YEARLY STATUS REPORT - 2020-2021

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	PB NO 3
• 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)	**9142042994**
• 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/annual-quality-assurance-report/
4.Whether Academic Calendar prepared during the year?	**Yes**
• if yes, whether it is uploaded in the Institutional website Web link:	https://nssce.org/calendar/

5.Accreditation Details

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

6.Date of Establishment of IQAC	**15/10/2019**

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
NSS Training College,Otta palam	**Minor Research Project**	**ICSSR**	**18/11/2020**	**240000**

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

NAAC guidelines	
• Upload latest notification of formation of IQAC	View File
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)

*CONDUCTED MORE THAN 50 WEBINARS *CONDUCTED 15 CERTIFICATE QUIZES *CONDUCTED 5 FDPS *Recognized Social Entrepreneurship, Swachhta and Rural Engagement Cell (SEC REC) Institution. *DEVELOPED LMS AND CONDUCTED MOODLE BASED LMS FACULTY TRAINING PROGRAM *Recognised Vocational Education - Nai Talim - Experiential Learning (VENTEL) Action Plan Institution *Conducted various Lecture series

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 year 2020-2021 1) completion construction work of PG block 2) library and office automation process 3) development of facilities for online 4) decided to conduct online examination and online research proposal presentations 5) decided to conduct we've been hours and online workshops 6) decided to conduct online fdp for teachers on online learning platforms 7) decided to take precautionary measures for pandemic situation 8) decided to conduct various diverse programs for different clubs based on online platform 9) decided to plan different programs focused on NAAC visit 10) DECIDED TO COMPLETE THE PROCESS OF PUBLICATION OF A JOURNAL 11) decided to conduct research methodology workshops for research scholars 12) decided to equip all classrooms with the surveillance cameras for examination 13) digitalisation of classrooms with multimedia 14) infrastructure development	https://nssce.org/wp-content/uploads/2022/03/ATR-2022.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
2020-2021	06/03/2022

15.Multidisciplinary / interdisciplinary

The college will have to follow the NCTE and University suggestions to run the teacher education courses. Our suggestions to transform into holistic multidisciplinary institution are given here:

The college can-

- Start BA Ed and BSc Ed integrated programmes.

- Havecollaboration with the NSS Arts and science college, Ottappalam and can commence the functions of Department of Education at the college.
- Commence three year integrated B Ed- M Ed programme.
- Commence five year BA Ed- Med integrated courses.

The college can incorporate the Science, Technology, Engineering and Mathematical developments to the proposed integrated B Ed courses. The college will follow the suggestion from university to satisfy the theme.

16.Academic bank of credits (ABC):

Presently the college is not autonomous. It is affiliated to the University of Calicut. The college will follow university directions in maintaining ABC for B Ed and M Ed course 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 presently organizing EBSB activities and this will be continued, we have specific seminars and invited lecture sessions to promote student awareness on Indian knowledge and ancient India's educational contributions. We have scholars who pursue research on the areas like study of Bagavath Gita, ancient Indian History, Vedic Education and the arena of Indian knowledge and tradition.

The college will follow medium of instruction in English and Malayalam to assure transaction in English and vernacular languages. The college will celebrate the festivals of all familiar religions of the region to promote India's secular life.

The college proposes Self Study courses on Indian traditional knowledge and values and Indian Art and Culture. Every week, college organises cultural activities of students. The activities organised are focused on Indian traditional art, Indian culture, Indian dances and Music and Drama.

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

From 2021 onwards theUniversity of Calicut has changed B Ed curriculum to OBE pattern; the college will implement it accordingly. We are conducting Unit Tests and Model examinations on OBE method. The internal learning tasks are carried out on OBE approach. The college introduces OBE based teaching-learning tasks at the beginning of the B Ed and M Ed course through the orientation programme. The NEPdirections are incorporated with the present curriculum. The further suggestions will be incorporated by the university in due course as per the coming reformations.

20.Distance education/online education:

The college has LMS (Learning Management System) and it works effectively. We conduct online courses; value added courses and self-study courses through online. The teachers make use online aps and LMS for blended teaching. All subjects are making use the blended approach to teach the subjects. The college also conducts seminars and symposia for students and teachers through online method.

Extended Profile

1.Student

2.1	304

Number of students on roll during the year

File Description	Documents
Data Template	View File

2.2	**164**
Number of seats sanctioned during the year	

File Description	Documents
Data Template	View File

2.3	**87**
Number of seats earmarked for reserved categories as per GOI/State Government during the year:	

File Description	Documents
Data Template	View File

2.4	**131**
Number of outgoing / final year students during the year:	

File Description	Documents
Data Template	View File

2.5Number of graduating students during the year	**130**

File Description	Documents
Data Template	View File

2.6	**164**
Number of students enrolled during the year	

File Description	Documents
Data Template	View File

2.Institution

4.1	**6062580**
Total expenditure, excluding salary, during the year (INR in	

Lakhs):	
4.2 Total number of computers on campus for academic purposes	**98**

3.Teacher	
5.1 Number of full-time teachers during the year:	**24**

File Description	Documents
Data Template	View File
Data Template	View File

| 5.2

 Number of sanctioned posts for the year: | **26** |

Part B

CURRICULAR ASPECTS

1.1 - Curriculum Planning

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

The institution has an academic calendar of all the activities and also separate academic monitoring cells for UG and PG and research monitoring cell is also functioning in the college. These cells meet periodically (twice in a month) and discuss the necessary changes to be implemented in the curriculum planning according to the need of the situation and also in congruence with the academic activities prescribed by the university. The final decisions are communicated to student community through official notices, WhatsApp groups and college website. The decisions of staff council are discussed in student union meeting and the grievances if any are addressed properly.

Notices will be issued at proper times indicating the activities such as teaching practice, internships for BEd and MEd, examination notifications (internal as well as external), data collection period for MEd and for research scholars etc to the students and teachers.

During pandemic situation of Covid 19 the college timing was

rescheduled according to the suggestions from Higher Education Departments. During this situation, college academic monitoring cell took active steps in solving issues related to school internship and MEd data collection and university interchanged the semesters as per the suggestion.

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

1.1.2 - At the institution level, the curriculum planning and adoption are a collaborative effort; Indicate the persons involved in the curriculum planning process during the year Faculty of the institution Head/Principal of the institution Schools including practice teaching schools Employers Experts Students Alumni	B. Any 5 of the above

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

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

File Description	Documents
Data as per Data Template	View File
URL to the page on website where the PLOs and CLOs are listed	https://nsstrainingcollege.blogspot.com/p/curriculum.html
Prospectus for the academic year	View File
Report and photographs with caption and date of student induction programmes	View File
Report and photographs with caption and date of teacher orientation programmes	View File
Any other relevant information	View File

1.2 - Academic Flexibility

1.2.1 - Curriculum provides adequate choice of courses to students as optional / electives

including pedagogy courses for which teachers are available

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

22

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	https://photos.google.com/share/AF1QipN_RrBpP_7NYYqmMH9I0PqxKs0FfidxbuhntuMWN6pXY55PhY-G7mlNs-Tof3Z6Zw?key=OHA1aU1INnlVdnFoOUxmcV8tZmt4aWN0M0dZc1V3

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

942

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

942

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

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

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

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

980

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

104

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

1.3 - Curriculum Enrichment

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

Firstly the curriculum itself is framed according to the philosophical, sociological, technological and psychological foundations of the society in which teacher education programmes are being organised. Our institution also has provision to address these foundations through different activities included in the curriculum such as the role of NCTE, BRC etc in teacher education.

Students were given ample space for practicing micro teaching skills and link practice sessions in all the optional classes. Practicing these enhances their teaching skills which they have to acquire before dealing actual classrooms. They were given opportunities to handle actual classrooms through initiatory school experiences and criticism lessons. Students have to do various tasks and assignments related to their optional papers in the syllabus.

Students apply the various knowledges acquired from the college during their teaching practice period. During their teaching practice period they organise various activities like student seminars, various club activities. They involve in different co curricular activities the school is organising. They play different roles organisers, judges, volunteers for science and mathematics fair and for sports.

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

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

Education in ancient and medieval India like Gurukula education, Sangas and Viharas, Nalanda, Taxila, universities, Maktabs and Madrassas- patronage of learning under Gupta, Mauryas and Mughals in the syllabus. Colonial policies on education such as Macaulay's minutes, woods dispatch and oriental occidental controversy are discussed. They also learn how these education system helped our country to frame basic education i.e., Nai Talim as an integrative approach. various programmes like DPEP, SSA, RMSA, Right to Education Act-2009, NCF 2005, NCFTE 2009, JVC Report 2012 and its recommendations, NCTE Regulations 2014, RTE 2009 and inter university centre for teacher education.

Students have provision to analyse the various education systems prevailing in India like CBSE, ICSE and study their structure. There is provision also for educating teachers for Restructured such as SSC, CBSE, ICSE, IB & IGCSE. The students learn various assessment practices such as CCE, grading systems, open book examination, online examination, on demand examination, institution based examination and technology assisted assessment and compares them. Students learn about various agencies of education existed in Kerala like Salas, Budha viharas, Othupallis, Kalaries, Kudi Pallikoodam, Madrasas and Christian missionaries and their role in education

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

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

Both PG and UG teacher education programme of University of Calicut have great recommendations for promoting effective learning and teaching in novice teachers. The enhancement of professional capacities (EPC) help student teachers understand their subject and the epistemology of their discipline more clearly. Various club activities (college have 64 various clubs) are scheduled and planned to make prospective teachers socially reliable and responsible. Foue day community living camp is an highlight in teacher education curriculum, all students give positive feedback about the community living camp that camp promote learning to live together. Educational tour in the program is very anti in understanding diversity of our country India and college conduct one week educational tour for students it helps to understand the diversity and culture of our country.

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

1.4 - Feedback System

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

File Description	Documents
Sample filled-in feedback forms of the stake holders	View File
Any other relevant information	View File

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 and action taken**

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

165

2.1.1.1 - Number of students enrolled during the year

165

File Description	Documents
Data as per Data Template	View File
Document relating to sanction of intake from university	View File
Approval letter of NCTE for intake of all programs	View File
Approved admission list year-wise/ program-wise	View File
Any other relevant information	**No File Uploaded**

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

67

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

79

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

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

18

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

18

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 conducts a need analysis survey to identify the learning needs of students and their readiness to undergo teacher education programme. A test consists of 20 items from teaching aptitude and general education is given to prospective teachers at entry level. From the analysis of data, student teachers who lack teaching aptitude are identified and the mentor teachers are informed. Mentor teachers take proper measures to enhance the teaching skills and attitude of student teachers. Theory courses like Education in contemporary India (EDU 01), Understanding disciplines and subjects, Perspectives on Education (EDU 06), will inculcate strong philosophical foundation in education, the field visits and task and assignments related to history of pioneer educational institutions will enhance the attitude of prospective teachers towards teaching profession. Psychological foundation courses like Development of the learner (EDU 02) and Facilitating learning (EDU 07) will provide proper awareness and systematic understanding about the psychological and learning needs of learners and the task and assignments like adolescent problem survey, case study,sociometry, study habit inventory and learning style inventory will help prospective teachers to apply the learning in their field and hence will nurture the teaching aptitude and attitude.

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	No File Uploaded

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

1:15

2.2.4.1 - Number of mentors in the Institution

22

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

2.3 - Teaching- Learning Process

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

Experiential learning: Experiential learning is an engaged learning process whereby students 'learn by doing' and by reflecting on the real experience. Experiential learning activities for B.Ed. and M.Edprogrammes includes Internship, Field trip, Yoga, ICT workshop, hands on experience of subject labs etc.

Participative learning: Participatory learning which ensures learning in an interactive manner and make use of a variety of teaching methods, roles and relationships based on the needs of the learner and desired outcomes.

Brain storming: Use of brain storming is a group creativity technique by which efforts are made to find a conclusion for a specific problem by gathering a list of ideas spontaneously contributed by its members.

Focused group discussion: Use of focus group discussion involves gathering people from similar backgrounds or experiences together to discuss a specific topic of interest

Online modes of teaching: Moodle Learning Management System is the learning platform of the institution that allows better cooperation among faculty members, student teachers and teacher educators to provide interactive and stimulating learning experiences.

Gnomio and Xeted platforms are used for college LMS. Google classrooms and Edmodo were used by the teacher educators even before covid pandemic for providing effective flipped learning experience.

File Description	Documents
Course wise details of modes of teaching learning adopted during the academic year in each programme	View File
Any other relevant information	**No File Uploaded**

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

22

File Description	Documents
Data as per Data Template	View File
Link to LMS	https://nsstc.gnomio.com/ https://nsstcbed.xeted.com/ https://nsstcmed.xeted.com/
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

298

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	**One 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	nsstc.gnomio.com, https://youtube.com/c/Vaighari
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 follows a mentoring system to guide the student teachers in academic matters and also to establish a cordial student -teacher relationship both inside and outside the institution.

- PHASE 1 The teacher in charge of mentoring system, selected by the staff council collect the list of total number of students in an academic year and allot the students to the mentors.
- PHASE 2 Convene meeting of all the mentors for distributing thelist of mentees and for giving guidelines regarding the conduct of meetings with the mentees.
- PHASE 3 The mentors in charge of each small group meet their mentees and develop a rapport with the students through personal conversation and collect details regarding their academic and family background. The students are free to meet their mentors in person when they need assistance and guidelines in academic matters as well as in personal issues and problems.
- PHASE 4 Obtaining feedback from the mentees periodically and discuss their suggestion with fellow faculty members and teacher in-charge of mentoring system. With the consent of Head of the Institution, the creative and productive suggestion put forward by the students are being implemented for attaining the objectives of mentoring system.

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

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

Five/Six of the above

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

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

The intellectual abilities, creativity, innovative thinking, critical thinking, reflective thinking, empathy, life skills, cooperation, community centeredness etc of prospective teachers are nurtured by the institution through the effective implementation of wide variety of activities like programmes to enhance professional competencies (EPC Programmes), club activities, workshops, community living camp, extension activities, community service programmes etc. The club activities improve professional competency.During the first semester itself, the prospective teachers are trained to prevent life style diseases through EPC programme on Yoga and health education. This help to develop physical health and mental well being. During second semester, IT orientation workshops and teaching aid preparation workshops are conducted along with micro teaching, link practice and criticism sessions to enhance the professional

competencies of prospective teachers. During third semester, Art and Drama workshop, intense training on physical education and yoga are given and community living camp and field trips are organised to nurture the skills and competencies among prospective teachers. During fourth semester, programmes on understanding the self and critical understanding of ICT are conducted to ensure that the professional competencies.

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

2.4 - Competency and Skill Development

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

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the selected response/s	View File
Reports of activities with video graphic support wherever possibl	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	Ten/All of the above

student abilities Dealing with student diversity in classrooms Visualising differential learning activities according to student needs Addressing inclusiveness Assessing student learning Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement

File Description	Documents
Data as per Data Template	View File
Reports and photographs / videos of the activities	View File
Attendance sheets of the workshops / activities with seal and signature of the Principal	View File
Documentary evidence in support of each selected activity	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

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	All of the above

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

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

All of the above

and helping them to participate Involvement in preparatory arrangements Executing/conducting the event

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

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 internship of B.Ed program is scheduled as per the NCTE Regulations, the selection/ identification of schools for internship will be made on student request within a radius of 8kms from the institution. The faculty-in- charge of the internship programme, orient the student teachers on the significance of practice teaching program and detail the responsibilities expected of them. The methodology teachers make necessary planning of the internship programme for the academic year after consultation with the Heads/

Principals of practice teaching schools and head of the parent institution. The faculty-in-charge, visit the allotted practice teaching schools to inform them about the internship. The school staff and mentor teachers are actively involved in the preparation of practice teaching plans. They are involved in planning the managerial part of the programme, in guiding students before and after the classes and interacting with the college faculty after the programme. On allotment of practice teaching schools, the student teachers are sent to the respective institutions and the mentor teachers providethe content and assign classes for them. The student teachers prepare lesson plans and the necessary instructional aids and get them verified by both the methodology teachers and the mentor teachers before transacting the lessons

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

109

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

The methodology teachers, who are the mentors from parent institution evaluates the lesson plans and teaching aids and resources before the trainees are sent for internship. The mentor teacher in concerned schools also evaluates the lesson plans, teaching aids and other resources before the execution in classroom. Throughout the internship programme the teacher trainee is under the constant monitoring and guidance of mentor teachers of both parent and host institution.

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

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

26

File Description	Documents
Data as per Data Template	View File
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	View File
English translation of sanction letter, if it is in regional language	View File
Any other relevant information	**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

273

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

273

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 ICT workshops conducted by the institution helps to orient

teacher educators towards technology-mediated learning and exposure to a variety of online instructional resources help the teachers to keep track of recent developments in the educational field.The institution motivates teacher educators to participate in faculty development programmes, orientation programmes and refresher courses which helps the teachers in getting acquainted with the new teaching methodologies and professional skills. The institution encourages teacher educators to involve in preparation and revision of curriculum at various levels of teacher education and this helps the faculty members to keep abreast of the recent developments in teacher education programme, school curriculum and recent teaching methodologies.Institution conducted curriculum revision workshops in collaboration with board of studies, Calicut University.Institution provides necessary support for the faculty to do research leading to Ph.D. and to take up Major and Minor research projects funded by agencies like UGC, ICSSR etc. Institution also encourages the faculty members to publish papers in different journals, magazines and books. The institution also permits the faculty members to act as resource persons in Seminars, webinars, Conferences and Workshops organized by various institutions at National and International level.

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

Surprise tests: Such tests are usually given immediately after the completion of a unit/topic. It really helps us to evaluate how far student teachers are following the subject matter. it helps in evaluating teaching strategy also.Usually, short answer type questions are given for these tests.

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

Evaluation on the basis of participatory activities:Group discussions, brainstorming sessions, debates, panel discussions etc.

are used as modes of transaction of content. The performance of students in all these activities is evaluated.

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

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

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

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

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

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

Students can report their inconveniences, distress or complaints related to internal examination and its evaluation through grievance redressal system functioning in the college. Student teachers are free to report their grievances to their mentor teacher and if students don't take initiative, concerned teachers ask if there is any grievances about internal marks. If there are any genuine grievances, the concerned teacher will resolve the grievance at the teacher-level.grievance box is kept in the college library. The students are free to write their grievances related to systematic and periodic evaluation mechanisms followed by the institution and put it in the box provided for addressing their grievances. The box is opened every month by the grievance redressal committee andthe grievances are tackled in the most judicious manner. If the complainant is not satisfied, a higher-level committee comprising theHead of the institution discusses the matter in detail and get resolved effectively.

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

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.

The academic calendar of the college is prepared by the academic monitoring cell in coordination with all the teacher educators under the supervision of head of the institutionin line with the academic calendar prepared by the University. There are separate academic monitoring cells for B.Ed and M.Ed programmes. Any limitations or drawbacks in the calendar are modified during the same academic year. It includes all curricular and co-curricular activities in a very systematic manner so that tasks are executed smoothly throughout the year. The practice teaching session is scheduled in consultation with the heads of the practice teaching schools, faculty and administrative staff, without disturbing their

curricular and co-curricular activities and vacations. The mid semester and end semester model examinations, other practical activities included in each semester such as EPC activities, microteaching, discussion, demonstration and criticism activities, are also conducting in accordance with the dates mentioned in the institutional levelacademic calendar. The concerns of student teachers about local holidays and festivals are addressed in a proper manner in the academic calendars prepared at institution level. The academic calendar includes the schedule of internal evaluation practices which help prospective teachers and prospective teacher educators to plan their activities in well advance.

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.

- **Understands and explores the meaning, need and significance of education**
- **Understands the various perspectives on education.**
- **Understands education in the socio-cultural context.**
- **Familiarizes with the socio-political economic dimensions of Indian Society and appreciating its diversity.**
- **Develops an understanding of the trends, issues, and challenges facing contemporary Indian Society.**
- **Facilitates student teachers' understanding of the psychological basis of teaching and learning.**
- **Understands the developmental processes and needs of children and adolescents and role of teachers in facilitating developments.**
- **Understands the various theories of personality, factors affecting individual differences and the special problems of exceptional children, the prominent theories of learning, retention, and transfer of training and the strategies to facilitate each one of these.**
- **Understands the essentials of assessment for learning, democratic education, school management, and physical & health education.**
- **Helps them in understanding the relation between language,**

- mind and society.
- **Develops a comprehensive and critical understanding on disability, marginalization and inclusive education.**
- **Understands basic assumptions of ICT its scope in the area of teaching and learning.**
- **Develops positive attitude to teaching profession and to the coming generation**

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

2.7.2 - Pass percentage of Students during the year

File Description	Documents
Data as per Data Template	[View File](#)
Result sheet for each year received from the Affiliating University	[View File](#)
Certified report from the Head of the Institution indicating pass percentage of students program-wise	[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 beginning of the academic year the institution conducts an entry level test using questionnaire and attitude scale to identify the entry behavior and varying learning needs of the learner and followed by periodical evaluation of the progress of the learner is taking place using various self and peer evaluation strategies.After each learning activity, the extent to which the learners are achieved the pre-determined learning outcomes are measured using summative and formative evaluation strategies and arrange remedial teaching sessions forlow achievers for further improvement. Re-teaching sessions included in the microteaching sessions provides the learner a platform for mastering the teaching skills. Similarly, constructive and genuine criticisms through peer evaluationand teacher observation during criticism lesson transaction and practice teaching sessions help the learners to identify and rectify the unacceptable behaviour of the learner with respect to curriculum

transaction. The Academic monitoring committee and IQAC of the institution manage the entire activity of the institution, ensures the successful conduct of envisaged program and collect feedback from all the stakeholders at the end of each academic year regarding various activities.SWOT analysis sheet is administered to the student teachers, PTA and Alumni for identifying the strength and weakness of the course.

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

86

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 performances of students on these assessment tasks reflects the improvement of the learner from the initial entry behaviour of the learner. Performances of the students on task and assignments related to each theory course and on Enhancing Professional Competency (EPC) activities reflects how far the initially identified learning needs of the learners are cated to. To cater to the diverse needs of the students the curriculum offers various SUPW

activities to the students. It is aimed to develop social awareness, responsibility, and dignity of labour and to develop life skills among the students. The various SUPW activities provided by the institution are campus cleaning, gardening, community services flower making, candle making, jewel making, agarbathi making, glass painting, teaching aids preparation etc. problem of their choice, conduct research work and prepare a dissertation; these activities make the student teachers under the role of diversity and equity in teaching learning process.

The gifted students are given additional activities such as conducting seminars, quiz competitions and peer tutoring. The blind students are trained in the use of JAWS software.

The teaching learning process caters to the individual difference among the students. Students are given academic assistance through peer tutoring and tutorial programme.

File Description	Documents
Documentary evidence in respect to claim	View File
Any other relevant information	No File Uploaded

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

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

RESEARCH AND OUTREACH ACTIVITIES

3.1 - Resource Mobilization for Research

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

1

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

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

1

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

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

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	View File
Documentary evidence for each of the claims	View File
Any other relevant information	View File

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

Three of the above

try-outs Material and procedural supports

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	View File
Any other relevant information	View File

3.2 - Research Publications

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

21

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

20

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

21

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	View File

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

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

200

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

200

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 inorder 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 like ozone depletion, need for protecting wetlands, sand mining, drought etc.

- **Aids Day is observed every year with various awareness programs such as rallies, documentary shows, poster competitions, roleplays, awareness classes etc.**
- **Pain and Palliative Care Cell is functioning in the college**

- and students and teachers contribute money and support the Palliative Care Unit, Ottapalam through various means.
- Women cell of the college organizes various Women empowerment programslike legal awareness, self protection, health and wellbeing, gender sensitization, mental health which enable the student teachers more confident and orient them towards gender equality.
- Cleaning programs as part of Swatch Bharath Mission and Gandhi Jayanthi Celebration and 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.

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

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

3

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

3.4 - Collaboration and Linkages

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

3

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

3

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

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

1

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

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

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

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

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

65.37

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

4.2 - Library as a Learning Resource

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

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 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 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 particularly in the Covid pandemic situation.

File Description	Documents
Bill for augmentation of library signed by the Principal	**No File Uploaded**
Web-link to library facilities, if available	https://nssce.org/inflibnet/ https://nssce.org/digital-books/ https://nssce.org/online-digital-library/ https://nssce.org/national-digital-library/
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, Gate way 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 gate way 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 internetconnection 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	No File Uploaded
Details of users and details of visits/downloads	No File Uploaded
Any other relevant information	No File Uploaded

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

File Description	Documents
Data as per Data template	No File Uploaded
Receipts of subscription /membership to e-resources	No File Uploaded
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)

Nil

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

2400

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

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

Two of the above

File Description	Documents
Data as per Data Template	View File
Any other relevant information	No File Uploaded

4.3 - ICT Infrastructure

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

The institution has a computer lab which includes fourty five systems with internet and intranet facilities. Before leaving for practice teaching, the students are trained to handle OHP, LCD, slide projector and computers. The computer lab contains the hardware facilities like printer, UPS, headphones, Speakers and

software CDs. Students are trained to use SMART class .Students and staff are trained to make use of Interactive White Board (IWB), DVDs and LCDs. There is an excellent and attractive language laboratory for developing communicating skill and phonetics for student teachers. Over head projector, Slide projector and filmstrip projector are also available.

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

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

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

4.3.2 - Student – Computer ratio during the academic year

108:320

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

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

File Description	Documents
Receipt for connection indicating bandwidth	**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	**No File Uploaded**
Link to videos of the e-content development facilities	https://nsstc.gnomio.com/ https://nsstcbed.xeted.com/ https://nsstcmed.xeted.com/
List the equipment purchased for claimed facilities along with the relevant bills	**No File Uploaded**
Link to the e-content developed by the faculty of the institution	**Nil**
Any other relevant information	**No File Uploaded**

4.4 - Maintenance of Campus and Infrastructure

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

Nil

File Description	Documents
Data as per Data Template	**No File Uploaded**
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	**No File Uploaded**
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 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 stockregister is maintained in each lab. Equipment's in the laboratory are purchased on 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 creational facilities an hour is kept in each week for sports related activities in the time table. separate stock register of the items are maintained in the sports room.

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

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

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

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

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

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

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

5.1.3 - The Institution has a transparent mechanism for timely redressal of student	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	No File Uploaded
Any other relevant information	No File Uploaded

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

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
126	**150**

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

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

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

4

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

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

54

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

5.3 - Student Participation and Activities

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

Student council of the college act as a dynamic voice of the student fraternity. Thecouncil is elected as per the rules and regulations of University of Calicut. Thestudent council of the college is very active and functions in lines with objectiveslaid down by the institution. During the academic year 2019-2020 the Council wasformed by giving equal representation to the junior and senior batches among thetwo-year M.Ed. and B.Ed. students.The pandemic of Kovid-19, which cameunexpectedly among us, caused our state to go to the lockdown and the subsequentactivities had to be carried out through the online media. As part of the lockdown,inter collegiate competitions called unlock your talents were organized to find thewinners, to alleviate the stress experienced by children and to nurture children's artistic and creative abilities.The council conducted several activities like fresherswelcoming program independence day celebration Teachers day celebration Onamand Christmas celebrations republic day program and many other competitions andlecture series programs through online mode. Throughout the year the councilorganised several curricular, co-curricular and extracurricular activities despitethescares of covid-19 pandemic.The Students Council was able to enliven the collegeexperience by enriching the arts, culture and social activities in addition toacademic activities.

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

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

2

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

5.4 - Alumni Engagement

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

Our college has a well organised 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 involvements in placement activities are enormous. They very well coordinate various institutions and help bringing 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 rostrum, carpet etc.During the Flood situation, our college had selected as relief camp and the members of alumni actively participated in each and every moment and the authorities appreciated their service.

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	**All of the above**

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

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

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

Our college has a well organised 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 involvements in placement activities are enormous. They very well coordinate various institutions and help bringing 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 rostrum, carpet etc.During the Flood situation, our college had selected as relief camp and the members of alumni actively participated in each and every moment and the authorities appreciated their service.

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

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

Vision

"Professional excellence through empowering transformation"

Mission

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

The participation of 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 'ThamasomaJyothirGamaya' 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, uniformdistribution, 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/BhashaVedi, 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	**No File Uploaded**

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

The 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 doneat 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-zGgWiRk
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

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

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

UGC & NCTE

Higher Education Dept MHRD

Government of Kerala Management

Calicut University Deputy Director of

Collegiate Education

Principal

Teaching Staff Administrative Staff Librarian

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

Organizational Arrangements- Management Structure

NSS General Secretary

Secretary, NSS Colleges' Central Committee

Principal

Administrative Staff Teaching Staff Librarian

Junior Superintendent Library Assistants

Head Accountant

Upper Division Clerks

Lower Division Clerks

Office Assistants

File Description	Documents
Link to organogram on the institutional website	https://nsstrainingcollege.blogspot.com/p/organogram.html
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

6.2.3 - Implementation of e-governance are in the following areas of operation Planning and Development Administration Finance and Accounts Student Admission and Support Examination System Biometric / digital attendance for staff Biometric / digital attendance for students	All of the above

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

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 solution 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.

In addition to these, Library automation and fixed IP address helps for accessing library information from outside campus. Examinations , research proposal presentations ,FDP programs and Club programwere 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.

File Description	Documents
Minutes of the meeting with seal and signature of the Principal	<u>View File</u>
Action taken report with seal and signature of the Principal	<u>View File</u>
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.

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 for staff.

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

4 . PTA provides salary advance to newly appointed staff and Guest lecturers, who are not getting salary appropriately or when salary will be late.

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

9.Provision for conducting yoga classes and practice sessions for teaching as well as non teaching staff in college campus after class hours.

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

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

5

File Description	Documents
Data as per Data Template	[View File](#)
Institutional Policy document on providing financial support to teachers	[View File](#)
E-copy of letter/s indicating financial assistance to teachers	[View File](#)
Certificate of participation for the claim	[View File](#)
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.

5

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

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

12

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

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

At the end of every year, the feedback /performance appraisal form related to teacher's performance evaluation was distributed to outgoing student teachers and they have submitted the filled forms to 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-cordiality, 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' 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. Auditor (name) 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.

Statutory Audit of Institution

DC Audit

DD Audit

AGO Audit

Academic Audit –Department wise

Acquittance to be maintained

UG grant

PG grant

FIST grant

RUSA

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)

5

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 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

The IQAC of NSS Training College, Ottapalam developed a system for

conscious, consistent and catalytic improvement in overall performance of the Institution. The IQAC will make a significant and meaningful contribution in the re-accreditation phase of the Institution.. The objectives of the IQAC are:

- To ensure stakeholders connected with Education, namely parents, teachers, staff, employers, funding agencies, society in general, of its own quality and probity.
- To promote measures for driving institutional functioning towards quality enhancement and institutionalization of best practices.

Benefits

College IQAC will facilitate / contribute:

- To ensure a heightened level of clarity and focus in institutional functioning towards quality enhancement and internalization of the quality culture for Quality and Excellence in Higher Education.
- To provide a sound basis for decision making to improve Institutional functioning. To act as a dynamic system for quality changes in the Institution.

Strategies of IQAC

1. Ensuring timely, efficient and progressive performance of academic, administrative and financial tasks.

2. The relevance and quality of academic and research programmes.

3. Optimization and integration of modern methods of teaching and learning.

4. The credibility of evaluation procedures.

5. Research sharing and networking with other institutions in India and abroad.

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 IQAC of the college Contribute/Monitor/Evaluate the Teaching & Learning processes. The IQAC organizes regular academic audits to ensure effective implementation of teaching learning process and maintenance of course files. Verification of internal test analysis, question papers, Arrangement of special classes for Academically poor students in evening sessions. Identifying the new processes/delivery method and recommending the same for improving the quality. Analysing the deviations from the benchmarks and reporting. Feedback from the stakeholders (students, alumni, industry experts, research organizations and parents). Encouraging faculty for online certification Courses (TLC-FDP,COURSERA MOOCS, etc.) Faculty development Programs and Skill Development Training Programs are organized every year.

Reviews and Implementations of Teaching-Learning Reforms through IQAC

1.Invited lectures on advanced topics by eminent academicians and industry experts.

2. Practice of emerging technologies through mini projects and semester wise paper IT Workshops/Digital lesson plans.

3. Faculty development through workshops, orientation programs, seminars and conferences.

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

128

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://nsstrainingcollege.blogspot.com/p/iqac-minutes.html https://drive.google.com/file/d/1dOEl7p2jzHa07rj3TWFUm29DwdXLo1O_/view?usp=sharing https://drive.google.com/file/d/1u4JngZYEPja3By413t90EY_cGOEBOI33/view https://drive.google.com/file/d/1HPbhr2IGfM2jjNKxHJmSvVuM4ItnwU8E/view https://drive.google.com/file/d/1ycD0W-6NlljDt0t9bwnjAmoIaMu4_dK1/view
Link to Annual Quality Assurance Reports (AQAR) of IQAC	https://nssce.org/annual-quality-assurance-report/ https://nssce.org/wp-content/uploads/2022/03/IQACAQAR_-YEAR-2016-17-.pdf https://nssce.org/wp-content/uploads/2022/03/2017-18_aqar_report.pdf https://nssce.org/wp-content/uploads/2022/03/2018-2019NEW.pdf https://nssce.org/wp-content/uploads/2022/03/2019-2020.pdf
Consolidated report of Academic Administrative Audit (AAA)	**No File Uploaded**
e-Copies of the accreditations and certifications	**No File Uploaded**
• Supporting document of participation in NIRF	**No File Uploaded**
Feedback analysis report	[View File](#)
Any other relevant information	[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

Example 1: Digital learning and Digital governance using decentralization

An Edmodo based digital classroom was established for postgraduate

students. Students and teachers can share their learning materials and can share many digital books.

During the Initial stage, WhatsApp groups were used to communicate online with students, non teaching staff and faculties. Later Google groups were created to collaborate editing of digital documents. Now telegram groups were also used for this purpose.

Example 2

1. PADIKKAN ORU UDUPPU

From the time of the last NAAC visit itself, we already proved our social commitment by distributing free school uniforms to poor students of our model school.(KPT School).

2. NILA CLEANING PROGRAMME

When the community living program was introduced in the B.Ed syllabus, our students showed their commitment towards environmental protection by the process of cleaning the nearby river which supplies drinking water for three districts,the river Bharathapuzha, poetically called NILA. So our cleaning program is referred to as the Nila cleaning programme.

During the last community living program, this programme was enhanced as a project. From the college, we made a proposal to the local government Ottapalam municipality to make an active campaign to clean the river..

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

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

The institution promotes energy efficient cost-effective electrical

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

Programmes conducted during the year

Energy club inauguration and national webinar on 14.12.2020 on Energy conservation and climate change

Essay writing competition- Significance of post covid 19 energy conservation 16.12. 2020

Energy conservation week observance competitions 15.12.2020

Caption making. -Energy conservation 15.12.2020

Poster making competition on Energy conversation 17.12.2020

Energy e-quiz 18.12.2020

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.

AWaste Management Cellis functioning in the institution.Prominent personalities from Municipality addresses students and teachers every year in this matter under the auspice of Waste Management Cell. The information gained from such classes is disseminated to the households in the locality. It provides awareness about how to

segregate, decompose and manage biodegradable and non-biodegradable waste in owner's responsibility. The Waste Management Cell checks the adequacy and proper use of the provisions for waste management biannually and submit report to the principal. Measures to prevent mixing of wastes is practiced. Water from bathroom and toilets are supplied to plants and trees through proper drainage. A vermicompost unit is setup in the institution. The compost is made use of in the institution garden. The paper waste is used for making socially useful products like paper bags, envelops etc. The institution has an incinerator to dispose the sanitary waste. The institution discourages the use of plastic. Students use paper pens with seeds inside made by themselves. E-waste and plastic waste are disposed with the help of Municipality. Signboards on waste management is displayed on every focal point of the institution. Full time Staff for waste management is available in the institution.

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

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

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

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

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

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

The institution is a recognized Social Entrepreneurship, Swachhta&Rural Engagement Cell (SES REC) institution. A fulltime lady staff is appointed for this purpose. The campus premises are well maintained. Wells are purified and made safe for drinking. Water purifiers provided at the office building and the academic complex. The dining room has all the necessary amenities. Biowaste from the dining rooms is used for making vermicompost. The washroom and toilets are cleaned daily. Sanitary pad dispenser is provided in the ladies' toilets. The use of plastic and thermocole inside the campus is not promoted. Faculty and students use stainless steel utensils and ink pen. The paper wastes are converted into pulp is used for SUPW.E-notices and digital brochures are widely used in communication.An herbal garden adds to the serenity of the campus. Awareness classes on health and hygiene and medical camps are frequently organized.The student teachers contribute in campus-classroom cleaning, gardening. Green protocol is practiced in the institution. Faculty and students use public transport or common transport facilities turn-wise to reduce pollution. The institution render service in cleaning hospitals, market places, municipality and premises of college. Swatch Bharath initiatives are recognized and practiced.

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	Three of the above

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

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

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

`0.011500`

File Description	Documents
Data as per Data Template	View File
Income Expenditure statement on green initiatives, energy and waste management	View File
Any other relevant information	View File

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

`Institution YouTube channel Vaighari was inaugurated by Dr Sandhya IPS.ADGP, Kerala Police.`

- `Online practical session on Sculptures from the scrap was led by the Head Accountant Sri. Sureshkumar on14.10.2020.`
- `Talk on The global environmental issues- Time for Nature by Dr. Manoj k , Assistant Processor of Department of Environmental studies, Kannur University`

- **Lecture on National Education Policy 2020 on Higher Education by Dr.Sureshkumar K. Associate Professor of the College**
- **Orientation on Human Rights Protection Laws by Adv. D B Binu, on 07.10.2020**
- **National Webinar on Integrated Yoga for Health & Wellness Dr. Anoop K V,Assistant Professor, GPM Govt. College, Manjeswaram**
- **Online program on Sradhikkanorusabdam by Sri Turavoor Rakesh Kammath, Sopanasangeetham exponent. 27.08 2020**
- **Talk on 'Importance of Wild Life on 2.6.2021 by The Nature Education Officer of Periyar Tiger Conservation Foundation, Dr.Asha Rani**
- **Dr K P Anil Kumar former Malayalam Professor of our institution interacted with students online during Guruvandanam.onTeacher's Day 5.9.2020**
- **Lecture on Understanding Language : A Multidimensional Perusal of Language and Identity byMs. Anjali Krishna C. SDE at ASAP Kerala on 8.10.2020**
- **Challenges**
- **Face to face live interaction sessions and field /onsite experiences were not possible during the period.**

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

Covid19 awareness programme in association with Ottapalam municipality

Objectives of the programme

Provide awareness about Covid19 for the public and school students

The context

In the pandemic situation it is important to provide information about the effects of coronavirus on human beings.

The practice

Awareness about Covid19 students distributed hand sanitizers and facilities for handwashing for the public

The pamphlets about covid19 and the precautions to be taken were distributed among the public and students.

Evidence of success

Our initiatives to prevent Covid19 was warmly welcomed by the public

Problems encountered and resources required

Lack of sufficient fund to meet the requirement.

Title

Academic and non-academic support for the demonstration school

Objectives of the practice

Teachers have moral responsibilities to the students

The Context

Students couldn't afford uniform and books.Some students needed extra support for learning,lacks in communication skills.

The Practice Padikkanoruuduppu(Free uniform),and(Study Kit)pool the resources needed to collect uniform and study materials. The materials are handed over as a gift. Padikkam.Padippikkam(free tuition)and Orumich.. help in overcoming stress and anxiety in learning.

Evidence of success

Positive Feedback from beneficiaries

Problems encountered and resources required

https://nssce.org/

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

7.3 - Institutional Distinctiveness

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

The student teachers are introduced to the possibilities of various digital platforms in teaching and learning. Some of such activities conducted are:

Online short term course "Techno Pedagogical aspect of Global Competency in Higher education" was organized from 25/08/20 to 30/05/2020.

Online Training Programme for School teachers on 21st Century Classrooms - Digital tools and its Applicationson 12/8/20' & 13/8/20'

e-IJEASCollege 's first peer reviewed interdisciplinary e-journal was launched on 8-10-2020.

Online training program on YouTube live streaming on 10.09.2020. Training for creating E certificate13.2.2021, Moodle G-App12.2.2021, Website creation10.022021, Presentations and videos9.2.2021, Input tools an audio editing8.2.2021

One week certification course on ICT for M Ed students 8.2.2021 to 13 2.2021

On World Creativity and Innovation day a campaign to Collect creative and innovative methods of Online teaching from B.Ed. and M.Ed. Students, Teachers , Teacher Educators and Other Students.

The student teachers during their internship shares their technical knowledge among teaching staff and the students of the respective schools and familiarises various teaching and learning for making learning interesting. Many of our alumni and student teachers deliveronline video lectures, develop e contents, creates and works in tuition groups which is also an entrepreneurship initiative.

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