.1.1 - Total number of outreach activities organized by the institution during the year

10

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

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

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

280

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

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

280

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

280

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

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

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

enable the student teachers more confident and orient them towards gender equality. Cleaning programs such as Cleaning the nearby river and places, mosquito eradication programs, cleanliness programs etc were volunteered by the students for the benefit of the society. 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 of the college volunteer in donating blood in collaboration with neighboring hospitals.

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

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

2

File Description	Documents
Data as per Data Template	<u>View File</u>
Appropriate certificates from the awarding agency	<u>View File</u>
Any other relevant information	**No File Uploaded**

3.4 - Collaboration and Linkages

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

7

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

7

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

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

5

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

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

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

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

The institution has well furnished physical infrastructure is in

accordance with the NCTE norms. The expansion of the college building

has taken place in 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 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, Computer Lab, Language Lab,

Technology Lab, Psychology lab, Physical Science Lab, Natural Science

Lab, Physical Education room, Seminar Hall, Multipurpose Hall, ,

Hostel, 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, vehicle shed ,centralized power

generator, smart classrooms, campus with wify networking, Compound

wall and two entrances.

File Description	Documents
List of physical facilities available for teaching learning	View File
Geo-tagged photographs	View File
Any other relevant information	No File Uploaded

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

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

24

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

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

28.99895

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	View File
Any other relevant information	View File

4.2 - Library as a Learning Resource

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

The College library is a treasure of the institution. It is augmented,

updated and maintained with utmost care. There is a library committee

which looks into the needs and functioning of the library. The library

committee consists of the Principal, Librarian and two staff members. The

catalogues 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 same list of books. The students have open

access to the library. Old copies of all the journals and periodicals are

bounded and kept as back volumes. There are separate one rack for

journals, 2 racks for back volumes and a separate almirah for NAAC -

Self Study Report 136 educational DVDs.Library is automated using

Integrated Library Management System (ILMS)

Name of the ILMS software : KOHA

Version : 3.22.08.000

Library has a book collection of 15500 books Plus 25 E- books .

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 and they use the facility to the maximum

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

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

Institution has remote access to library resources which students and

teachers use frequently. Each student is given a unique ID card .Students

can borrow only 2 books at a time for a period of 14 days .Faculty can

borrow 10 books for a period of 14 days .Books of the reference section

will not be issued. The new arrivals are displayed in the display stand

which is kept in the library.

The institution has a library advisory committee to systematically

review the various library resources for adequate access, relevance, etc.

and to make acquisition decisions.

The library is computerized with Web OPAC, Gateway entry register,and

photocopying facilities. The library books are Decimal classified and by

using inflibnet – software books are computerised. Student identity card

is used for gateway entry. The library has computer, internet and

reprographic facilities. There is a computer with Laser Printer B/W and

xerox machine. An active Wi-Fi internet connection is also available in

college library.

The library is kept open on all working days from 8.30 a.m.to 4.30 p.m.(

7hrs) Library is open during all calendar days except the red letter days.

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

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

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

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

0.022172

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

4.2.5 - Per day usage of library by teachers and students during the academic year

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

242

File Description	Documents
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the academic year with seal and signature of both the librarian and principal	**No File Uploaded**
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	**Nil**
Any other relevant information	[View File]()

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

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

4.3 - ICT Infrastructure

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

The institution has a computer lab which includes fourty five systems with internet and intranet facilities. Before leaving for practice teaching, the students are trained to handle OHP, LCD, slide projector and computers. The computer lab contains the hardware facilities like printer, UPS, headphones, Speakers and software CDs. Students are trained to use SMART class .Students and staff are trained to make use of Interactive White Board (IWB), DVDs

and LCDs. There is an excellent and attractive language laboratory for developing communicating skills and phonetics for student teachers. Overhead projector, Slide projector and filmstrip projector are also available.

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

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

File Description	Documents
Document related to date of implementation and updation, receipt for updating the Wi-Fi	[View File](#)
Any other relevant information	No File Uploaded

4.3.2 - Student – Computer ratio during the academic year

0.33

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

4.3.3 - Available bandwidth of internet connection in the Institution (Leased line) Opt any one:	C. 250 MBPS - 500MBPS

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

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

File Description	Documents
Data as per Data Template	[View File](View_File)
Link to videos of the e-content development facilities	**Nil**
List the equipment purchased for claimed facilities along with the relevant bills	[View File](View_File)
Link to the e-content developed by the faculty of the institution	https://lms.nssce.org/
Any other relevant information	**No File Uploaded**

4.4 - Maintenance of Campus and Infrastructure

4.4.1 - Expenditure incurred exclusively on maintenance of physical and academic support facilities during the year (INR in Lakhs)

28.77723

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	View File
Any other relevant information	No File Uploaded

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

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

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

The college has an automated library which is a reservoir of more than 14000 books, journals, periodicals ,policy documents and e-resources. The library is opened on all days from 8:30 a.m. to 5:30 p.m. except on Sundays and holidays. The books are issued to students as per the library rules.

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. A separate stock register of the items is maintained in the sports room.

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

File Description	Documents
Appropriate link(s) on the institutional website	https://sms.nssce.org/library-books-search/
Any other relevant information	View File

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

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

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

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

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

5.1.3 - The Institution has a transparent mechanism for timely redressal of student	A. All of the above

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

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

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

File Description	Documents
Data as per Data template	View File
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	View File
Report of the Placement Cell	View File
Any other relevant information	**No File Uploaded**

5.2 - Student Progression

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

Number of students placed as teachers/teacher educators	Total number of graduating students
44	100

File Description	Documents
Data as per Data Template	View File
Reports of Placement Cell for during the year	View File
Appointment letters of 10 percent graduates for each year	View File
Any other relevant information	No File Uploaded

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

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

17

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

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

70

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

5.3 - Student Participation and Activities

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

The Student Council at the college represents and advocates for students, fostering a student-friendly environment. It acts as a bridge between authorities, teachers, and students, addressing their ideas, interests, and concerns. Comprising elected members from B.Ed. and M.Ed. programs, the Council collaborates with the principal, staff advisor, and teachers.

As an interface between students and administration, the Council identifies and addresses student-related issues in coordination with the administration. It actively contributes to the institution's development and progress. Students interested in joining the Council fill out application forms within a specified period. Representatives are selected from each optional class, and office bearers are chosen from among them.

Throughout the academic year, the Council works for the welfare of students and the college. Its objectives include facilitating communication between students, teachers, and administrators, organizing co-curricular and extracurricular activities, and promoting a positive image of the college within and beyond the university.

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

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

27

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

5.4 - Alumni Engagement

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

The Alumni Association of N.S.S. Training College, Ottapalam strives to foster strong connections among former students while engaging in various social, cultural, and academic activities. Serving as a pillar of support for the college, the association has consistently provided both financial and non-financial assistance to the institution.

Every year, the college's alumni offer scholarships and endowments to deserving students. Additionally, they have recently introduced a scholarship program for high-achieving students in the upcoming years. Many successful alumni visit the college regularly,

delivering lectures and conducting classes for current students. They have even established a placement cell to guide students towards new career opportunities.

To enhance the resources available to students, the alumni have initiated a "Book Bank" project in collaboration with M.Ed. students. Upon completing their course, each student donates at least two books to the Department Library, expanding the available educational materials.

The alumni actively participate in voluntary programs such as mentoring students in their respective fields of expertise, organizing guest lectures, orientation programs, and workshops. Furthermore, the association regularly conducts blood donation drives and health check-up camps. Through their various contributions, the alumni significantly contribute to the overall development of the institution.

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

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

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

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

2

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

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

ALUMNI- EFFECTIVE SUPPORT SYSTEM

The alumni give support to the students through interaction, financial funding, guidance and placement. The mission of the Alumni Association is to foster a mutually beneficial relationship between the Institute and its alumni. Alumni meet is arranged every year.

Our college has had well organized and well functioning alumni since long back. Our college provided a space for a number of eminent personalities to develop in different fields in addition to education. Alumni put their involvement in various academic as well as social activities which help the younger generation to imbibe a lot of expertise and values from them. Our alumni used to provide their resources in various seminars, workshops etc in the college.

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

The major objectives of the alumni association in the college are the following,

- To encourage and promote close relations between the Institution and its alumni and among the alumni themselves.

- To promote and encourage friendly relations between all members of the alumni body, an interest in the affairs and well-being of the Institution.

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

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

Our Vision

"Professional excellence through empowering transformation"

Our Mission

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

The participation of B.Ed. /M.Ed. student teachers in various activities of cells/clubs/committees helps them to reflect the

vision and mission of Institution and thereby accomplishing the goal of transforming into professionally competent teachers /attaining wholesome development of personality.

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

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

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

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

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

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

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

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

6.1.2 - Institution practices decentralization and participative management Describe the process of

decentralization and participative management practiced in the institution in not more than 100 - 200 words

The Institution has an effective strategy for delegating authority and providing operational autonomy to all academic departments, clubs and associations to work towards decentralized governance. Governing body headed by the Principal, Staff Council and IQAC formulate working procedures .The different committee members in charge of organizing various events take independent decisions on the schedule of the event. IQAC is empowered to take decisions on quality improvement of the institution. The planning committee independently collects information regarding the academic and infrastructure requirements and makes independent decisions in consultation with the Principal and the finance committee. The institution promotes participative management by forming different committees involving the staffs and students. Committees are constituted annually and duties are assigned to faculty. This shows the democratic approach of decentralization and multifaceted approach to all stakeholders.

The following clubs are framed each year:-

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

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

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

The requirement of resources is made known to the management through the principal. The management allocates financial resources to meet monetary requirement arising out of various action plan. The in charges of respective committee enlist the requirements through

interaction with students and other faculty members. These
requirements are communicated to the management which provides the
required human resources for administration as well as financial
resources for academic functions. The accounts are audited regularly
by duly qualified C.A. There are no major objections till date. The
institution has computerized its finance management system.
Preparation of income expenditure statement, balance sheet, fee
collection, salary statement etc is computerized . The financial,
academic ,administrative functions are being computerized with
transparent manner without any error and barrier. Regular auditing
by management and government is conducted in our college. Financial
support and advise for the academic and administrative betterment is
done by management. Periodic evaluation was done by PTA on the
academic and non-academic functions. Appraisal from guardians are
sought . Networking, infrastructure development, expenses for
internal and practical examinations , resource classes, community
living camp, record books etc met by PTA. Thus, Administrative
functions are mainly done at three levels-Government, Management and
college level.

File Description	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	[View File](#)
Any other relevant information	[View File](#)

6.2 - Strategy Development and Deployment

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

Several maintenance works have been done by the institution with the
plan of action put forward by staff council, PTA and Management. The
whole building was painted, renovation works done for computer lab,
furniture maintenance done, and purchases done for GYM maintenance.
Installation of roof over the office building was done. For further
improvement and development, the college submitted a good proposal
to RUSA after a 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
installment of money was credited on June 2019.The construction
works started by may1st 2020.The works include construction of 6
additional classrooms, water management system, tank, compound wall,
gate, open auditorium etc. Construction of 6 classrooms completed by
Dec.31st 2020. Renovation works started by march 2021. Maintenance

/construction of windows, doors, 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.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	https://drive.google.com/drive/folders/1bakoJUYAHqMu1OmOXcbaDWaj-zGqWiRk
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

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

NSS Training College, Ottapalam is a Kerala Government Aided College
comes under UGC 2B 12F category, which is owned and managed by Nair
Service Society. At the management level, there is a committee named
'NSS Colleges Central Committee' which manages the day to day
affairs of the college and at the Government level; it comes under
the department of higher education (collegiate education). The
college comes under the jurisdiction of the Deputy Director of
Collegiate education, Thrissur and is affiliated to University of
Calicut. Being a Teacher Education Institution, the college is
functioning as per the directions given by UGC and NCTE. At the
college level, the Principal leads the institution. Teaching staff,
Administrative staff and Librarian performs their duties as per the
direction of the Principal.

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

6.2.3 - Implementation of e-governance are in the following areas of operation Planning and Development Administration Finance and Accounts Student Admission and Support	Five/Six of the above

Examination System Biometric / digital attendance for staff Biometric / digital attendance for students

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

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

Digitalization of teaching-learning process

An ambitious personalized learning concept that engages our student teachers in both online and offline mode was implemented by College IQAC with a view to explore the knowledge as well as practical domains of the techno pedagogical aspects of 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 are able to observe and control the overall education delivery. We adopted 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 helps for accessing library information from outside campus. Examinations , research proposal presentations ,FDP programs and Club programs were conducted through online mode during pandemic situation . Surveillance camera was fixed in examination halls. Activities of IT club promotes development of digital skills among teacher educators and student teachers. One day workshop on digital lesson planning was conducted . Digital longue 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 .

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

6.3 - Faculty Empowerment Strategies

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

The institution has effective welfare measures for teaching and non-teaching staffs in the college. The Staff Council takes different measures for their welfare. All the basic needs of the staff are taken into account. Staffs are honoured for their special achievement. All the festivals are celebrated wholeheartedly by all staffs of the college. For Onam celebration, feast will be provided.

Welfare Schemes at college level

1. All staffs are given Duty leave for attending training/ refresher/ Orientation courses, seminars, workshops, etc.

2. Separate Car parking facilities are available for staff.

3. Staff council provides financial assistance in emergency situations especially for dealing the hospital expenses of teaching as well as non teaching staff.

4. PTAs provides salary advance to newly appointed staffs and Guest lecturers

5. Retiring staff was given a token of appreciation through sent off functions organized by the college.Rs. 10,000 from alumni account given.

7.Taken care of formation of small amount chits utilizing staff funds.

8.Students were provided provision for tea/snacks/lunch at subsidised rates

9.Provision for conducting yoga classes and practise sessions

10.Gym facility was offered without any cost.

11. Salary certificates will be provided for easy loan facilities.

12. Maternity Leave and Festival Advance given .

File Description	Documents
List of welfare measures provided by the institution with seal and signature of the Principal	View File
List of beneficiaries of welfare measures provided by the institution with seal and signature of the Principal	View File
Any other relevant information	View File

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

nil

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

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

7

File Description	Documents
Data as per Data Template	View File
Brochures / Reports along with Photographs with date and caption	View File
List of participants of each programme	View File
Any other relevant information	View File

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

2

File Description	Documents
Data as per Data Template	View File
Copy of Course completion certificates	View File
Any other relevant information	**No File Uploaded**

6.3.5 - The institution has a performance appraisal system for teaching and non-teaching staff Describe the process of performance appraisal system for teaching and non-teaching staff in not more than 100 - 200 words.

At the end of every year, the feedback /performance appraisal form related to teacher's performance evaluation was distributed to outgoing student teachers and they have to submit the filled forms to the principal. The teacher evaluation forms comprises of questions related to aspects of teaching on which opinion of the students is sought. The duly filled in forms are analysed by the principal and the feedback thus obtained is addressed for the improvement of teaching -learning process for professional upgradation and better service delivery to the primary stakeholders. i.e,students.

The performance of the non-teaching staff was appraised by the final year students. They were assessed on the criteria related to efficiency, co-ordiality and overall helpfulness. These feedback forms are analysed by the principal and suggestions being given to non-teaching staff members who needs performance improvement. The performance of those teaching and non-teaching staff members who have not done well in the students's feedback is monitored

thoroughly. Reminders are given to the concerned staff member to correct deficiencies and restore optimal efficiency of the institution.

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

6.4 - Financial Management and Resource Mobilization

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

Regular auditing by management and government is conducted in our college for financial support and advise for the academic and administrative betterment.Periodic evaluation by PTA about the functions of college regarding academic and non-academic activities.Appraisal from parents /guardians are also sought.Alumni also provides cash awards to meritorious students.Network accessories,infrastructure development,expenses for internal and practical examinations and demonstration classes,community living camp ,record books etc are met by PTA.

The college conducts regular internal and external financial audits as per the requirements of university of Calicut and UGC.)Sri Sureshkumar is the college internal auditor and submits a detailed report .The annual statutory report is prepared by an external auditor.The college external auditor is from DDE.They prepare external audit report which is then sent to UGC through University of Calicut.The accounts are audited regularly by duly qualified C.A .There are no major objections till date.

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

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

0.716

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

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

The Institutional Strategies for resource & fund mobilization of the college includes Financial resource mobilization and Human resource utilization

The institution has a transparent and well planned financial management system in which Government and Management are the main sources of funds. The resource mobilisation policy serves to identify the resources available for various program for efficient management of funds and to widen the resource base for the attainment of the set goals.

The Governing body monitors the optimal utilization of the funds .The College Head Accountant in consultation with the governing council is responsible for the management of funds by ensuring

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transparency in the process.

The Government funds are taken care of by the Planning Forum, UGC Co-ordinator & RUSA Co-ordinator. The NSS Management provides financial support to meet the infrastructure requirement of the institution while starting new courses and Research centre The salary of the teaching as well as non-teaching staff is issued by the Government of Kerala.

A major resource generated by the college is the PTA fund .One of the major resources is the UGC fund allotted to the college in different plan periods. Also certain endowment funds were contributed to the college by different personalities.

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

6.5 - Internal Quality Assurance System

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

Institutions adopt various mechanisms to ensure quality assurance, with the Internal Quality Assurance Cell (IQAC) being a common mechanism in higher education institutions. IQAC is a statutory body established by the University Grants Commission (UGC) to develop a system for consistent and continual improvement in the quality of education imparted by higher education institutions.

The IQAC in an institution functions as a facilitator for quality enhancement and ensures that academic, administrative, and support systems are aligned with the institution's vision and mission. The IQAC conducts regular audits and assessments of the institution's academic and administrative systems, curricula, teaching methodologies, and research activities. It also reviews feedback from students, faculty, and other stakeholders, and takes corrective measures to address the identified deficiencies.

The IQAC also assists in the preparation of the annual quality

assurance report (AQAR), which is submitted to the UGC. The AQAR details the institution's quality enhancement activities, key performance indicators, and future plans for improvement. The AQAR serves as a mechanism for accountability and transparency, enabling stakeholders to assess the institution's quality assurance mechanisms and progress towards achieving its goals.

File Description	Documents
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	[View File](#)
Any other relevant information	No File Uploaded

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

The process adopted by an institution for reviewing the Teaching-Learning Process periodically involves several steps.

Firstly, the institution establishes a framework for the evaluation of teaching and learning, which includes identifying the criteria for assessment, such as curriculum design, teaching methods, assessment strategies, and student engagement.

Secondly, the institution develops a schedule for periodic evaluation of the teaching and learning process. This may involve collecting feedback from students through surveys, focus group discussions, or interviews. The institution may also conduct classroom observations to assess the effectiveness of teaching methodologies.

Thirdly, the institution collates and analyzes the feedback received from students and other stakeholders to identify areas of improvement. The feedback is used to evaluate the effectiveness of teaching and learning methodologies and to identify best practices that can be replicated across the institution.

Fourthly, the institution takes corrective measures to address the identified deficiencies, which may involve revising the curriculum,

providing faculty development programs, or enhancing student support services.

Finally, the institution monitors the implementation of the corrective measures and assesses their effectiveness periodically. This helps to ensure that the quality of teaching and learning is continually improved and that the institution's goals for academic excellence are achieved.

File Description	Documents
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	[View File](#)
Any other relevant information	No File Uploaded

6.5.3 - Number of quality initiatives taken by IQAC or any other mechanism for promoting quality culture during the year

72

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

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

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

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

NSS Training College Ottapalam has improved teaching methods, introduced faculty development programs, and seen academic performance enhancements. Innovative techniques like case studies and project-based learning were adopted, leading to a 15% rise in first-class grades and a 10% increase in overall pass percentage. Students reported high satisfaction (95%) with knowledgeable and effective teachers. The college also invested in infrastructure, constructing advanced classrooms and labs, and improving library resources. The improved environment resulted in higher student satisfaction (90%) and increased teaching effectiveness. Faculty development programs enhanced teaching quality by equipping instructors with innovative pedagogies and technology. Student support services were enhanced through a dedicated support center and additional academic counselors. This led to improved retention rates, academic performance, and satisfaction levels. Students received personalized support in academic advising, career counseling, and mental health. Overall, NSS Training College Ottapalam has made significant improvements in teaching and

infrastructure, resulting in better academic outcomes and support services for students.

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

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

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

Programs conducted during the year

"Why should we conserve energy" invited talk by Sri K.Premkumar, Engineer, KSEB, Shoranur on 22.12.2022

Poster-making competition on 17.12.22 in connection with the energy conservation week celebration

Photography competition on 15.12.22 and Collage making competition

on 16.12.22 in connection with energy conservation week celebration

Theme presentation and cartoon-making competition on 14.12.2022

Essay writing competition On 13.12.22 and Sloganmaking competition on 12.12.22in connection with energy conservation week celebration

File Description	Documents
Institution's energy policy document	View File
Any other relevant information	View File

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

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

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

7.1.3 - Institution waste management practices include Segregation of waste E-waste management Vermi-compost Bio gas plants	One of the above

Sewage Treatment Plant

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

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

Two of the above

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

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

The institution is a recognized Social Entrepreneurship, Swachhta&Rural Engagement Cell (SES REC) institution. The institution adheres to the values of a plastic-free, green campus and gives top priority to the maintenance of cleanliness and sanitation inside the campus. A full-time staff is appointed to clean the college premises and the washrooms. A sanitary pad dispenser is provided in the lady's toilets. The use of plastic and thermo-cole inside the campus is not promoted. There are separate bins allotted for plastic-glass, food waste, and paper waste which are set in the focal points of the campus. Every Friday students from different optional classes clean the campus and plant trees as per schedule. The plants are watered every day turn-wise with the

supervision of the teacher-in-charge. Posters are set to create awareness among the students and staff on the importance of a sustainable and Immaculate campus. E-notices and digital brochures are widely used in communication. The institution renders services in cleaning hospitals, marketplaces, and municipalities.

Activities conducted

The students of respective optional classes are allotted to clean different parts of the college turn wise every week.

The wildlife photography exhibition was conducted on 21.10.22.

World OzonDay was celebrated on16.9.2022

The birds club of the college was inaugurated on15.8.2022

World Nature ConservationDay was celebrated on28.7.2022

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

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

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

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

NIL

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

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

Even amidst the difficulties caused by the pandemic, the college authority was keen to conduct programs by making maximum use of community resources. A few programs are organized during the year

Inauguration of International Women's day celebration on 8.3.2023 by Sub collector Smt. D Dharmalasree.

An awareness class on Cancer and women led by Dhara V C, Coordinator, Ottapalam Welfare trust

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

Second-year MEd students visited DIET, Anakkara, Palakkad on 10.11.2022 for academic discussions

'Eye Testing Camp' was organized in college on Friday, November 04, 2022. The program was organized by the Medical Inspection Committee and Health Club of our college in association with Zains Eye Hospital, Cherpulasery.

A team of NSS Training college BEd students volunteered in the district school Kalotsavam from 28/11/2022 to 1/12/2022. Student teachers acted as Judges for Shoranur sub-district Kalotsavam

Navyachitra and Harsha, College NSS unit volunteers were on a

Palliative Home care visit on 27.1.2023

College union and art club inaugurated by film Director Sri. Lal Jose and Folklore singer Sri Janardhanan Puthusseri.

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

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

A. All of the above

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

7.2 - Best Practices

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

Title: Academic and Non-Academic Support for the Demonstration School (NSSKPTVHSS, Ottapalam)

Objectives: The project aims to emphasize the moral responsibilities of teachers towards students beyond academic instruction.

Context: The students face financial constraints hindering their access to uniforms and books. Additionally, some students require extra support to improve their communication skills.

Practice: The initiative "Padikkanoruuduppu" (Free Uniform) and "Study Kit" pools resources to provide uniforms and study materials as gifts. "Padikkam. Padippikkam" (Free Tuition) and "Orumich" address stress and anxiety in learning.

Evidence of Success: Positive feedback received from the beneficiaries.

Challenges and Resources Required: Insufficient funds to provide uniforms and study kits to all students in need. Some students display reluctance in participating in remedial teaching sessions.

Title: Clean Nila Project and Constructing Check Dam (Working for the Community with the Community)

Objective: To promote environmental awareness, foster an eco-friendly attitude, and demonstrate social commitment as teachers.

Context: Ottapalam experiences severe water scarcity during March, April, and May. The institution collaborates with the local self-government to address this issue and provide aid to the public.

Practice: NSS Training College, Ottapalam partners with the Municipality to construct check dams ('Tadayana') across the river, storing and conserving water for the summer months. Nilayanam event was conducted on 27-01-2023, involving the cleaning of river premises and separate collection of plastic and paper waste.

Evidence: The check dam ensures the availability of river water to the people during the summer months.

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

7.3 - Institutional Distinctiveness

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

On 27th June 2022 at 1.30pm the IQAC and IT club of NSS Training College Ottapalam organised a faculty induction programme on ' Digital platform of the institution '.The resource person was Dr. K S Sajan . Hands on training on posting to college website, collaborative blog posting, collaborative college official YouTube channel post, use of inflibnet account of the college, college LMS course creation, college email advantages, poster making, voice typing and image to text typing, college social media linkages, QR code creation and PDF signing and filling. The student teachers are introduced to the NCTE-PAR preparation webinar, Inflibnet account creation and usage workshop, Two day online workshop for education, Webinar on planning for better career, 5- day certificate course on Gamification as a pedagogical tool, Data analysis workshop, National webinar on Academic support structures: exploring excellence through experts, One day workshop on item analysis, ICT workshop and certificate course etc.Data analysis workshop on statistical packageconducted on 09.3.2023.IT Club inaugurated on 30/3/2023. Five day workshop on ICT Cum Soft skills / Expository Writing conducted from 05/12/2022 to 09/12/2022. Data analysis workshop was conducted for the M.Ed students of 2021-2023 batch on 8/11/2022.

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