



## YEARLY STATUS REPORT - 2022-2023

### Part A

#### Data of the Institution

##### 1. Name of the Institution

SREE NARAYANA COLLEGE OF  
EDUCATION, MUVATTUPUZHA

- Name of the Head of the institution Prof. (Dr) P J Jacob
- Designation Principal
- Does the institution function from its own campus? Yes
  
- Alternate phone No. 0485 2836188
- Mobile No: 9447803199
- Registered e-mail ID (Principal) sncemu@gmail.com
- Alternate Email ID ushakannanthodathu@gmail.com
- Address SNDP CAMPUS, S N ROAD,  
MUVATTUPUZHA P O, ERNAKULAM  
DISTRICT, KERALA - 686661
- City/Town MUVATTUPUZHA
- State/UT KERALA
- Pin Code 686661

##### 2. Institutional status

- Teacher Education/ Special Education/Physical Education: Teacher Education
  
- Type of Institution Co-education

- Location **Urban**
- Financial Status **Self-financing**
- Name of the Affiliating University **MAHATMA GANDHI UNIVERSITY,  
KOTTAYAM**
- Name of the IQAC Co-ordinator/Director **Dr USHA PARVATHY**
- Phone No. **0485 2836188**
- Alternate phone No.(IQAC) **9446136078**
- Mobile (IQAC) **9349408782**
- IQAC e-mail address **sncemu@gmail.com**
- Alternate e-mail address (IQAC) **ushakannathodath@gmail.com**

### 3.Website address

- Web-link of the AQAR: (Previous Academic Year) <http://sncem.edu.in/wp-content/uploads/2024/04/AQAR-2021-22.pdf>

### 4.Whether Academic Calendar prepared during the year?

**Yes**

- if yes, whether it is uploaded in the Institutional website Web link: <https://sncem.edu.in/wp-content/uploads/2024/04/Academic-Calendar-2022-23.docx>

### 5.Accreditation Details

| Cycle          | Grade    | CGPA        | Year of Accreditation | Validity from     | Validity to       |
|----------------|----------|-------------|-----------------------|-------------------|-------------------|
| <b>Cycle 1</b> | <b>B</b> | <b>3.62</b> | <b>2014</b>           | <b>05/05/2014</b> | <b>04/05/2019</b> |

### 6.Date of Establishment of IQAC

**18/06/2014**

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

| Institution/ Department/Faculty | Scheme   | Funding agency | Year of award with duration | Amount   |
|---------------------------------|----------|----------------|-----------------------------|----------|
| <b>0</b>                        | <b>0</b> | <b>0</b>       | <b>Nil</b>                  | <b>0</b> |

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

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

**9. No. of IQAC meetings held during the year** **4**

- 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)**

- The infrastructural facilities of the college including renovation of water tank and completion of water supply augmentation, electric room, maintenance of lift, tiling work of basement floor done.
- AQAR for 2020-'21 submitted on 29th August, 2022.
- College website was not functional by the beginning of year 2023, works related to Website initiated.

**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   |
|---|---|
| The infrastructural facilities of the college including renovation of water tank and completion of water supply augmentation, electric room, maintenance of lift, tiling work of basement floor to be done. | The infrastructural facilities of the college including renovation of water tank and completion of water supply augmentation, electric room, maintenance of lift, tiling work of basement floor done. |
| AQAR for 2020-'21 to be submitted .   | AQAR for 2020-'21 submitted on 29th August, 2022  |
| College website to be made functional   | College website was not functional by the beginning of year 2023, works related to Website initiated.   |
| Purchase reference books for the Library  | Reference books not purchased   |
| Publish a Research journal  | Research journal not published  |

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

- Name of the statutory body

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

**14. Whether institutional data submitted to AISHE**

## Part A

### Data of the Institution

|  |   |
|--|---|
| <b>1.Name of the Institution</b>                           | <b>SREE NARAYANA COLLEGE OF EDUCATION, MUVATTUPUZHA</b>                             |
| • Name of the Head of the institution                      | <b>Prof. (Dr) P J Jacob</b>   |
| • Designation  | <b>Principal</b>  |
| • Does the institution function from its own campus?       | <b>Yes</b>  |
| • Alternate phone No.                                      | <b>0485 2836188</b>   |
| • Mobile No:   | <b>9447803199</b>   |
| • Registered e-mail ID (Principal)                         | <b>sncemu@gmail.com</b>   |
| • Alternate Email ID                                       | <b>ushakannanthodathu@gmail.com</b>   |
| • Address  | <b>SNDP CAMPUS, S N ROAD, MUVATTUPUZHA P O, ERNAKULAM DISTRICT, KERALA - 686661</b> |
| • City/Town  | <b>MUVATTUPUZHA</b>   |
| • State/UT   | <b>KERALA</b>   |
| • Pin Code   | <b>686661</b>   |
| <b>2.Institutional status</b>                              |   |
| • Teacher Education/ Special Education/Physical Education: | <b>Teacher Education</b>  |
| • Type of Institution                                      | <b>Co-education</b>   |
| • Location   | <b>Urban</b>  |
| • Financial Status   | <b>Self-financing</b>   |

|   |   |                |                             |                   |                   |
|---|---|----------------|-----------------------------|-------------------|-------------------|
| • Name of the Affiliating University  | <b>MAHATMA GANDHI UNIVERSITY,<br/>KOTTAYAM</b>  |                |                             |                   |                   |
| • Name of the IQAC Co-ordinator/Director  | <b>Dr USHA PARVATHY</b>   |                |                             |                   |                   |
| • Phone No.   | <b>0485 2836188</b>   |                |                             |                   |                   |
| • Alternate phone No.(IQAC)   | <b>9446136078</b>   |                |                             |                   |                   |
| • Mobile (IQAC)   | <b>9349408782</b>   |                |                             |                   |                   |
| • IQAC e-mail address   | <b>sncemu@gmail.com</b>   |                |                             |                   |                   |
| • Alternate e-mail address (IQAC)   | <b>ushakannathodath@gmail.com</b>   |                |                             |                   |                   |
| <b>3.Website address</b>  |   |                |                             |                   |                   |
| • Web-link of the AQAR: (Previous Academic Year)  | <a href="http://sncem.edu.in/wp-content/uploads/2024/04/AQAR-2021-22.pdf">http://sncem.edu.in/wp-content/uploads/2024/04/AQAR-2021-22.pdf</a>                               |                |                             |                   |                   |
| <b>4.Whether Academic Calendar prepared during the year?</b>  |   |                |                             |                   |                   |
| <b>Yes</b>  |   |                |                             |                   |                   |
| • if yes, whether it is uploaded in the Institutional website Web link:   | <a href="https://sncem.edu.in/wp-content/uploads/2024/04/Academic-Calendar-2022-23.docx">https://sncem.edu.in/wp-content/uploads/2024/04/Academic-Calendar-2022-23.docx</a> |                |                             |                   |                   |
| <b>5.Accreditation Details</b>  |   |                |                             |                   |                   |
| Cycle   | Grade   | CGPA           | Year of Accreditation       | Validity from     | Validity to       |
| <b>Cycle 1</b>  | <b>B</b>  | <b>3.62</b>    | <b>2014</b>                 | <b>05/05/2014</b> | <b>04/05/2019</b> |
| <b>6.Date of Establishment of IQAC</b>  |   |                | <b>18/06/2014</b>           |                   |                   |
| <b>7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNTT etc.</b> |   |                |                             |                   |                   |
| Institution/ Department/Faculty   | Scheme  | Funding agency | Year of award with duration | Amount            |                   |
| <b>0</b>  | <b>0</b>  | <b>0</b>       | <b>Nil</b>                  | <b>0</b>          |                   |
| <b>8.Whether composition of IQAC as per latest NAAC guidelines</b>  |   |                | <b>Yes</b>                  |                   |                   |
| • Upload latest notification of formation of IQAC   | <a href="#">View File</a>   |                |                             |                   |                   |

|   |                           |  |
|---|---------------------------|--|
|   |                           |  |
| <b>9.No. of IQAC meetings held during the year</b>  | <b>4</b>                  |  |
| <ul style="list-style-type: none"> <li>Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?</li> </ul>  | <b>Yes</b>                |  |
| <ul style="list-style-type: none"> <li>(Please upload, minutes of meetings and action taken report)</li> </ul>  | <a href="#">View File</a> |  |
| <b>10.Whether IQAC received funding from any of the funding agency to support its activities during the year?</b>   | <b>No</b>                 |  |
| <ul style="list-style-type: none"> <li>If yes, mention the amount</li> </ul>  |                           |  |
| <b>11.Significant contributions made by IQAC during the current year (maximum five bullets)</b>   |                           |  |
| <ul style="list-style-type: none"> <li>The infrastructural facilities of the college including renovation of water tank and completion of water supply augmentation, electric room, maintenance of lift, tiling work of basement floor done.</li> <li>AQAR for 2020-'21 submitted on 29th August, 2022.</li> <li>College website was not functional by the beginning of year 2023, works related to Website initiated. .</li> </ul> |                           |  |
| <b>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).</b>   |                           |  |
|   |                           |  |

| Plan of Action  | Achievements/Outcomes   |
|---|---|
| The infrastructural facilities of the college including renovation of water tank and completion of water supply augmentation, electric room, maintenance of lift, tiling work of basement floor to be done. | The infrastructural facilities of the college including renovation of water tank and completion of water supply augmentation, electric room, maintenance of lift, tiling work of basement floor done. |
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| College website to be made functional   | College website was not functional by the beginning of year 2023, works related to Website initiated.   |
| Purchase reference books for the Library  | Reference books not purchased   |
| Publish a Research journal  | Research journal not published  |
| <b>13.Whether the AQAR was placed before statutory body?</b>  | No  |
| <ul style="list-style-type: none"> <li>Name of the statutory body</li> </ul>  |   |
| Name of the statutory body  | Date of meeting(s)  |
| Nil   | Nil   |
| <b>14.Whether institutional data submitted to AISHE</b>   |   |
| Year  | Date of Submission  |
| 2022-23   | 20/03/2024  |
| <b>15.Multidisciplinary / interdisciplinary</b>   |   |
| Multidisciplinary   |   |
| <b>16.Academic bank of credits (ABC):</b>   |   |
| Not Applicable  |   |
| <b>17.Skill development:</b>  |   |

**Skill development courses done****18.Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)**

Curriculum is transacted in English and vernacular language integrating Indian culture

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

Focus is given to OBE

**20.Distance education/online education:**

Online seminars and classes are conducted

**Extended Profile****1.Student**

2.1

325

Number of students on roll during the year

| File Description | Documents                 |
|------------------|---------------------------|
| Data Template    | <a href="#">View File</a> |

2.2

200

Number of seats sanctioned during the year

| File Description | Documents                 |
|------------------|---------------------------|
| Data Template    | <a href="#">View File</a> |

2.3

40

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

| File Description | Documents                 |
|------------------|---------------------------|
| Data Template    | <a href="#">View File</a> |

2.4

172

Number of outgoing / final year students during the year:

|   |                           |
|---|---------------------------|
| File Description  | Documents                 |
| Data Template   | <a href="#">View File</a> |
| 2.5 Number of graduating students during the year                           | 168                       |
| File Description  | Documents                 |
| Data Template   | <a href="#">View File</a> |
| 2.6<br>Number of students enrolled during the year                          | 163                       |
| File Description  | Documents                 |
| Data Template   | <a href="#">View File</a> |
| <b>2. Institution</b>   |                           |
| 4.1<br>Total expenditure, excluding salary, during the year (INR in Lakhs): | 6891630                   |
| 4.2<br>Total number of computers on campus for academic purposes            | 29                        |
| <b>3. Teacher</b>   |                           |
| 5.1<br>Number of full-time teachers during the year:                        | 28                        |
| File Description  | Documents                 |
| Data Template   | <a href="#">View File</a> |
| Data Template   | <a href="#">View File</a> |
| 5.2<br>Number of sanctioned posts for the year:                             | 32                        |
| <b>Part B</b>   |                           |
| <b>CURRICULAR ASPECTS</b>   |                           |
| <b>1.1 - Curriculum Planning</b>  |                           |

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

Sree Narayana College of Education is affiliated to M G University and follows the curriculum prescribed by the University. An Academic Calender is drawn up each year and posted online for reference by both students and teachers. It lists curricular and non-curricular activities planned and scheduled during the year. The activities are designed around socially relevant themes and takes into account the local situations.

| 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 | No File Uploaded |
| Plan developed for the academic year   | No File Uploaded |
| Plans for mid- course correction wherever needed for the academic year   | No File Uploaded |
| Any other relevant information   | No File Uploaded |

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

**A. All of the above**

| File Description  | Documents        |
|---|------------------|
| Data as per Data Template   | No File Uploaded |
| List of persons who participated in the process of in-house curriculum planning                         | No File Uploaded |
| Meeting notice and minutes of the meeting for in-house curriculum planning                              | No File Uploaded |
| A copy of the programme of action for in- house curriculum planned and adopted during the academic year | No File Uploaded |
| 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  | No File Uploaded |
| URL to the page on website where the PLOs and CLOs are listed                  | Nil              |
| Prospectus for the academic year   | No File Uploaded |
| Report and photographs with caption and date of student induction programmes   | No File Uploaded |
| Report and photographs with caption and date of teacher orientation programmes | No File Uploaded |
| Any other relevant information   | No File Uploaded |

## 1.2 - Academic Flexibility

**1.2.1 - Curriculum provides adequate choice of courses to students as optional / electives including pedagogy courses for which teachers are available****1.2.1.1 - Number of optional / elective courses including pedagogy courses offered programme-wise during the year**

13

| File Description   | Documents        |
|--|------------------|
| Data as per Data Template  | No File Uploaded |
| Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum | No File Uploaded |
| Academic calendar showing time allotted for optional / electives / pedagogy courses  | No File Uploaded |
| Any other relevant information   | Nil              |

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

1

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

1

| File Description   | Documents        |
|--|------------------|
| Data as per Data Template  | No File Uploaded |
| Brochure and Course content along with CLOs of value-added courses | No File Uploaded |
| Any other relevant information                                     | No File Uploaded |

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

0

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

0

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

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

All of the above

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

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

1

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

1

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

### 1.3 - Curriculum Enrichment

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

**For B.Ed programme: -**

**Enhancing Professional Capacities (EPC) include EPC1 - Reading and reflection on texts, EPC2 - Drama and Art in Education, EPC3 - Theoretical understanding of ICT, EPC4 - Understanding the Self.**

**Semester I - 3 core courses, 2 pedagogic courses.**

**Semester II - 3 core courses, 2 pedagogic courses**

**Semester III - 1 core course**

**Semester IV - 2 core courses, 1 pedagogic course**

**Engagement with the field (Practical) - College-based, School-based and Community-based practicals.**

**Practicals related to Core papers (EPC1, EPC2, EPC3, EPC4) - Semesters I, II, III, IV**

**Practicals related to Pedagogic courses (EPC1, EPC2, EPC3, EPC4) - Semesters I, II, III, IV**

Practicals related to health and physical education (EPC4) - Semesters I, II, III, IV

Practicals related to Drama and Art in education (EPC2) - Semesters I, II, III, IV

Practicals related to Communicative English (EPC1) - Semester IV

For M.Ed programme: -

Semester I - 4 core courses, 1 skill course

Semester II - 4 core courses, 1 specialisation core course

Semester III - 2 elective courses, field internship, field visit.

Semester IV - 1 common core course, 1 specialization core course, 1 specialization elective course, field internship, field visit.

Dissertation

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

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

Development of school system - Theory papers, school induction, practice teaching, practicals, projects, report, record, reflective journal, portfolio, internship

- Functioning of various Boards of School Education - Theory papers, practicum
- Functional differences among them - Practicum

- **Assessment systems** -Theory papers, school induction, practice teaching, practicals, projects, report, record, reflective journal, portfolio, tool preparation and standardization, dissertation, internship
- **Norms and standards** - Theory papers, tool preparation and standardization, dissertation, internship
- **State-wise variations** - Seminar
- **International and comparative perspective** - Seminar

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

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

The institution provides all facilities for conducting demonstration, discussion and criticism classes, seminars, invited lectures, workshops, observation of different days of importance, festivals of different communities, camp, field visit, study tour, internship in different institutions.

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

#### 1.4 - Feedback System

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

Four of the above

| File Description                                     | Documents        |
|--|------------------|
| Sample filled-in feedback forms of the stake holders | No File Uploaded |
| Any other relevant information                       | No File Uploaded |

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

Feedback collected, analyzed and action taken

| File Description  | Documents        |
|---|------------------|
| Stakeholder feedback analysis report with seal and signature of the Principal   | No File Uploaded |
| Action taken report of the institution with seal and signature of the Principal | No File Uploaded |
| 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

163

##### 2.1.1.1 - Number of students enrolled during the year

163

| File Description  | Documents                 |
|---|---------------------------|
| Data as per Data Template                               | <a href="#">View File</a> |
| Document relating to sanction of intake from university | No File Uploaded          |
| Approval letter of NCTE for intake of all programs      | <a href="#">View File</a> |
| Approved admission list year-wise/ program-wise         | <a href="#">View File</a> |
| 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**

22

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

22

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

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

8

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

8

| File Description                                  | Documents                 |
|---|---------------------------|
| Data as per Data Template                         | <a href="#">View File</a> |
| Certificate of EWS and Divyangjan                 | <a href="#">View File</a> |
| List of students enrolled from EWS and Divyangjan | <a href="#">View File</a> |
| Any other relevant information                    | <a href="#">View File</a> |

**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.

The institution assesses the learning level of students through class tests and model exams. A particular period is given in the time table for 'Tutorial'. Slow learners are given additional coaching and their doubts are cleared during this period. Books for extra reading are provided to quick learners. For M.Ed thesis work, quick learners are given topics which need in-depth analyses.

| File Description   | Documents        |
|--|------------------|
| Documentary evidence in support of the claim                     | No File Uploaded |
| Documents showing the performance of students at the entry level | No File Uploaded |
| 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**

Six/Five of the above

| File Description  | Documents        |
|---|------------------|
| Data as per Data Template   | No File Uploaded |
| Relevant documents highlighting the activities to address the student diversities | No File Uploaded |
| Reports with seal and signature of Principal                                      | No File Uploaded |
| Photographs with caption and date, if any   | No File Uploaded |
| 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**

One of the above

**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**

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

#### **2.2.4 - Student-Mentor ratio for the academic year**

**1:3.18**

##### **2.2.4.1 - Number of mentors in the Institution**

**102**

| File Description  | Documents                 |
|---|---------------------------|
| Data as per Data Template   | <a href="#">View File</a> |
| Relevant documents of mentor-mentee activities with seal and signature of the Principal | No File Uploaded          |
| 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.

**Student-centric methods such as experiential learning, participative learning and problem solving methodologies were used for enhancing learning experiences. Focused group discussions were**

held on various topics of social relevance. Discussions carry marks in the Semester II pedagogic courses. Discussions were held as part of five discussion lessons, six criticism lessons (including one for self-evaluation) and five demonstration lessons. Reports were prepared on the basis of discussions held in the classroom. Discussions and Seminars were organized as part of transaction of all courses at B.Ed level.

Seminars are compulsory per curriculum for 14 courses at M.Ed level. Internal marks were awarded on the basis of seminars, assignments, practicum and internal exams. For the skill development paper in Semester I of M.Ed course, brainstorming sessions were held. Seminars were conducted both online and offline.

| File Description   | Documents        |
|--|------------------|
| Course wise details of modes of teaching learning adopted during the academic year in each programme | No File Uploaded |
| 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

27

| File Description               | Documents        |
|--------------------------------|------------------|
| Data as per Data Template      | No File Uploaded |
| Link to LMS                    | Nil              |
| Any other relevant information | No File Uploaded |

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

325

| File Description                                  | Documents                 |
|---|---------------------------|
| Data as per Data Template                         | <a href="#">View File</a> |
| Programme wise list of students using ICT support | No File Uploaded          |
| Documentary evidence in support of the claim      | No File Uploaded          |
| Landing page of the Gateway to the LMS used       | No File Uploaded          |
| Any other relevant information                    | No File Uploaded          |

|   |                       |
|---|-----------------------|
| <b>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</b> | Five/Six of the above |
|---|-----------------------|

| File Description  | Documents        |
|---|------------------|
| Data as per Data Template   | No File Uploaded |
| Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations | No File Uploaded |
| Geo-tagged photographs wherever applicable  | No File Uploaded |
| Link of resources used  | Nil              |
| 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 |
| <ul style="list-style-type: none"> <li>• <b>Working in teams:</b> Students of B.Ed programme were divided into 4 houses (Red, Green, White and Blue) to conduct Arts and Sports competitions. Students also work in teams for Club activities.</li> <li>• <b>Dealing with student diversity:</b> Students are free to join any Club (Science Club, Nature Club, Jwala, Vedika). All</li> </ul>                          |

religious festivals are celebrated in the college with equal importance. M.Ed students are encouraged to select research topics per their interests. They are free to select Elective papers (for B.Ed and M.Ed courses).

- **Conduct of self with colleagues and authorities:** Rules and regulations of the institution and the code of conduct are explained during the student induction programme. Teachers continuously mentor them.
- **Balancing home and work stress:** Teachers take care not to put students under stress with regard to their studies. They lend a sympathetic ear to personal issues of the students and help them negotiate such issues, without impacting their studies. Financial help from the Staff fund as well as Manager's fund are given for genuine cases.
- **Keeping oneself abreast with recent developments in education and life:** Recent developments in education and life are discussed in 'Thought for the Day' during the morning assembly. Seminars and discussions are also held.

| File Description                             | Documents        |
|--|------------------|
| Documentary evidence in support of the claim | No File Uploaded |
| 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   | No File Uploaded |
| Documentary evidence in support of the selected response/s  | No File Uploaded |
| Reports of activities conducted related to recent developments in education with video graphic support, wherever possible | No File Uploaded |
| 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

- Project Reports
- Reflective journals
- Portfolios
- Yoga
- Theatre practice
- Value education

| File Description                             | Documents        |
|--|------------------|
| Documentary evidence in support of the claim | No File Uploaded |
| 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  | No File Uploaded |
| Documentary evidence in support of the selected response/s         | No File Uploaded |
| Reports of activities with video graphic support wherever possible | No File Uploaded |
| Any other relevant information                                     | No File Uploaded |

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

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

|   |                         |
|---|-------------------------|
| <b>2.4.3 - Competency of effective communication is developed in students</b> | <b>All of the above</b> |
|---|-------------------------|

**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  | No File Uploaded |
| Details of the activities carried out during the academic year in respect of each response indicated | No File Uploaded |
| Any other relevant information   | No File Uploaded |

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

All of the above

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

**2.4.5 - Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of Preparation of lesson plans Developing assessment tools for both online and offline learning Effective use of social media/learning apps/adaptive**

All of the above

**devices for learning Identifying and selecting/ developing online learning resources Evolving learning sequences (learning activities) for online as well as face to face situations**

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

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

All of the above

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

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

All of the above

| File Description   | Documents        |
|--|------------------|
| Data as per Data Template  | No File Uploaded |
| Samples of assessed assignments for theory courses of different programmes | No File Uploaded |
| 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

1. The College management runs a High School and Higher Secondary School which participates in the student internships. Around 36 other Schools and Colleges were part of the internship programme of B.Ed and M.Ed students. Apart from this, data for M.Ed dissertations were collected from various schools and colleges.

2. Orientation was given to Schools principals, teachers and principals of D.Ed colleges.

3. Orientation was given to B.Ed and M.Ed students before internship programmes.

4. The teaching of the institution were provided assessment formats for assessing the performance of the intern teachers and their feedback was collected.

5. Assessment formats for the evaluation of the student-teachers were distributed to the teacher-educators and the teachers of the participating schools. Formats for peer evaluation and self evaluation were given to student-teachers. These inputs were used to assess the performance of the student -teachers.

6. B.Ed - Practice teaching in Secondary Schools (for Commerce student-teachers -Higher Secondary Schools).

M.Ed - Field internship for Semester III : 40 days (10 days in Primary schools, 30 days in Primary Teacher Education institutions).

Semester IV : 45 days (15 days in Secondary & Senior Secondary

**Schools, 30 days in Secondary Teacher Education institutions).**

| File Description                             | Documents        |
|--|------------------|
| Documentary evidence in support of the claim | No File Uploaded |
| 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****172**

| File Description                                | Documents                 |
|---|---------------------------|
| Data as per Data Template                       | <a href="#">View File</a> |
| Plan of teacher engagement in school internship | No File Uploaded          |
| 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   | No File Uploaded |
| Sample copies for each of selected activities claimed                               | No File Uploaded |
| School-wise internship reports showing student engagement in activities claimed     | No File Uploaded |
| Wherever the documents are in regional language, provide English translated version | No File Uploaded |
| Any other relevant information  | No File Uploaded |

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

Student-teachers prepared 50 lesson plans for practice teaching and 50 classes were taken. Teacher-educators observed 3 classes of each student and evaluation reports were written in the Supervision Diary. The teachers of the schools will observe all the classes. Peer evaluation was done for 2 classes per student. The evaluation tool was a rating scale given to the student-teachers.

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

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

All of the above

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

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

Five of the above

| readiness  |                           |
|--|---------------------------|
| File Description   | Documents                 |
| Format for criteria and weightages for interns' performance appraisal used   | No File Uploaded          |
| Five filled in formats for each of the aspects claimed   | No File Uploaded          |
| Any other relevant information   | No File Uploaded          |
| <b>2.5 - Teacher Profile and Quality</b>   |                           |
| <b>2.5.1 - Number of fulltime teachers against sanctioned posts during the year</b>  |                           |
| 27   |                           |
| File Description   | Documents                 |
| Data as per Data Template  | <a href="#">View File</a> |
| Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal | No File Uploaded          |
| English translation of sanction letter, if it is in regional language  | No File Uploaded          |
| Any other relevant information   | No File Uploaded          |
| <b>2.5.2 - Number of fulltime teachers with Ph. D. degree during the year</b>  |                           |
| 4  |                           |
| File Description   | Documents                 |
| Data as per Data Template  | <a href="#">View File</a> |
| Certificates of Doctoral Degree (Ph.D) of the faculty  | No File Uploaded          |
| Any other relevant information   | No File Uploaded          |
| <b>2.5.3 - Number of teaching experience of full time teachers for the during the year</b>                                   |                           |
| 44   |                           |
| <b>2.5.3.1 - Total number of years of teaching experience of full-time teachers for the academic</b>                         |                           |

year

44

| File Description   | Documents        |
|--|------------------|
| Copy of the appointment letters of the fulltime teachers | No File Uploaded |
| 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

Discussions on current developments and issues in education were discussed in staff meetings. Special staff meetings were held to discuss specific issues. Important points discussed in the Principals' meetings, Management meetings, University Groups, Groups of subject teachers were also discussed in staff meetings. Important messages were circulated in Whatsapp groups.

| File Description                          | Documents        |
|---|------------------|
| Documentary evidence to support the claim | No File Uploaded |
| 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

Internal exams are conducted at regular intervals for BEd and MEd courses. Model exams are conducted at the end of each semester. Internal marks are awarded to each student on the basis of criteria specified by the University. The criteria for awarding internal marks for MEd course are assignments, seminars, practicum, exams, field internships, field visits etc. For BEd course, internal marks are given on the basis of assignments, practicum, practicals, field trips and camps. Internal marks are published before uploading in the University portal. Any grievances from the side of students are promptly addressed.

| File Description   | Documents        |
|--|------------------|
| Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal | No File Uploaded |
| 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 | No File Uploaded |
| Annual Institutional plan of action for internal evaluation                | No File Uploaded |
| Details of provisions for improvement and bi-lingual answering             | No File Uploaded |
| Documentary evidence for remedial support provided                         | No File Uploaded |
| Any other relevant information   | No File Uploaded |

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

The internal marks of BEd and MEd courses are published before uploading in the University portal. The students are given 2 to 3 days to clarify their doubts regarding their internal marks. The same procedure is followed for all the four semesters.

| 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 |

2.6.4 - 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 for each academic year is prepared at the beginning of the academic year taking into account the University examination calendar and given to the staff and students. The academic calendar is prepared by the Course coordinator of the college in consultation with other staff members. To the extent possible, all internal examinations for the four semesters of the B.Ed and M.Ed programmes were conducted adhering to the academic calendar. Internal examinations were conducted after giving study leave to the students to enable them to prepare for the examinations. Apart from the model examinations at the end of each semester, internal examinations were also conducted. The timetable for the examinations was displayed on the notice board and also circulated through online groups of different classes. The timetable was finalized in consultation with the students. The University examinations were conducted as per the University examination calendar in the post-Covid period.

| 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.

Program and Course outcomes for all programmes offered by the institution are stated and displayed on the website and communicated to teachers and students. Course outcomes are evaluated by the Principal and staff during staff meetings. Programme outcomes are evaluated in the meetings where Management representatives are present. The College is managed by SNDP Union, Muvattupuzha and there is an educational office to manage the educational institutions. Maximum effort is taken by teachers to improve teaching-learning process to attain course and programme outcomes. All the curricular and co-curricular works are completed within the specific timeframe. Seminars and talks conducted in the college were also related to the curriculum ensuring the alignment of the teaching learning process with the stated PLOs and CLOs.

The college secured 8 out of the top 10 positions in the University B.Ed examinations and also 2 out of the 10 top positions in the M.Ed examinations.

| File Description                             | Documents        |
|--|------------------|
| Documentary evidence in support of the claim | No File Uploaded |
| 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   | No File Uploaded |
| Result sheet for each year received from the Affiliating University                                   | No File Uploaded |
| Certified report from the Head of the Institution indicating pass percentage of students program-wise | No File Uploaded |
| Any other relevant information  | No File Uploaded |

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

The performance of students in the class tests, model exams and University examinations were monitored by the teachers-in-charge of each course and continual efforts were made to improve the outcomes. The answer sheets of class tests and model exams of each student were discussed in the classrooms and steps to be taken to improve grades were suggested. The final results of B.Ed and M.Ed programmes are reviewed by the Principal and the Management and discussed in staff meetings. Students were encouraged to complete the assignments, seminars, practicum, records, portfolios, internships, field visits, extension programmes and other works in a time-bound manner. The works were completed in time and the internal marks were given accordingly. High achievers were encouraged to become toppers in the University examinations. Additional time was spent on students needing extra help and they were given tutorials. Senior students and alumni mentored the juniors. Additional time was set apart for revision work at the end of each semester. Students were encouraged to clear their academic doubts in real time. Students facing personal/financial/any other difficulty were identified and

appropriate assistance provided both by the Staff and the Management.

| File Description   | Documents        |
|--|------------------|
| Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved | No File Uploaded |
| 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

144

| File Description  | Documents                 |
|---|---------------------------|
| Number of students achieving on an average 70% or more in internal assessment activities during t       | <a href="#">View File</a> |
| Record of student-wise / programme-wise / semester-wise internal assessment of students during the year | No File Uploaded          |
| 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.

Some of the students who join the B.Ed course lack self-confidence due to lack of language skills to present a topic or to take classes. To improve their language and communication skills, the course 'Communicative English' is given importance. The course, 'Language across the curriculum' also helps to improve the students' communication skills. The programme, 'Thought for the Day' is presented by all students in the morning Assembly on different socially relevant topics. One student from each pedagogy will be given an opportunity to discuss the topic. Debates, discussions and seminars are conducted in the classrooms to improve the communication skills and self-confidence of the students. The programme, 'Talent Hunt' is conducted in the

beginning of each academic year to identify the hidden talents of the students. Two internal and one external colloquia were conducted for M.Ed students to improve their research skills. Students who were weak in mathematics and statistics were identified in the beginning and special assistance was given to them by the supervising teachers. Student Unions, Club activities, Value Education classes and Arts & Sports festivals also helped to improve the overall development of the students. Discussion, demonstration and criticism classes help to groom the prospective teachers.

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

## 2.8 - Student Satisfaction Survey

### 2.8.1 - Online student satisfaction survey regarding teaching learning process

Nil

## RESEARCH AND OUTREACH ACTIVITIES

### 3.1 - Resource Mobilization for Research

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

0

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

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

0

| File Description  | Documents        |
|---|------------------|
| Sanction letter from the funding agency   | No File Uploaded |
| Income Expenditure statements highlighting the research grants received certified by the auditor  | No File Uploaded |
| Any other relevant information  | No File Uploaded |
| <b>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</b> | All of the above |
| File Description  | Documents        |
| Data as per Data Template   | No File Uploaded |
| Institutional Policy document detailing scheme of incentives  | No File Uploaded |
| Sanction letters of award of incentives   | No File Uploaded |
| Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal  | No File Uploaded |
| Documentary evidence for each of the claims   | No File Uploaded |
| Any other relevant information  | No File Uploaded |
| <b>3.1.4 - Institution has created an eco-system for innovation and other initiatives for creation and transfer of knowledge that include Participative efforts (brain storming, think tank etc.) to identify possible and needed innovations Encouragement to novel ideas Official approval and support for innovative try-outs Material and procedural supports</b>   | All of the above |

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

### 3.2 - Research Publications

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

1

| File Description   | Documents        |
|--|------------------|
| Data as per Data Template  | No File Uploaded |
| First page of the article/journals with seal and signature of the Principal            | No File Uploaded |
| 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

0

| File Description   | Documents        |
|--|------------------|
| Data as per Data Template  | No File Uploaded |
| • First page of the published book/chapter with seal and signature of the Principal  | No File Uploaded |
| 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

3

| File Description  | Documents                 |
|---|---------------------------|
| Data as per Data Template   | <a href="#">View File</a> |
| Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal | No File Uploaded          |
| Any other relevant information  | No File Uploaded          |

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

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

161

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

0

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

0

| File Description  | Documents        |
|---|------------------|
| Data as per Data Template   | No File Uploaded |
| Documentary evidence in support of the claim along with photographs with caption and date | No File Uploaded |
| 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.

- Visit to Dharmagiri Vikas Society helped the students to understand the care and the developmental activities, behavioural therapies, Counselling, Occupational therapy required for children with disabilities. Student Teachers participated in the Summer Camp activities of the institute.
- Visit to Peace Valley (Rehabilitation and Pain & Palliative Care center) helped student teachers to develop empathy towards different sections of the society.
- Flash Mob on Human Rights Awareness created Awareness among public.

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

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

0

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

### 3.4 - Collaboration and Linkages

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

0

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

0

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

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

0

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

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

Five/Six of the above

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

## INFRASTRUCTURE AND LEARNING RESOURCES

### 4.1 - Physical Facilities

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

The institution has a multi purpose hall (20.16 sq.m), Health and Physical Education Resource Cengtre (30 sq.m), Staff room (61.5 sq.m), Girls Common room (30 sq.m), Canteen (144.5 sq.m), Parking area (624.4 sq.m), 2 storerooms (20.16 sq.m each) library-cum-reading room (124.5 sq.m), curriulum labratory (90.75 sq.m),

Teaching-Learning Resource Center for Arts and working experience (243.75 sq.m), Principal's office (30 sq.m), Administrative office (30.sq.m), Seminar room (101.25 sq.m), separate toilet facilities for girls and boys (36 sq.m), multi-purpose playfield (2475 sq.m). There are 13 classrooms (11 classrooms of 61.5 sq.m adn 2 classrooms of 30 sq.m), Science lab (91 sq.m), 5 multi-purpose rooms (2 rooms of 62 sq.m and 3 rooms of 30 sq.m each), Psychology lab (30 sq.m), boys' common room (30s q.m), storeroom for sports equipment The institution has 29 desktop computers, 1 laptop, 1 photocopier, 2 printers, 2 LCD projetors, 1 smartboard, 16 CCTV cameras and 300 MBPS broadband.

| File Description  | Documents        |
|---|------------------|
| List of physical facilities available for teaching learning | No File Uploaded |
| Geo-tagged photographs                                      | No File Uploaded |
| 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**

2

| File Description                                   | Documents        |
|--|------------------|
| Data as per Data Template                          | No File Uploaded |
| Geo-tagged photographs                             | No File Uploaded |
| 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)**

1660156

| File Description  | Documents                 |
|---|---------------------------|
| Data as per Data Template   | <a href="#">View File</a> |
| Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal | <a href="#">View File</a> |
| 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.

**Library is semi automated**

| File Description   | Documents        |
|--|------------------|
| Bill for augmentation of library signed by the Principal | No File Uploaded |
| Web-link to library facilities, if available             | Nil              |
| 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

**no remote access**

| 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**

**One of the above**

| 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)

17928

| File Description  | Documents                 |
|---|---------------------------|
| Data as per Data Template   | <a href="#">View File</a> |
| 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

228

| File Description  | Documents        |
|---|------------------|
| Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the academic year with seal and signature of both the librarian and principal | No File Uploaded |
| Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution   | Nil              |
| Any other relevant information  | 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      | No File Uploaded |
| 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 29 computers, 1 lap top and one smart board.The college has one Broadband and one Optic Fiber Connection with 300 MBPS bandwith.

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

#### 4.3.2 - Student – Computer ratio during the academic year

10.5

| File Description  | Documents                 |
|---|---------------------------|
| Data as per data template   | <a href="#">View File</a> |
| Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal | No File Uploaded          |
| Any other relevant information  | No File Uploaded          |

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

C. 250 MBPS - 500MBPS

| File Description   | Documents        |
|--|------------------|
| Receipt for connection indicating bandwidth  | No File Uploaded |
| Bill for any one month during the academic 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

One of the above

| File Description  | Documents        |
|---|------------------|
| Data as per Data Template   | No File Uploaded |
| Link to videos of the e-content development facilities                            | Nil              |
| List the equipment purchased for claimed facilities along with the relevant bills | No File Uploaded |
| Link to the e-content developed by the faculty of the institution                 | 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)

2819466

| File Description  | Documents                 |
|---|---------------------------|
| Data as per Data Template   | <a href="#">View File</a> |
| 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

There are seven laboratories in the college. One member of the teaching staff is in charge of ICT lab, and language lab. There is a stock register for students also. The natural science and Physical science laboratories are in charge of the respective teachers. The mathematics and social science laboratories are maintained in the respective class rooms under guidance of the teachers. Library is maintained by the librarian. The librarian maintains entrance register, stock register, issue register, CD register, Journal Register, Periodical register, Undergraduate students can take two books at a time for fifteen days, Post graduate students can take three books for twenty days, The staff

can take five books for a month. The library is open on all working days. The ICT devices are maintained by the technical assistant. There is a lab assistant and store keeper to assist the teachers in charge of the laboratories. Sports equipment are kept in sports room under supervision of physical education teacher. There is an Art room to keep the materials related to art education. There is a Yoga room for practicing Yoga. Optional subject hours are utilized for laboratory works. CCTV system functions with 22 cameras.

| File Description                                 | Documents        |
|--|------------------|
| Appropriate link(s) on the institutional website | Nil              |
| Any other relevant information                   | No File Uploaded |

## STUDENT SUPPORT AND PROGRESSION

### 5.1 - Student Support

|   |                          |
|---|--------------------------|
| <p><b>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</b></p> | <p>Four of the above</p> |
|---|--------------------------|

| File Description  | Documents                 |
|---|---------------------------|
| Data as per Data Template   | No File Uploaded          |
| Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal  | No File Uploaded          |
| Sample feedback sheets from the students participating in each of the initiative  | No File Uploaded          |
| Photographs with date and caption for each initiative   | No File Uploaded          |
| Any other relevant information  | No File Uploaded          |
| <b>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</b>  | Nine or more of the above |
| File Description  | Documents                 |
| Geo-tagged photographs  | No File Uploaded          |
| Any other relevant information  | No File Uploaded          |
| <b>5.1.3 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees</b> | B. Any 3 of the above     |

| File Description   | Documents        |
|--|------------------|
| Data as per Data Template for the applicable options   | No File Uploaded |
| Institutional guidelines for students' grievance redressal                                       | No File Uploaded |
| Composition of the student grievance redressal committee including sexual harassment and ragging | No File Uploaded |
| 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   | No File Uploaded |
| Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter | No File Uploaded |
| Report of the Placement Cell  | No File Uploaded |
| 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 |
| <b>71</b>   | <b>172</b>                          |

| File Description  | Documents                 |
|---|---------------------------|
| Data as per Data Template                                 | <a href="#">View File</a> |
| Reports of Placement Cell for during the year             | <b>No File Uploaded</b>   |
| Appointment letters of 10 percent graduates for each year | <b>No File Uploaded</b>   |
| Any other relevant information                            | <b>No File Uploaded</b>   |

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

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

**17**

| File Description  | Documents                 |
|---|---------------------------|
| Data as per Data Template   | <a href="#">View File</a> |
| Details of graduating students and their progression to higher education with seal and signature of the principal | <b>No File Uploaded</b>   |
| Documentary evidence in support of the claim  | <b>No File Uploaded</b>   |
| Any other relevant information  | <b>No File Uploaded</b>   |

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

**199**

| File Description  | Documents                 |
|---|---------------------------|
| Data as per Data Template   | <a href="#">View File</a> |
| Copy of certificates for qualifying in the state/national examination | <b>No File Uploaded</b>   |
| Any other relevant information  | <b>No File Uploaded</b>   |

### 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 is elected every year as per the norms specified by the university. The student council comprises chairman, vice chairperson, General Secretary, Arts club secretary, Sports captain, Magazine editor, University Union Councillor, two lady representatives. Class representatives are elected from eight B.Ed pedagogy classes and the M.Ed classes. All together there are 18 class representatives from the junior and senior batches. College Union chairman is a member of IQAC. College union activities are organized by the office bearers with the support of staff secretary and staff advisers. Two teachers are in charge of the Art festivals. Arts club secretary is in charge of the activity related to Arts. There are two teachers in charge of Arts education who will also guide the students. Sports are conducted under the guidance of teacher in charge of physical education. College magazine is published every year, the Editorial board in charge of college magazine include the student editor, two staff editors and 5 to 7 student sub-editors. The chief editor of the magazine is the Principal. The annual report of the collage union is presented by the secretary.

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

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

11

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

#### 5.4 - Alumni Engagement

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

The college alumni is involved in the teaching-learning process of the college. Alumni conduct seminars on different topics. Alumni also helps in practice teaching of B.Ed students. Demonstration classes are taken by the alumni

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

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

Five/Six of the above

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

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

1

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

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

Alumni members used to conduct seminars and classes on different topics. Demonstration classes for B.Ed students are always conducted by Alumni members. ICT classes for M.Ed students were conducted by an Alumni member.

| File Description                             | Documents        |
|--|------------------|
| Documentary evidence in support of the claim | No File Uploaded |
| 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.

Sree Narayana Dharma Paripalana Yogam (SNDP) founded by Sree Narayana Guru runs a number of educational institutions within and outside Kerala. Sree Narayana Guru was the first President and the great poet Kumaranasan its first Secretary, SNDP is engaged in the educational and social reformation of society irrespective of religion, caste, creed and politics. Aruvipuram Sree Narayana Dharma Paripalana Yogam is registered under regulation 1 of 1063 as an association with limited liability without the addition to the word "Limited" to its name on 8th March 1903. The Sivagiri Mutt founded by the Guru is engaged in spiritual activities. Sree Narayana College of Education is managed by SNDP Yogam, Muvattupuzha Union. The governing policy of SNDP Yogam is liberation through education.

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

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

Sree Narayana College of Education functions under the SNDP (Sree Narayana Dharma Paripalana) Yogam Union, Muvattupuzha. The President of the SNDP Union is the Manager of the entire Educational institutions. The elected members of the SNDP Union are given below. The Management has appointed an Education Officer to facilitate governance of the College. The present union has appointed Mr Advocate A.K. Anil Kumar as the Education Officer of the College. President : Mr.V K Narayanan

Vice President : Mr.P N Prabha

Educational Officer of the SN Educational Institutions : Mr.Adv. A K Anilkumar,

Secretary in charge : Mr.Adv. A K Anilkumar

Director Board Members : Adv.N Ramesh, Mr.Pramod K Thamban

Councillors : Mr. M R Narayanan, Anil Kavumchira, M.P R Raju, Mr.T V Mohanan,

Aji Venal

Panchayath Samithi Members : Mr. M S Wilson, Mr. N R Sreenivasan

Meetings are conducted by the management with the staff members monthly to discuss the functioning of the college. The Education officer conducts meetings with the staff members and the IQAC periodically to plan and evaluate the Academic and Administrative matters.

| File Description   | Documents        |
|--|------------------|
| Relevant documents to indicate decentralization and participative management | No File Uploaded |
| 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.

All academic and administrative matters are discussed in staff meetings and the minutes are prepared by the staff secretary. The important points are circulated through whatsapp group of the staff members. The Manager and the management representatives will attend a few staff meetings, especially at the beginning of the academic year. Financial auditing is done by a qualified chartered accountant and the audit reports of all financial years are kept in the office.

| File Description   | Documents        |
|--|------------------|
| Reports indicating the efforts made by the institution towards maintenance of transparency | No File Uploaded |
| Any other relevant information   | No File Uploaded |

## 6.2 - Strategy Development and Deployment

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

The Sree Narayana College of Education managed by SNDP Yogam, Muvattupuzha Union is a self-financing college affiliated to M.G University, Kottayam. The institution is set up to provide quality education to the students belonging to different socio-economic strata. Staff are appointed purely based on merit. The vision of the management is to develop the institution into a Research Centre. As part of this effort, facilities like Library, Computer lab, Language lab, Psychology lab etc. are established and improvements made periodically. The institution was functioning as a BEd college with eight optional subjects till 2016. MEd course was started in 2016 with seven pedagogies. There are three units for BEd course and one unit for MEd course. Policy decisions regarding the functioning of the college is made in the SNDP Yogam meetings. The President, Vice President, Secretary and Educational Officer periodically meet the Principal of the college to appraise the decisions of the SNDP Yogam. The Management committee members meet the staff at regular intervals. The opinions and suggestions of the staff are presented during these meetings.

| File Description  | Documents        |
|---|------------------|
| Link to the page leading to Strategic Plan and deployment documents | Nil              |
| Documentary evidence in support of the claim                        | No File Uploaded |
| 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.

Sree Narayana College of Education functions under the SNDP (Sree

Narayana Dharma Paripalana) Yogam Union, Muvattupuzha. The President of the SNDP Union is the Manager of the entire Educational institutions of Muvattupuzha SNDP Union. The appointment of teachers is done by the Management on merit basis. Management meetings are conducted regularly by the management with the staff members to discuss the functioning of the college. Education officer conducts meetings with the staff members and the IQAC periodically to plan and evaluate the Academic and Administrative matters. Staff meetings are held every month an additionally whenever required. The participants are the Principal, College Coordinator, IQAC Coordinator, Staff Secretary and the Staff Advisers. The activities of the various clubs are presented and evaluated. The evaluation is conducted by the teachers-in-charge of the clubs, student leaders, Principal, college coordinator, IQAC coordinator, staff secretary and the staff advisers. The semester results of University exams are evaluated in the staff meeting. The college Governing Council periodically reviews the functioning of the college. The Governing Council includes the Manager, members of the SNDP Union, Muvattupuzha, the Principal, Course coordinator and IQAC coordinator.

| File Description                                | Documents        |
|---|------------------|
| Link to organogram on the institutional website | Nil              |
| Documentary evidence in support of the claim    | No File Uploaded |
| 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**

Three/Four of the above

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

The Record and Minutes of all Cells, Committees, Staff Meetings, IQAC Meetings, Club Activities, Union Meetings, Pedagogy wise programmes etc. are kept. The IQAC had recommended the development of infra structure facilities which is successfully implemented by the Management.

| File Description  | Documents        |
|---|------------------|
| Minutes of the meeting with seal and signature of the Principal | No File Uploaded |
| Action taken report with seal and signature of the Principal    | No File Uploaded |
| 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

Employees Provident Fund (EPF) was started in April, 2004 and Employees State Insurance (ESI) was started in January 2017. All teaching and non-teaching staff are beneficiaries of EPF and ESI. 12% of the EPF contribution is by the employer and 12% by the employee.

| File Description   | Documents        |
|--|------------------|
| List of welfare measures provided by the institution with seal and signature of the Principal                  | No File Uploaded |
| List of beneficiaries of welfare measures provided by the institution with seal and signature of the Principal | No File Uploaded |
| 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

0

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

1

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

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

0

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

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

The biodata of all the teaching staff and non-teaching staff are continuously updated and the files are kept in the IQAC room. A copy of the certificates of participation in different seminars, workshops, faculty development programmes, question bank preparation, additional degree/diploma courses etc. are kept in the files provided for each staff member. The biodata of the nonteaching staff are also updated and kept in the office.

| File Description   | Documents        |
|--|------------------|
| Proforma used for performance appraisal for teaching and non-teaching staff with seal and signature of the Principal     | No File Uploaded |
| Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal | No File Uploaded |
| 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

Internal audits are conducted periodically by the Secretary, SNDP Yogam, Muvattupuzha Union. External audits are conducted yearly by a Chartered Accountant.

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

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

0

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

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

Sree Narayana College of Education is a self-financing institution affiliated to M.G University, Kottayam. The funds available for the functioning of the college is the tuition fee collected from the students. The staff is provided EPF and ESI. In addition to salary, festival allowance is provided to the staff members. A separate fund is kept for research work. Fees of students coming from financially weak backgrounds are collected only in instalments. Every year funds are provided for the maintenance of infrastructure, campus cleaning, purchase of library books, computer and accessories etc. The manager of the college is the President of the SNDP Union selected by the Union members, The 15 Union members are elected by the members of the different SNDP branches for a period of three years, The decisions regarding the financial management of the college is taken by the 15 member committee headed by the Union President.

| File Description  | Documents        |
|---|------------------|
| Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal | No File Uploaded |
| 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

Seminars were conducted on Drama and Art, ICT, Tobacco abuse, First Aid. Days of national importance such as Independence Day, Republic Day, Gandhi Jayanthi, Teachers Day, National Unity Day were celebrated. Other days of importance like Yoga Day, National Science Day, World water Day, Reading Day, World Book Day, Environment Day, Mathematics Day, Pi day, Hindi Day besides a week-long celebration of Mother Tongue Day were celebrated. Festivals like Onam, Christmas, Ramzan, Holi etc. were celebrated. Sport Day and Arts Festival were conducted. Financial assistance was provided to teachers for attending seminars and workshops. Conducted social awareness programme on Human Rights Awareness (Flash mob), Internal and external research colloquia were conducted for P.G students Two articles prepared by M.Ed students were published in International journals.

| File Description  | Documents                 |
|---|---------------------------|
| List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal | <a href="#">View File</a> |
| 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 institution reviews the teaching-learning process, structures and methodologies of operations and learning outcomes once in a month. The review will be held on the last Friday of every month. The planning and evaluation is done in the staff meetings. The participants of the meetings include the Principal, college coordinator, IQAC coordinator, staff secretary and the staff Advisers. The activities of the Science Club, Mathematics Club, Vedika (Literary Club), Jwala/Equilibria (Commerce & Social Science Club) are evaluated after each programme. The evaluation is conducted by the teachers-in-charge of the Clubs, student leaders, Principal, college coordinator, IQAC coordinator, staff secretary and the staff advisers, The semester results of University exams are evaluated in the staff meeting. The college Governing Council periodically reviews the functioning of the college. the Governing Council includes the Manager, members of the SNDP Union, Muvattupuzha, the Principal, course coordinator and IQAC Co-coordinator

| File Description  | Documents        |
|---|------------------|
| Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal | No File Uploaded |
| 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

51

| File Description   | Documents                 |
|--|---------------------------|
| Data as per Data Template  | No File Uploaded          |
| Report of the work done by IQAC or other quality mechanisms                                      | No File Uploaded          |
| List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal | <a href="#">View File</a> |
| 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                                  | No File Uploaded |
| Link to the minutes of the meeting of IQAC                 | Nil              |
| Link to Annual Quality Assurance Reports (AQAR) of IQAC    | Nil              |
| 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                                   | No File Uploaded |
| Any other relevant information                             | No File Uploaded |

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

- Infrastructural facilities were improved after the last NAAC visit
- Physical facilities of the college were also improved after the NAAC visit
- M.Ed program was started

| File Description                                      | Documents        |
|---|------------------|
| Relevant documentary evidence in support of the claim | No File Uploaded |
| 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 uses maximum number of LED lamps
- Installation of Solar panels is nearing completion

| File Description                     | Documents        |
|--------------------------------------|------------------|
| Institution's energy policy document | No File Uploaded |
| Any other relevant information       | No File Uploaded |

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.

Wet waste, plastic waste, paper waste, electronic waste and food waste are collected separately and disposed.

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

**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         | No File Uploaded |
| Geo-tagged photographs  | No File Uploaded |
| Income Expenditure statement highlighting the specific components | No File Uploaded |
| Any other relevant information                                    | No File Uploaded |

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

Three of the above

| File Description  | Documents        |
|---|------------------|
| Income Expenditure statement highlighting the specific components | No File Uploaded |
| Documentary evidence in support of the claim                      | No File Uploaded |
| Geo-tagged photographs  | No File Uploaded |
| 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

Solid wastes are segregated and burnt in an incinerator. The liquid wastes are disposed off in a large underground pit. e-Waste is collected and handed over to the Municipality for proper disposal. The Haritha Karma Sena (HKS) formed by the Muvattupuzha municipality visits the area where the college stands on the 21st of every month to collect waste and monitor waste disposal. Students plant saplings in the campus as part of the Green initiative.

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

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

Four of the above

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

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

0

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

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

The institution ensures the attendance of ward councilor, MLA, MP and other peoples' representatives in all major programmes of the college. Students of the college participate in the Republic Day rally in association with the local self-Government. The festivals of all religions like Onam, Christmas, Ramzan, Holi, are celebrated in the institution with pomp and fervor. All students participate in the celebrations. A five-day community living camp is conducted as part of the B.Ed curriculum in which all students participate. Value education classes are conducted as part of a 5-day community camp. There is a temple run by the management in the campus which is open to the public. During the temple festival and other important occasions, all students and staff members of

the college participate in the cultural programmes, mingle and interact with the local people and partake of the temple feast along with the general public.

| File Description                             | Documents        |
|--|------------------|
| Documentary evidence in support of the claim | No File Uploaded |
| 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**

**B. Any 3 of the above**

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

**information uploaded**

| File Description  | Documents                 |
|---|---------------------------|
| Photos related to two best practices of the Institution | <a href="#">View File</a> |
| Any other relevant information                          | <b>No File Uploaded</b>   |

**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

**information uploaded**

| File Description  | Documents                 |
|---|---------------------------|
| Photo and /or video of institutional performance related to the one area of its distinctiveness | <a href="#">View File</a> |
| Any other relevant information  | <b>No File Uploaded</b>   |