



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

SREE NARAYANA COLLEGE OF EDUCATION

**SREE NARAYANA COLLEGE OF EDUCATION, SNDP YOGAM
MUVATTUPUZHA UNION, S N D P CAMPUS, S N ROAD, MUVATTUPUZHA
686661**

www.sncem.edu.in

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NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

The SNDP Union, Muvattupuzha always had a keen interest in the spread of education. To fulfil this vision and also in part due to public demand it realized that there is the need to create a pool of highly accomplished teachers. It was decided to seek approval for establishing a Teacher Education College in Muvattupuzha. The Sree Narayana College of Education was thus established in the academic year 2003-04 with a student intake of 150 for the B.Ed program. The M.Ed program was introduced in 2016 with a student intake of 50 seats.

The mission of the institution is “To encourage and empower student-teachers to make history in the teaching-learning process, thereby helping their students to meet the challenges of the 21st century.”

Being located in an urban area the institution attracts students from all over the state. The college has three units of graduate program and one unit of postgraduate program. This institution is one of the few Teacher Education institutions in the country with faculties having M.Ed/NET/Ph.D qualifications.

Over 2800 B.Ed students have graduated from the institution in the last 19 years. Similarly over 90 M.Ed students have passed out from the college and have obtained placement in different schools and colleges both within and outside the state and also abroad. Sree Narayana College of Education thus plays a significant role in Teacher education.

Vision

Vision:

“To enrich young minds based on the message of our patron saint Sree Narayana Guru – Liberation through Education.”

Mission

Mission:

“To encourage and empower student-teachers to make history in the teaching-learning process, thereby helping their students to meet the challenges of the 21st century.”

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Strengths

1. Location of the institution in a semi-urban region with proximity to tribal/less developed regions.
2. Visionary management and management support
3. Young, hardworking faculty members
4. Infrastructure and academic facilities
5. Green initiatives
6. Maintaining Greenery
7. Post-graduate program
8. IT infrastructure
9. SMART classrooms & Wi-Fi connectivity

Institutional Weakness

Weakness

1. Percentage of Ph.D qualified faculty
2. Research Projects
3. Publications
4. Alumni contribution
5. Number of functional MoUs

Institutional Opportunity

Opportunities

1. Starting an Incubation centre
2. Establishing a Research Centre
3. More student development programs for overall development
4. Starting additional courses
5. Internship/Projects

Institutional Challenge

Challenges

1. Financial management
2. Active Collaborations/MoUs
3. Planning and implementation mechanism

4. Faculty development with research and pedagogy expertise
5. Development of academic culture in the institution
6. Infrastructure augmentation

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The institute has developed a strategic approach to curriculum planning and the delivery processes. The documents and systems are developed as per the requirements of curriculum delivery. The academic calendar, time table, course file, and academic audit are conducted to ensure effective curriculum delivery. The institution has addressed the cross-cutting issues by appropriate mapping and conduct of curricular and co-curricular activities. Value-added courses are conducted and current trends in the advanced technologies are incorporated into the curriculum to enrich academic achievement and skills. It is ensured that all students attend these programs. The value-added programs are conducted both in online and offline mode. The feedback is collected on an annual basis and the action taken reports are prepared with directions/instructions to respective faculty/sections. The action taken reports are uploaded in the college website.

Teaching-learning and Evaluation

The College has approval from the statutory bodies (NCTE) and Mahatma Gandhi University Kottayam, Kerala. 100% of the seats for the B.Ed program is filled up every year. Admissions to the reserved category are made as per norms and procedures. The student-teacher ratio is maintained in the institution as per the Regulator's norm (1:12). Outcome-based education is implemented and student-centered learning process is implemented. The course files are maintained by the faculty members which include lesson plans and ICT tools. In addition to these, the syllabus, question papers and result analyses are maintained in the course file. 12% of the faculty members are Ph.D qualified. Seven faculty members are pursuing Ph.D and one staff member had already submitted the PhD thesis. The rest are having M.Ed/NET qualification.

The institution follows the guidelines for the conduct of external and internal examinations as per the procedures/regulations laid down by MG University. Students' grievances related to university examinations as well as internal examinations are addressed by the Grievance Redressal cell. An examination committee is formed at the institution level for conduct of examinations and also to address students' grievances related to exams. The rules and SOPs are developed to handle students' grievances in the examinations.

The institution has transformed the existing curriculum into one with an outcome-based education. The faculty members are trained in outcome-based education philosophy. The program outcomes for undergraduate and postgraduate students are displayed in the college website. The Course attainment and PO attainment are calculated by developing CLO-PLO mapping and setting the target levels. Corrective measures are taken in case of non-attainment of CLO/PLO.

Infrastructure and Learning Resources

The institution has adequate land and built-up area as per the norms and standards of statutory bodies. The college is located in a 2.67 acre campus. The total built-up area of the college building is 10729 sq.m.

Infrastructural facilities are available for academics, administration and amenities. Classrooms are well-equipped with IT facilities like LCD projectors and Wi-Fi. Two of the classrooms have been converted to 'Smart Classrooms'. The library is automated with LMS software and e-access is provided to the students in the library. The institution has installed 'koha' software in 2 computers, OPAC (Online Public Access Catalog) is also available. There are 2680 textbooks and 714 reference books and 35 subscribed journals. The institution maintains 1:14 computer ratio. There is a separate computer lab with 37 computers and 300 Mbps internet connectivity.

The academic and infrastructural facilities are maintained either by annual maintenance contract or breakdown maintenance contract. The college policies and SOPs are developed and followed in letter and spirit.

Student Support and Progression

The institution is located in Muvattupuzha town. There are tribal areas in close proximity to the town and the Institution provides financial and training support to the tribal students. Scholarship schemes are available for SC & ST categories of students. Scholarship is provided to around 4% of the students every year as per Govt. norms. The College provides institution-level fee concessions for economically weaker section of the students.

The College takes initiative to develop the capabilities of the students by conducting different skill enhancement programs like for

communication skills, soft skills, life skills and employability skills. The faculty members are involved in the conduct of these capability development programs. Students are encouraged to participate in sports and cultural activities conducted by other colleges and the University. The college also conducts activities like annual sports, cultural activities, training programs, seminars and webinars for the holistic development of students. All the students participate in such activities.

The college conducts training and development programs for career development and placements. 30 programs have been conducted for career development and skill enhancement of the students. A large number of students have benefited from such initiatives.

The institution has an alumni association. Meetings and activities are conducted to promote alumni activities and to ensure their participation in the development of academics in the institution.

Governance, Leadership and Management

The institution developed its mission and vision employing a participatory approach by involving different stakeholders. IQAC and the college coordinator monitor and ensure that the Institution's mission is adhered to. Students' training/internship and professional development is accomplished through collaboration with Secondary and Senior Secondary schools, Primary schools, Primary teacher education institutes and Secondary teacher education institutions. The college conducts sports and cultural activities to identify hidden talents of students. Student development is also promoted by the different committees and clubs functioning in the college. In addition to these, the college conducts seminars, webinars and School/Primary Teacher Institutes/B.Ed colleges-based training programs. The Research committee is mandated to identify research topics and conduct research, thereby developing and improving the quality of the faculty, B.Ed and M.Ed students. The stakeholders, including students, non-teaching staff and alumni participate in these initiatives to

fulfil the institution's mission and vision.

Sree Narayana College of Education has a decentralized mode of operation and has delegated authority at various levels to ensure good governance. The roles and duties of various committees are well defined, ensuring responsibility and accountability. All stakeholders viz. Management, Teaching and non-Teaching Staff, Students, PTA and Alumni are involved in the formation and proper functioning of various committees.

The college has taken the following initiatives to enhance the quality of teaching and learning: -

1. Students participate in a variety of teaching–learning methods
2. The institution adheres to the University exam schedules and the Academic Calendar,
3. Use ICT based learning,
4. Course schedules and course files
5. Teaching-learning plans
6. Preparation of academic calendar
7. Academic Audit
8. Encouraging faculty members to attend seminars/webinars and FDP
9. Implementation of outcome-based education
10. Green initiatives

Institutional Values and Best Practices

Best Practice-1: “*Fighting Covid*”

In this programme, “*Fighting Covid*”, the students engaged in the preparation of masks, sanitizer and handwash during the Covid 19 pandemic. In spite of the country-wide shutdown enforced to prevent spread of the disease, students of the Sree Narayana College of Education, Muvattupuzha took upon themselves the challenge of making and distributing much needed masks, sanitizers and handwash to the public free of cost.

Best Practice-2: “*Chekkutty Paava*” (*Chekkutty Doll – Doll of Hope from ‘Cheru’ or Silt*)

In this programme, the college provided a helping hand to one of the many sectors which collapsed under the brunt of the 2018 Kerala floods. The natural calamity devastated the famed Chendamangalam handloom weaving industry. Chendamangalam is a small village in Ernakulam district situated between the Periyar and Chalakudy rivers. The people of this village were skilled weavers churning out exquisite traditional Kerala handloom saris, dhoties and other dress material known as ‘*Chendamangalam kaithari*’. The 2018 flood waters inundated the village, destroying huge stocks of finished and unfinished dress materials which was being readied for sale during Onam – the traditional harvest festival of Kerala. The houses of the weavers and their wooden looms were damaged beyond repair affecting their livelihood. Whatever dress material, finished and unfinished, that could be salvaged was not fit for use. The students of our college decided to step in and help the weavers. They came to know that a social activist had created a unique cloth doll named Chekkutty Paava (Chekkutty doll) using the soiled cloth material. A group of 20 students from our college travelled to Chendamangalam and learned the technique of doll making from the weavers. This group returned with a large quantity of the soiled handloom cloth. They conducted a workshop on doll making in the college for the benefit of all students. The students then mounted a campaign making a large number of Chekkutty dolls of various sizes and hues. This was sold to the staff and students of the college and also to the general public. The money collected was donated to the grateful weavers of Chendamangalam.

Research and Outreach Activities

The institution has a Research Committee which undertakes initiatives like conduct of workshops/seminars and encourages faculty members to publish research papers. The institution has conducted 19 workshops and 30 seminars in the past five years. Thirteen faculty members of the institution have published articles in National/International journals. Seven faculty members have presented papers in conferences/seminars.

The college has a wide range of extension activities to sensitize the students toward societal issues and to develop human values. All the students participated in the extension activities.

The institution has signed 3 MoUs. The MoUs are mainly for internship, training and research. Apart from this, the institution has conducted collaborative activities through lectures by domain experts, industrial visits and conduct of seminars/webinars/conferences. Collaborative activities are also conducted under the extension activities. The institution gives more emphasis to the conduct of collaborative activities.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SREE NARAYANA COLLEGE OF EDUCATION
Address	SREE NARAYANA COLLEGE OF EDUCATION, SN DP YOGAM MUVATTUPUZHA UNION, S N D P CAMPUS, S N ROAD, MUVATTUPUZHA
City	MUVATTUPUZHA
State	Kerala
Pin	686661
Website	www.sncem.edu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	P J JACOB	0485-2836188	9349408782	-	sncemu@gmail.com
IQAC / CIQA coordinator	USHA PARVATHY	0485-2832040	6238131966	-	ushakannanthodath@gmail.com

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
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State	University name	Document
Kerala	Mahatma Gandhi University	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC		
12B of UGC		

Details of recognition/approval by stationary/regulatory bodies like AICTE, NCTE, MCI, DCI, PCI, RCI etc (other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day, Month and year (dd-mm-yyyy)	Validity in months	Remarks
NCTE	View Document	13-05-2015	180	No validity Written in the order

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	SREE NARAYANA COLLEGE OF EDUCATION, SNDP YOGAM MUVATTUPUZHA UNION, S N D P CAMPUS, S N ROAD, MUVATTUPUZHA	Rural	2.67	4442.09

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/ Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No. of Students Admitted
UG	BEd, Teacher Education,	24	Degree	English	150	150
PG	MEd, Teacher Education,	24	B Ed	English	50	13

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	1				2				29			
Recruited	1	0	0	1	0	2	0	2	4	25	0	29
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				7
Recruited	1	6	0	7
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				1
Recruited	0	1	0	1
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/MCH	0	0	0	0	2	0	0	0	0	2
Ph.D.	1	0	0	0	2	0	0	0	0	3
M.Phil.	0	0	0	0	0	0	0	3	0	3
PG	1	0	0	0	2	0	4	25	0	32
UG	0	0	0	0	0	0	0	0	0	0

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

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

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
		4	5	0	

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	11	0	0	0	11
	Female	138	0	0	0	138
	Others	0	0	0	0	0
PG	Male	1	0	0	0	1
	Female	12	0	0	0	12
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	0	2	1	0
	Female	8	8	14	7
	Others	0	0	0	0
ST	Male	0	1	0	0
	Female	1	0	2	1
	Others	0	0	0	0
OBC	Male	1	2	2	3
	Female	27	30	29	23
	Others	0	0	0	0
General	Male	11	12	19	6
	Female	114	109	109	123
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		162	164	176	163

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The Management of the Sree Narayana College of Education is focusing on the infrastructural development to accommodate as well as to facilitate the multidisciplinary & Interdisciplinary Programs for advanced preparedness before the state university accepts and implements NEP. This means that faculty members from different departments need to work together and share their knowledge and expertise in order to come up with a comprehensive plan that will address all aspects of the challenge. The goal is to develop a holistic approach that takes into account the unique needs of each institute.
2. Academic bank of credits (ABC):	When the Institute receives recommendations in this

	respect from a competent body such as an affiliated university, it will be prepared to construct the software and IT infrastructure needed to offer students the Academic Bank of Credit (ABC) facility.
3. Skill development:	By carrying out specific skill-based activities like these, the institute has already begun to work on the essential components of NEP, namely the shift from a traditional learning-based approach to a skill-based model approach. • The development and simulation of pedagogical subjects using hands-on laboratory skills. • The creation, identification, and use of novel tools for education. • Utilizing technical abilities in a creative working environment with state-of-the-art tools in teaching-learning. More skill-based programs will be offered to students as co-curricular activities at Sree Narayana College of Education
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The present curriculum is enriched with some of the foundation courses and Environmental studies which are well related to some of the core social aspects of Indian society. However, the institute is taking initiative to make collaborations with some institutes catering courses on Yoga, physical development and research in teaching to nourish the students as well as staff with the values of Indian culture. The institute is planning some training sessions for teachers at specialized training centres to train them to integrate Indian Knowledge with the academic curriculum.
5. Focus on Outcome based education (OBE):	Sree Narayana College of Education has already adopted Outcome Based Education by transforming the existing curriculum into an OBE platform as per the NAAC guidelines. The Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) of all courses are designed and have already been disseminated among the prime stakeholders as well as taught in the Institute. The institute has developed the teaching plan and designed semester-wise course files as per the requirements of Outcome Based Education. The CLO/PLO attainments are yet to be calculated as per the requirements based on OBE philosophy to establish the quality of the teaching-learning process.
6. Distance education/online education:	The series of lockdowns during the deadly Covid-19 Pandemic has made all the institutes switch to online mode of classes as well as online examinations for providing uninterrupted education. Along with the

current IT facilities, Sree Narayana College of Education is focusing on creating more sophisticated IT facilities for catering online education to its students smoothly. The institute is also planning to undertake more training programs for teachers to develop a good curriculum for online education, once clear guidelines are received from the affiliating university.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	<p>Sree Narayana College of Education, Muvattupuzha engages in electoral literacy initiatives. An Electoral Literacy Club (ELC) exists in the institution which functions as a sub-committee under the College Union. The College Union General Secretary will also be the 'student co-ordinator' of ELC, who will be responsible for conduct of the Club activities for one academic year. This responsibility will be handed over to the new Union General Secretary the next academic year. The college co-ordinator, Anish P. Chirackal, will oversee the ELC activities. The college principal, as the chairman of the Club, supervises the functioning of the Club. For the current academic year (2021-2022) the student-coordinator is Smt. Rejitha P.R of English pedagogy. The goal of the ELC is to enlighten the students of the institution and also the community at large the importance of creating a society in which democratic principles of integrity, fair play, equality and justice are valued and adhered to and for which a democratic system of governance is to be followed. The important role the public has to play in achieving this through active electoral participation is highlighted through workshops and interactive meetings with the public. The initiatives designed by ELC, as sanctioned by the institution (and adhering to the guidelines outlined by the affiliating University), tries to imbibe the vision of the institution which is to mould student-teachers into responsible citizens by instilling in them social and ethical values and equip them to contribute to the realization of a more just world.</p>

<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>Every year on January 25, the Electoral Literacy Club together with Jwala Club of the Social Science and Commerce streams arrange for the observance of National Voters' Day. The ELC also takes the lead for celebrating Independence Day and Republic Day. College Union elections are held every academic year, wherein the College Students Union Chairman, General Secretary, Secretaries of Arts & Sports Clubs, Magazine Club, NSS, University Union Councillors, Lady Representative etc. are elected by the students. Prior to the elections, the Electoral Literacy Club arranges a familiarization meeting for the students wherein the college coordinator, Shri. Anish P. Chirackal, gives a talk on the processes followed in the conduct of elections. The students thus get firsthand opportunity as voters and candidates to participate in a parliamentary mode of elections. The experience will foster in them the democratic values which are the basis of free and fair elections. The student who gets elected as the Union General Secretary by default will take over as the new Student Coordinator of the Electoral Literacy Club from the Secretary of the outgoing Union.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>The program curriculum followed by the institution incorporates topics related to the Constitution of India and fundamental rights and duties of the citizens. The objective of including these study material in the courses is to foster electoral literacy in the students and to instill in them an appreciation for democratic values, importance of participatory governance and ethical voting practices.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>The requisite qualification for admission to the Undergraduate (UG) program in Bachelor of Education (B.Ed.) is a degree in any discipline and for the Postgraduate (PG) program in Master of Education (M.Ed), a master's degree in any discipline. Consequently, the minimum age of students getting admitted in the institution will be above 20 years. During the admission process, the institution takes care to verify whether students have registered themselves as voters and if not encourages them to complete the registration process for inclusion in the electoral rolls.</p>

Extended Profile

1 Students

1.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
162	164	176	163	165
File Description		Document		
Institutional data in prescribed format		View Document		
Any other relevant information		View Document		
Other Upload Files				
1		View Document		

1.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
200	200	200	200	200
File Description		Document		
Letter from the authority (NCTE / University / R		View Document		
Institutional data in prescribed format		View Document		

1.3

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

2022-23	2021-22	2020-21	2019-20	2018-19
40	40	40	40	40
File Description		Document		
Institutional data in prescribed format		View Document		
Central / State Govt. reservation policy for adm		View Document		

1.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
172	162	163	156	97
File Description		Document		
List of final year students with seal and signat		View Document		
Institutional data in prescribed format		View Document		

1.5

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

2022-23	2021-22	2020-21	2019-20	2018-19
172	161	156	153	89
File Description		Document		
Institutional data in prescribed format		View Document		
Consolidated result sheet of graduating students		View Document		

1.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
162	164	176	163	165
File Description		Document		
Institutional data in prescribed format		View Document		
Enrollment details submitted to the state / univ		View Document		

2 Teachers**2.1**

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

2022-23	2021-22	2020-21	2019-20	2018-19
32	32	32	32	32
File Description		Document		
Institutional data in prescribed format		View Document		
Copy of the appointment orders issued to the tea		View Document		

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

2022-23	2021-22	2020-21	2019-20	2018-19
32	32	32	32	32
File Description		Document		
University letter with respect to sanction of p		View Document		
Any other relevant information		View Document		

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

2022-23	2021-22	2020-21	2019-20	2018-19
69.14	39.65	26.74	80.66	68.92
File Description		Document		
Audited Income Expenditure statement year wise d		View Document		

3.2**Number of Computers in the institution for academic purposes..****Response: 53**

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

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Planning

1.1.1

Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation.

Response:

As the college is affiliated to M G University, we follow the curriculum given by the University. We plan and prepare to implement various innovative activities for the content delivery under the guidance of the Academic Committee. The Academic Committee Meeting decides the Preparation of academic calendar, allocation of subjects, syllabus, Time table, course delivery plans, and activities of clubs and committees and assessment schedules. Following that, the curriculum and its specifications were compared to the human resources and infrastructure so as to ensure the quality of education. The gaps in curriculum transaction is analyzed by conducting a brainstorm session among the faculty and the Alumni. The inputs from the faculty are considered as a most important aspect in addressing the gaps. After analyzing the Gaps, at the institution level, the curriculum planning for the value added courses/mid course correction are done. The details are communicated through whatsapp groups, e mail, notice boards and college website. It is a collaborative effort of the Faculty of the institution, Head/Principal of the institution, practice teaching school, Experts, Students and Alumni. Multiple Value Added Courses are given with the objective of developing communication skill, statistical knowledge of research, multi-talented personal skills and life skills.

The academic planning includes the allocation of subjects to faculty members based on their subject expertise and according to the experience. Students are given opportunity for selecting their elective paper according to their own interest and involvement. The academic planning is done periodically.

Based on the students' performance analysis, the college offer classes to strengthen the language comprehension skill, logical and analytical reasoning, general and educational awareness and ICT skill of the students. For the fortification of the courses, various classes are planned like Child development, Transgender and gender issues, women education and empowerment, Inclusive education etc. Placement Orientation program and NET, TET coaching classes are also provided for the second year B.Ed. and M.Ed. students. For efficient content delivery, educators implement multiple approaches like debate, group discussion, team teaching, brainstorming, blended teaching, flipped classroom, special school visit, field trip etc. Library resources are used to enrich the contextual knowledge. A wide variety of activities are carried out throughout the year for easy and better understanding of the concepts.

The reviewing and revising of the curriculum on the basis of experiences on transaction and process of implementation is a regular practice of the Institute. All the programmes offered by the institute are being related to local context and situation. During the COVID-19 pandemic period, various curricular aspects

were revisited for effective management of the teaching learning process as per the curricular expectations. Internship was organized in blended mode in cooperative schools. The assessment and peer learning activities were also performed online. The lesson plan diary for internship was revised to develop it. Internal Assessment is an integral part of all the programmes offered by the institute.

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

1.1.2

At the institution level, the curriculum planning and adoption are a collaborative effort;

Indicate the persons involved in the curriculum planning process during the last completed academic year

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

Response: A. Any 5 or more of the above

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

1.1.3

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

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

Response: A. All of the above

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

1.2 Academic Flexibility

1.2.1

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

Response: 76.92

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

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

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

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

File Description

Document

Data as per Data Template

[View Document](#)

Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum

[View Document](#)

Any other relevant information

[View Document](#)

Academic calendar showing time allotted for optional / electives / pedagogy courses

[View Document](#)

Paste link for additional information

[View Document](#)

1.2.2

Average Number of Value-added courses offered during the last five years

Response: 6.4

1.2.2.1 Number of Value – added courses offered during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
8	8	8	8	0

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

1.2.3

Percentage of Students enrolled in the Value-added courses mentioned at 1.2.2 during the last five years

Response: 80.24

1.2.3.1 Number of students enrolled in the Value – added courses mentioned at 1.2.2 during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
163	176	163	164	0

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

1.2.4

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

through

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

Response: A. All of the above

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

1.2.5

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

Response: 35.9

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

2022-23	2021-22	2020-21	2019-20	2018-19
152	146	0	0	0

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

1.3 Curriculum Enrichment

1.3.1

Curriculum of the Institutions provides opportunities for the students to acquire and demonstrate knowledge, skills, values and attitudes related to various learning areas

Response:

Curriculum enrichment is focused on upskilling students and helping them become innovators and lifelong learners. With the help of the right knowledge and skills, they are more likely to develop their critical thinking, creativity, and scientific temper. Moreover, the acquired skills will help them develop an enriching professional life. Curriculum enrichment programs are aligned with the effective implementation of the curriculum which helps the students to develop a better understanding of their course. These enrichment programs help the students to develop their interests and abilities so that they are able to realize their full potential. Curriculum enrichment offers advanced students a chance to expand their knowledge of the material they've already learned.

Sree Narayana College of Teacher Education follows the curriculum prescribed by the Board of Studies, Mahatma Gandhi University. The institution's objectives are to impart proper teaching skills to the teacher trainees, research skills and research ethics to M.Ed students, improve their cognition skills and world view. Teaching and training activities are designed to provide a comprehensive perception on the various learning areas. Various modes of transaction for effective curricular conveyance include seminars, workshops, assignments, lecture-cum-discussions, demonstrations, group presentations, brain storming sessions, debates and peer group discussions, interaction with community, case study, educational survey, internal & external research colloquia and dialogue, ICT based teaching and learning, Club activities, celebration of important Days, Documentary preparation, Extension activities, Magazine preparation, Awareness programs, Cultural and Literary activities.

Communication, leadership, team work , time management ,problem solving, Emotional Intelligence, critical thinking, creativity, adaptability, organization, conflict resolutions, Project management, interpersonal communication, collaboration, active listening, decision making, patience, confidence, motivation, empathy, work ethics, flexibility and negotiation are focused in classroom practices, training sessions and outdoor activities. Curricular transactions are designed and implemented with special emphasis on focus and self-control, internalizing others' perspectives, making life connections, coping

with challenges, self-directed and engaged learning and adaptation through evolution. Fostering critical thinking, updating knowledge and application in societal context are reflected in all activities of the institution.

Field Trips: Field trips are vital components of a comprehensive educational strategy bridging the gap between theoretical knowledge and its real-world application. By providing students with tangible experiences, field trips make learning more engaging, memorable and relevant, enhancing critical thinking and observational skills. The institution arranges field trips in education every academic year as part of the curriculum. Such field trips have been arranged to historical monuments and sites, environmentally important places, institutions teaching the fine arts, art and history museums etc. The hands-on experiences from such trips complemented and enhanced the students' classroom learning.

Seminars: The college regularly arranges seminars on subjects relevant to the students and encourage their active participation. Students are provided opportunities to engage in discussions, ask questions and present their ideas. This helps them to understand the topic well and retain information better.

Workshops: The college invites domain experts to conduct workshops or deputed teachers to attend workshops organized by other institutions. This provides teachers the chance to learn new skills and adopt better teaching practices employing new strategies to improve classroom management

Guest Speakers: The college occasionally hosts guest speakers who may be well-known personalities in various professional or social fields. Talks by such eminent persons sharing their life stories and experiences and world view would inspire the novice teachers to get a holistic understanding of world outside the classroom, current trends, future opportunities and what it takes to build a successful career. They get the opportunity to connect with professionals who could later be their guiding light.

Debates: Debates are arranged in the classes by the faculty on various topics and students are encouraged to participate in it. Debates help students to express their views in an effective manner and to respond to arguments cogently with which they do not agree. Participating in debates encourages the students to become well-read and well-informed. The scope of the students' curriculum ranging from social and economic inequalities to environmental degradation and pollution means that the debating students are participating in a worldwide exam of issues and problems faced by humanity.

Group Discussions: The faculty encourages group discussions among the students on various topics dealt with in the class which is an excellent way for students to review content and deepen their understanding of a given topic; exercise based on critical thinking and problem-solving. Students are found to remain more invested in classroom activities when they participate in group discussions.

Literary discussions: The social sciences and Language pedagogy regularly facilitates literary discussions among the students giving them an opportunity to develop their own interpretations, challenge their initial understandings, raise questions and grow as critical thinkers and literate members of society.

Internship Activities: The institution has a standing agreement with several schools on arranging B.Ed and M.Ed internships for the students every academic year. Student Welfare and Monitoring Committee gives orientation to the student-teachers about the schools they are assigned to work, the Boards they are affiliated to and the norms and standards followed by the schools. Comprising pre-internship and school-internship phases, B.Ed internships serve as a critical bridge between academic theory and the practical

realities of teaching. The hands-on experience helps transform B.Ed and M.Ed students into proficient teachers.

Cultural Activities: Cultural activities are an essential part of the college experience, fostering team spirit and unity. Festivals, events and competitions help students explore undiscovered facets of their personality and provide them an opportunity to showcase their talents. The college provides an enabling atmosphere for the students to organize and execute various cultural programs within the campus and also encourages them to participate in Youth festivals and cultural events organized by other institutions.

Information and Communication Technology(ICT): ICT in education improves the quality of education through high-quality digital teaching materials and individual optimization of learning content. Our institution has embraced the use of ICT and installed all necessary equipments for imparting knowledge to the student-teachers.

Internal and External research colloquiuua:helps to sharpen the research skills of M.Ed students and teachers.

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

1.3.2

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

Response:

Development of school system:

The units on school systems are taught in every semester of the B.Ed. program. The curricular framework covers development and implementation of each school system and the administrative procedures followed by various school Boards. Focus is given to valuation practices by developing unit tests and blueprints.

Functioning of various Boards of School Education:

The college organized an online session on “Diversities in Indian and International School Systems - a

Comparative Perspective” for students to familiarize them with the functioning of various Boards of Education. The Student Welfare and Monitoring Committee organized an online class on three Boards of Education namely, I.C.S.E, C.B.S.E, State Board, helping the budding teachers gain deeper insight into the functioning of the respective Boards, their curricula, syllabi, assessment systems, norms and standards followed by schools functioning under different Boards.

Functional differences among the School Boards

To familiarize the student-teachers with the functional difference of different School Boards, the Student Welfare Committee conducted an online session wherein Resource Persons explained the functional differences between three School Boards, viz. C.B.S.E., I.C.S.E. and State Board. They also ensured that the student-teachers underwent hands-on training to develop the practical skills needed to transact curriculum of various Boards.

Assessment systems

Evaluation is a vital determinant of success of any school system. The Resource Persons invited for an online class gave a detailed analysis of assessment practices in different Boards of education. As part of the B.Ed. curriculum – ‘Assessment for Learning’, student-teachers are given hands-on experience in preparing a detailed project on Blue Print consisting of year plan, unit plan, blueprint, unit test, marking scheme and scoring key which is administered in schools during their internship and the results are reviewed.

Norms and standards

The student-teachers are familiarized with the norms and standards of different schools through discussions. The Student Welfare and Monitoring Committee gives orientation to the student-teachers about the schools they are assigned to work, the Boards they are affiliated to and the norms and standards followed by the schools.

State-wise variations

Many reforms are implemented in the country’s education sector with the goal of addressing inequality in and across the states. The Ministry of Education of the Centre as well as State Education Departments and local policy makers have proposed, debated, approved or rejected numerous proposals intended to improve the quality of schooling throughout the country. Sree Narayana College Education regularly conducts awareness programs to familiarize the student-teachers on state-wise variations in education.

International and comparative perspective

International education aims to educate students who are multilingual, multicultural, have common values, world citizen standards, tolerant to different cultures, sensitive to global problems, contribute to world peace and have international understanding and sensibility. SNCE arranges talks by experts in the field of education and organizes sessions at seminars to help the students develop a comparative perspective of the educational systems followed within the country and in other nations. College alumni working abroad and in other states are frequently roped in to share their perspective and experience.

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

1.3.3

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

Response:

Holistic development of students is ensured by contextualizing the curriculum to ensure varied experiences that provide opportunities to practice what they have learnt. The institution ensures enrichment through a wide range of experiences, ranging from development of students' emotional competencies and cognitive abilities to practical applications. Internship related activities are given utmost importance to ensure implementation of the knowledge gained through experiences. Several capacity building workshops, courses, competitions and talks are organized to ensure all-round development of students. To sharpen the communication skills, teamwork, collaboration, co-operation, networking and organizational skills of student-teachers, numerous opportunities are provided to organize, host, compere various celebrations, competitions, programmes, events and activities in the college as well during the internship in schools. Students are empowered with the knowledge of various school Boards by organizing an online session on "Diversities in Indian and International School Systems - a Comparative Perspective", which enable them to gain deeper insights into the functioning of the Boards, curricula, syllabi, assessment systems, norms and standards followed by different schools as prescribed by their Board. This knowledge is put to use during internship, viva, campus interviews and while making informed choices regarding jobs. By taking inputs from the research work of experts, students gain richer insights to conduct their own Action Research in schools.

A sense of responsibility toward the community is cultivated by creating linkages to facilitate student-teachers' participation in community work with various NGOs and schools like Dharmagiri Vikas society (Social and family Welfare Centre, Kothamangalam, Ernakulum) and Karakkunnam Providence Home (Home for Physically and Mentally Challenged) to keep abreast of developments in technology and teaching learning tools in education. Students are groomed to use various technological tools and Apps. Courses and workshops like Education through ICT and Computer assisted instruction, learning management Systems, and sessions on MOOC (Massive Open Online Course) etc. aid students in creating innovative teaching-learning material for learning and assessment, which they incorporate in their practice teaching at schools.

The institution encourages the spirit of environmental stewardship by nurturing various green initiatives

like tree plantation drives, celebration of 'Make a Difference week', Planting Eco fest, 'Go Green with Campus' campaign, segregation of wastes etc. Students apply the knowledge gained from these initiatives to deliver value based lessons, conducting assemblies at schools, preparing E-Modules to spread awareness regarding environmental issues etc.

To empower students with the skills and sensitivity for using differentiated instruction in classroom, sessions like Sensitization and Awareness Programme on Inclusion, talk on Learning Disabilities and Developmental Issues in Children, Workshop on Individualized Education Plan (IEP) are organized.

Providing instructional experiences through Teaching Skills Programme, talks on innovative strategies of pedagogy, peer action replay, workshops on lesson planning, preparation of learning resources etc.; equip students with knowledge to integrate teaching skills during Practice Teaching to improve their abilities, skills and expertise.

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

1.4 Feedback System

1.4.1

Mechanism is in place for obtaining structured feedback on the curriculum – semester wise from various stakeholders.

Structured feedback is obtained from

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

Response: A. All of the above

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

1.4.2

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

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

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

Response: 83

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

2.1.2

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

Response: 94

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

2022-23	2021-22	2020-21	2019-20	2018-19
38	39	40	33	38

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

2.1.3

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

Response: 2.89

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

2022-23	2021-22	2020-21	2019-20	2018-19
6	8	10	0	0

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

2.2 Honoring Student Diversity

2.2.1

Assessment process is in place at entry level to identify different learning needs of students and their level of readiness to undergo professional education programme and also the academic support provided to students..

Response:

At entry level different learning needs of students and their level of readiness to undergo professional education programme are identified using the following methods:

Eligibility Verification: A well thought out admissions procedure brings out the preparedness of students for teacher training. The documents submitted by the students are examined carefully to make sure that the candidate satisfies the prerequisites for admission to the course. Counselling sessions are held for the applicants to enable the faculty to better understand a candidate's strengths and weaknesses in the classroom and in other areas.

Induction Program: The Induction/Orientation program provides an opportunity for the faculty to get to know the individual students better. The slow and fast learners are identified through the first series of tests.

Check for Team Readiness: Coming from different backgrounds, each new group of entrants bring diversity to the classroom making it an inclusive environment. At the start of every academic year, the new entries are provided an opportunity to demonstrate their talents/skills/abilities through the Talent Search activity. The students are required to present a performance on any topic of their interest. Originality, inventiveness, communication abilities, teamwork, confidence, use of technology, understanding of current events etc. are taken into consideration while evaluating the students. Using the evaluation parameters listed here, the teachers will be able to identify the talents and shortcomings of individual students. It also helps the teacher educators to assess the interpersonal abilities of the student teachers needed for collaboration and teamwork. Consequently, this exercise acts as a team readiness check at the entry level. Student teachers are divided into 4 houses (Red, Green, Black, White) for arts, sports and other activities.

Check for Individual Readiness: Subject knowledge and effective communication are the two fundamental requirements for a teacher preparation program. The college uses topic knowledge and communication skills performance assessments to assess a student's preparedness in these areas. 'Thought for the day' is a part of college assembly which demonstrates/enhances the communication skills of student teachers. The results of these assessments assess the student teachers 'entry-level learning needs.

Check for Interest and Attitudinal Readiness: Teachers must have a positive attitude and a genuine interest in what they do since teaching is a dynamic activity. Positivity and enthusiasm enables the Teacher to establish a conducive learning atmosphere in the classroom that produces favourable learning results. The college regularly assesses the students to determine their degree of interest and attitude preparedness.

Content Enrichment Programme: The program is tailored each academic year keeping in mind the learning needs of the students.

Apart from above listed activities the college organizes various seminars, webinars, lecture series and expert talks to acquaint students with 21st century skills, to shape their attitude and to sustain their interest in the teaching field.

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

2.2.2

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

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

Response: A. Any 5 or more of the above

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

2.2.3

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

Response: As an institutionalized activity in accordance with learner needs

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

2.2.4

Student-Mentor ratio for the last completed academic year

Response: 8.53

2.2.4.1 Number of mentors in the Institution

Response: 19

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

2.3 Teaching- Learning Process

2.3.1

Multiple mode approach to teaching-learning is adopted by teachers which includes experiential learning, participative learning, problem solving methodologies, brain storming, focused group discussion, online mode, etc. for enhancing student learning

Response:

The College encourage teacher educators to employ multi-mode techniques to adapt the teaching-learning process. The material and the students' degree of maturity will determine the teaching methodology. Methods used are Debate, Blended Learning, Seminar, Dramatization, Brainstorming etc.

Reasons for implementing multiple approaches

Discussion: A Research Colloquium clarified the concept of a Dissertation as a Focused Group discussion. Through group discussions, the B.Ed. student-teachers' core curriculum was shared.

Debate: Students' capacity for creative thought and teamwork was enhanced through debates. Classrooms were used for debating on a range of subjects and different viewpoints aired and discussed.

Videos on YouTube channels: Videos on some of the topics in the curriculum are uploaded to the college's ICT-enabled classrooms and used by the teachers to impart knowledge more effectively and to conduct revision of the study material.

Blended Learning: Blended and Virtual teaching-learning techniques were practiced using online platforms such as Google Meet, Zoom, Google Platform and Free Conference Call.

Seminar: Students were encouraged to actively participate in seminars and discuss on topics. The objectives were to strengthen their communication skills, acquire deeper knowledge on the subject matter, network with others and gain motivation and confidence.

Dramatization: The Pedagogy drama competition provided opportunities to showcase the students' innate talents and abilities and develop creative thinking skills.

Invited Expert Talk: Through MoUs the institution arranges Invited Expert speaking programs to share information and expand the horizon of the students' knowledge.

Brainstorming: Students are encouraged to participate in brainstorming sessions.

Mock Viva is conducted regularly for B.Ed and M.Ed programs.

Students are encouraged and assisted to learn SPSS, Microsoft Excel and logical reasoning as self-study courses.

Online Quizzes: Pedagogy-wise online quizzes are conducted through Google Forms and Quizziz App to engage students and help them recall conceptual knowledge.

Google Classroom enables online class scheduling, resource sharing and student work submission.

Dissertation Work- Postgraduate students undertake research studies and submit dissertations.

Experiential learning: Micro teaching demonstrations and practice sessions are arranged for first year B.Ed. students. The teacher educators observe the teaching of the students, and immediate feedback is provided to the students to rectify mistakes and improve their teaching competency.

Case Studies, Identification of Learning Disorders and necessary remedial mechanisms are practised.

Participative learning: The institution offers ICT orientation, book reviews, drama and art classes and opportunities for participatory learning. A creative school visit was planned for the B.Ed program. Students learn about the administration and teaching practices in the local Primary schools; M.Ed. students visit Secondary schools.

Problem-solving methodologies: The students are taught how to tackle problematic situations effectively; diagnostic exams are conducted to determine the school students' strengths and limitations.

Team Teaching: To present the teaching material in various ways using different approaches by many teachers, teacher educators adopted team teaching, enabling the students to view and comprehend the topic of study easily.

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

2.3.2

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

Response: 64.38

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

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

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

2.3.3

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

Response: 199.38

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

Response: 323

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

2.3.4

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

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

Response: A. Any 4 or more of the above

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

2.3.5

Continual mentoring is provided by teachers for developing professional attributes in students

Response:

Sree Narayana College of Education, never fails to provide continual monitoring for development of professional attributes in student.

Functioning of Disciplinary committee and Anti ragging cell

The student behaviours are continuously monitored by the Disciplinary Committee. Special attention on time management, punctuality, participation in various activities, intime submission of different works etc are monitored by the disciplinary committee.

Through continuous monitoring, the Anti ragging cell in the college ensures that the campus is free from any kind of ragging.

Orientation to Trainees before induction and Internship

The principal provides an orientation to trainees on how to behave in front of students, instructors, management, and all other stake holders before they depart from college for induction and internship.

Mentor-Mentee relationship

The college has a strong mentor-mentee relationship which is one of the major pillars of the institution.

The accompanying faculty serves as the tutor and makes every effort to clarify the essential qualities of a teacher through conversations. The student's personal interactions with them also help to develop teacher qualities . Education of the students in this institution is not over even after the completion of the University mandated syllabus. Each and every minute the students spent in campus is transformed into a learning moment.

Enhancing team cohesion

Working in teams helps to encourage more interaction, listening, leadership, and cooperation among the trainees in groups, the institution provides maximum opportunities for group activities. The development of team spirit is adequately addressed by initiatives like morning assemblies, college union, various club activities, microteaching, peer teaching, induction, internships, outreach programs, community activities, field visit, making short films and documentaries, celebrating various international and national days, sports meet, arts fest, etc.

The teaching and learning process offers lots of opportunity for teamwork. Dealing with student's diversity are in place to honour student diversities in terms of learning needs. Student diversities are addressed based on the learner profiles identified by the institution through Mentoring, Academic Counselling, Peer Feedback, Tutoring, Remedial Learning Enhancement and Enrichment inputs, Collaborative tasks, Multilingual interactions etc.

Balancing home and work stress

Stress management and home and work balance become a topic of discussion in the classroom from time to time. Psychiatrists and counsellors are invited to address students' needs. Accumulation of stress from various sources destroys the personality of the teacher. Hence, the institute organizes seminars on stress management, family life education and soft skills development.

Zumba dance and meditation techniques were introduced to student teachers to cop up with tight schedule of work and study.

Introducing New trends

Invited talks on the latest trends help teachers to become up to date regularly. Classes, seminars, workshops on IT integration in teaching learning, courses on communicative English and different value-added courses were provided to student teachers on a regular basis.

Movies on eminent personalities, psychology of children, technology and related concepts are screened.

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

2.3.6

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

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

Response: A. Any 5 or more of the above

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

2.3.7

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

Response:

The institution attempts to nurture creativity, innovativeness, intellectual and thinking skills, empathy, and life skills among the student teachers.

Enhancing higher order thinking skills

The institution hosted a number of expert talks, observed national days including Earth, Ozone, and Science Days, and held workshops on topics like teaching techniques, effective communication in English, ICT enabled learning and different soft skill developments.

The college's research cell encourage paper presentations and article publication in reputed journals. Students took part in value-added courses like Life skill education, Mass communication and Digital tools in Education, Sustainability Education: Principals and Practices in Environmental contexts, Yogic practices' Physical fitness and Wellness, Pedagogical Ethics and Professional Development, Empowering Educators: Strategies for Teacher Leadership, Ethical Research practices in Education and Enhancing Language Teaching: Grammar and Communicative skills.

Students were also encouraged to practice and engage in team learning, reflective practices through reflective journaling. The student teachers participated in different presentations, self-study courses, value added courses and so on.

Two of our students recorded their names in India Book of records for portariting their special talents in various areas.

Fostered Creativity

Institution provide every opportunity for fostering creativity through the Arts fest, different celebrations like Onam, Christmas, Ifthar, Teachers Day, Aids day, Science day, Environment day, Independence day,

Republic day, Ektha divas and many other days of celebrations. Organizing competitions like drawing, drama, music competitions, essay writing on different relevant topics, and slogan writing, poster making, mehndi designs, crib making and floral decoration competitions, the institution provided ample opportunity to develop the creativity of student teachers.

Opportunities for innovativeness

Our college took part in various activities/competitions organized by neighbouring institutions and programs of M G University . The student teachers participated and won different positions in University Youth festival conducted by Mahatma Gandhi University, Kottayam.

Inculcated empathy in students' minds

The institution provided the student teachers so many invaluable opportunities to visit special schools, schools for children with disabilities, and homes for the elderly to instil the quality of empathy . Additionally, they were urged to participate in events such as blood donation camps and flood relief operations like cleaning, contributions etc. The students made contributions to disaster relief efforts.

The act of kindness among student teachers were revealed in giving drinking water to birds in summer (bird bath), contributions made to Chennamangalam weavers at the time of flood, blood donation camps, Iftar evening and so on.

Positive action

The curriculum on life skills developed Positive attitude in students and it helped to develop self-awareness and self-sufficiency, which will prepare them to achieve success in life. The institution often hosts these kinds of events to educate student teachers about the significance of right attitude in life .

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

2.4 Competency and Skill Development

2.4.1

Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include

- 1. Organizing Learning (lesson plan)**
- 2. Developing Teaching Competencies**
- 3. Assessment of Learning**
- 4. Technology Use and Integration**
- 5. Organizing Field Visits**
- 6. Conducting Outreach/ Out of Classroom Activities**
- 7. Community Engagement**
- 8. Facilitating Inclusive Education**
- 9. Preparing Individualized Educational Plan (IEP)**

Response: A. Any 8 or more of the above

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

2.4.2

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

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

10. Evolving ICT based learning situations**11. Exposure to Braille /Indian languages /Community engagement**

Response: A. Any 8 or more of the above

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

2.4.3

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

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

Response: A. All of the above

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

2.4.4

Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses

- 1. Teacher made written tests essentially based on subject content**
- 2. Observation modes for individual and group activities**

3.Performance tests**4.Oral assessment****5.Rating Scales****Response:** A. All of the above

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

2.4.5

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

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

Response: A. All of the above

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

2.4.6

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

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

Response: A. All of the above

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

2.4.7

A variety of assignments given and assessed for theory courses through

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

Response: A. Any 4 or more of the above

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

Other Upload Files

1

[View Document](#)

2.4.8

Internship programme is systematically planned with necessary preparedness..

Response:

The institution plans the entire internship programme methodically before exposing students to the real life work environment.

Selection/identification of schools/TTIs/B.Ed colleges for internship

The College Management also administers a High School and a Higher Secondary School in the same campus. These schools along with schools in other districts take part in student internship programs. Students pursuing B.Ed. participate in the internship program in about forty schools. The tasks that must be completed within the allotted time frame for the internship program are outlined. The names, contact information and *teaching* techniques adopted by the assigned student-teachers as well as the name and contact number of the supervising teacher are noted. It is ensured that the teacher-trainees can travel to the chosen schools in a secure and convenient manner. The internship of M.Ed students are conducted in Primary schools, TTIs, Secondary and Higher Secondary Schools and B.Ed colleges.

Orientation to school principal/teachers:

Prior to the commencement of the internship program, the teacher-in-charge of the course and college co-ordinator visits the relevant schools. Meetings will be held with the principal and staff of the school to discuss the disciplinary guidelines trainees must follow, the prescribed tasks they must complete, the work that can be assigned by the school, the observation criteria used to assess the internship program etc. for achieving the goals of the internship program.

Orientation to students going for internship:

During the orientation process, students receive guidance on various tasks such as conducting activities, maintaining records, creating a school schedule and adhering to disciplinary policies. Students gain proficiency in creating lesson plans for various forms of instruction through team teaching. Students participate in method-specific workshops to become acquainted with various approaches. To help pupils take responsibility for their own performance, a detailed explanation of an evaluation criterion is provided. During this orientation program, the resource materials needed for the internship program are made available.

Defining role of teachers of the institution:

Teachers take on the responsibilities of supervisor, mentor, guide and facilitator because the internship is a supervised activity. The teachers in charge of different pedagogies review the prepared lesson plans and if found necessary, suggest improvements. The authorized lesson plans are carried out in the schools under the guidance of the teachers. After every class, student-teachers receive the necessary one-on-one constructive feedback. Additionally, teachers keep an eye on the student-teachers' general performance through observation, informal discussions with the principal, supervisors, teachers, and students, as well as through the required paperwork that students provide.

Streamlining mode/s of assessment of student performance:

The complete internship experience, including interactions with peers, teachers, administrators, and other staff members, is used to assess the students' overall performance. Documentation created for the required activities and lessons observation are used to evaluate their academic success. M.Ed students submit reports of the internship.

Exposure to a variety of school set ups:

Students participating in the internship program are exposed to a range of educational environments, including a diverse student community.

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

2.4.9

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

Response: 2.87

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

Response: 60

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

2.4.10

Nature of internee engagement during internship consists of

1. Classroom teaching

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

Response: A. Any 8 or more of the above

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

2.4.11

Institution adopts effective monitoring mechanisms during internship programme.

Response:

University-mandated internships are essential for developing a teacher's personality and effectiveness. It gives them the chance to put to use their newly acquired academic knowledge in real life circumstances, exposing them to the practical side of the subject. Recognizing these advantages, Sree Narayana College for Teacher Education aims to achieve the highest possible learning objectives with this program. The institution continuously monitors the conduct of the internship program in order to achieve this goal. Peers, teacher educators, school administrators and School Teachers all play a significant part in the efficient conduct of the internship program.

Role of teacher educators:

The teacher educators make up the core of the internship program's monitoring procedure. Their roles as Internship coordinators, Internship Guiding Masters and Internship Group Mentors vary based on their portfolio and the responsibilities entrusted to them within the internship program.

Role of Internship coordinators:

Schools are selected for the internship program by internship coordinators. By careful consideration of the teaching approaches chosen by the students and their place of stay, they set up internship groups. Teachers of the selected schools are informed about the evaluation criteria for the student-teachers as

well as any extracurricular activities that are required during the internship program.

Role of Internship Group Mentors (Teachers in charge of different Pedagogies)

Once the Internship groups are formed, the internship group mentors are responsible for properly guiding the students in their learning process. They keep an eye on the student-teachers' attendance during the entire program. They assist the student-teachers in creating a schedule for their school internships. They oversee the classes taken by the student-teachers and provide constructive criticism so that student-teachers can keep improving. They also closely monitor how the school children behave and interact with one another within the school. They ensure the success of the internship program by collaborating with other Teacher educators, the teachers and principal of the school.

For B.Ed program, the student-teachers are expected to teach a total of 57 lessons. The Pedagogy teachers help them with the necessary preparation and provide training for the same. By directing their plans in terms of content, approach and grade relevance, student-teachers are encouraged to think creatively to produce fresh learning opportunities for their internship school students.

Role of school principals:

Through casual observations, the school principal make sure the internship program runs smoothly. They provide the teacher-trainees extra assignments to help them get ready for their future careers as teachers. The administration of the school takes good care of the safety and well-being of the student-teachers. In addition, they communicate their observations over phone and through written comments.

Role of school teachers:

The school teachers supervise a few lessons and provide feedback on the same which enable the student-teachers to plan lessons as per the school's requirements.

Role of peers:

Peers take on tasks such as organizing the internship schedule, serving as mentors, providing comments, evaluating and assisting one another in achieving the objectives of the internship.

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

2.4.12

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

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

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

Response: A. All of the above

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

2.4.13

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

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

Response: A. All of the above

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

2.5 Teacher Profile and Quality

2.5.1

Percentage of fulltime teachers against sanctioned posts during the last five years**Response:** 100

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

2.5.2**Percentage of fulltime teachers with Ph. D. degree during the last five years****Response:** 21.88**2.5.2.1 Number of full time teachers in the institution with Ph.D. degree during last five years**

Response: 7

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

2.5.3**Average teaching experience of full time teachers for the last completed academic year.****Response:** 9.81**2.5.3.1 Total number of years of teaching experience of full-time teachers for the last completed academic year**

Response: 314

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

2.5.4

Teachers put-forth efforts to keep themselves updated professionally through

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

Response:

The Principal of Sree Narayana College of Education, Muvattupuzha gives constant encouragement and freedom to the staff members to engage in discussions on current events and regarding education. Staff members utilize all available online and offline information resources to stay up-to-date on the latest developments and issues in the field of education. In-house discussions-focus on the significance of emerging trends in education such as integrated and theme-based learning, use of rubrics and e-portfolios to measure performance, digital proliferation in education, flipped classrooms, practising good reading habits, Electronic Information Literacy, 21st century skills for new generation learners and educators, importance of research skills, emotional intelligence and well-being of students. Drama and art are made use of for effective teaching. Seminars and classes are arranged on the significance of Yoga in Peace building, Experiential learning, Vocational Education, Inclusive Education, Differentiated Education, Participatory Pedagogies, New Education Policy 2020, Integrated Teacher Education Programme etc. Conversations are also arranged to discuss and understand issues in schooling and to create a plan of action accordingly. Some of the problems encountered in the educational field that were discussed are disciplinary issues, mental health issues, absenteeism, lack of intrinsic motivation, marks-oriented behaviour, lack of digital literacy and the explosion of knowledge brought about by technology. Through such conversations, information and knowledge on these aspects were shared with other teachers. Discussion on these issues usually turn into brainstorming sessions to find innovative solutions for them. Such exercises provided the faculty of Sree Narayana College of Education adequate capabilities to organize and arrange a range of events aimed at promoting the holistic development of the students. During the Covid-19 outbreak in 2020, every faculty took upon themselves the responsibility to learn new techniques for online instruction.

Sharing information with colleagues and with other institutions on policies and regulations

The faculty members of the college attend talks by domain experts, Seminars, Conferences, Symposiums, Webinars, Refresher Courses, Faculty Development Programs and other events to stay up-to-date on the most recent legislations and regulations in the field of education. Teachers attending such events share the information with other teachers. The range and character of these professional development programs are varied. A number of programs are organized in collaboration with other institutions for mutual benefit. Additionally, information sharing also takes place by inviting other institutions to programs related to policy and regulations held in the college. These are means to exchange information and improve mutual comprehension of the rules and policies. Workshops on self-defense, digital literacy, teacher eligibility tests, international conferences on preparing students for 21st-century skills, webinars on national education policy 2020 and workshops on academic integrity are just a few of the events planned to achieve these objectives.

The successful conduct of such professional development programs makes the teachers more skilled and capable. It enables them to dissect and repackage knowledge and skills to create more meaningful and relevant lessons tailored to ensure a positive learning outcome for the students.

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

2.6 Evaluation Process

2.6.1

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

Response:

The performance of students of Sree Narayana College of Education is continuously monitored and evaluated as per the guidelines given by the University through activities given at the college level.

At the prescribed level:

Students are internally assessed on the following activities at the required level for theory courses: tasks/assignments/seminars/practicum and class tests. Each job and assignment is described in detail and discussed at the start of the theory course. Students are free to select assignment themes that seem best suited to their knowledge and aptitude. Student preferences about the unit selection are taken into consideration for both essay and class tests. The college thus meets the needs of each unique learner when diversified assessment concepts are implemented. As a teacher preparation program, B.Ed. degree includes a significant practicum component that is detailed under Practicum/Project Based Courses. There are four practicum/project-based courses in the 2-year B.Ed. program where performance evaluation of the students is carried out. The website link lists all the activities that are covered in this practicum.

Link for B.Ed curriculum:

<https://sncem.edu.in/wp-content/uploads/2024/04/B-Ed-Syllabus-2-7-2018.pdf>

Link for M.Ed curriculum:

<https://sncem.edu.in/wp-content/uploads/2024/04/M-ED-MODIFIED-SYLLABUS-2019-21-jANUARY-2020.pdf>

At the college level:

At the college level, the students are evaluated continuously through the following activities:

Curricular activities:

Students' performance in the activities carried out during the teaching-learning process is assessed to determine their progress. Apart from this, their engagement with domain experts during invited talks, webinars, seminars, workshops and symposiums are used to gauge their growth.

Competitions:

Students are evaluated for their overall development through competitions such as Talent Search and Arts festival.. They are also assessed based on their involvement and level of interest demonstrated in inter-collegiate tournaments organized by other institutions.

Celebrations:

The faculty monitors the trainee teachers' participation and interest in celebrations of festivals and days of importance, both national and international. The initiative shown by students in organizing and carrying out these events is taken into account as a method of evaluation.

Various courses:

Student-teachers are evaluated based on their performance and active participation in many course activities that are planned for them, such as the Tech Fluent Course, Heartfulness Education Program, Electronic Information Literacy Course, Grammar Course, ICT Course, Social Conscientization Course, Yoga Course, Bio-ethics Course, and Personality Development Course.

Community engagement:

The college provides ample opportunities to the student-teachers for growth in their chosen stream. Their wholehearted participation in community work at various places, outreach programmes during important festivals like Onam and Christmas, Project competitions etc. enables teachers to assess the students' learning outcomes with respect to community engagement.

Educational visits/ Field visits/study tours/ Residential community living camp for 5 days:

Educational visits, Field visits and study tours are organized to provide the students a wealth of first-hand experiences on the teaching-learning process. Their demeanour and the way they carry themselves during these visits and during their interactions with the resource speakers reveal their interest in the subject and pointers towards the progress they have achieved in their chosen field as prospective teachers. Residential community living camp also helps to evaluate the students.

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

2.6.2

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

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

Response: A. Any 4 or more of the above

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

2.6.3

Mechanism for grievance redressal related to examination is operationally effective

Response:

The examination-related grievance redressal procedure at Sree Narayana College of Education functions efficiently. The examination committee, generally, is careful not to provide an opportunity to the students to raise any grievances. However, unfortunately if there are any, they are immediately addressed and sorted out so that the students are not put to unnecessary stress associated with exams. Sree Narayana

College of Education works hard to make assessments user-friendly for students.

Internal Evaluation:

Internal examination: Students receive instructions on the fundamental requirements prior to the exam, including the total number of questions, the time limit, the weight assigned to each unit etc. Additionally, they are guided through the expected answers and mark distribution by discussing the evaluation criteria with them. Prompt attention is paid to ensuring that students receive appropriate and adequate study materials for the test. The test timings are chosen to accommodate the needs of the students. Those students who need are given revision classes. During the aforementioned procedure, complaints from students regarding class tests are resolved. Following the assessments, students are provided the answer sheets with written constructive feedback regarding their performance. Students report any discrepancies they notice to the Teachers in charge, who promptly resolves them.

Assignments/Practicums/Practicals/Record works/Projects/ internal viva: Students are provided extensive prior information on prescribed assignments/practicums/practicals/record works/projects including the evaluation criteria. Students have enough options at their disposal to exhibit their abilities. If there are any complaints regarding this, those are addressed and settled by finding appropriate solutions. Every work related to the B.Ed course begins with a thorough introduction that explains the tasks that must be completed within the allotted time frame and the standards by which they will be judged. While some tasks are modelled through demonstrations, others use model work which help to clarify the concept. Students receive both individual and group mentoring following each task. Thus, timely guidance and mentoring help solve grievances, if any.

Evaluation of practicals : The institution conducts internal evaluation of practicals through internal viva, portfolio assignments, assessment of recorded work and so on. For each evaluation, the institution uses rubrics and criteria for the fair and just evaluation of all the works submitted by the student-teachers. The internal marks are published and the students are given enough time to clear their doubts and grievances. The procedure itself is formulated for not giving any chance for grievances in future.

External Evaluation: Students receive guidance for correctly filling the examination form. If a student has any doubts/ information regarding their hall tickets, the administrative staff will help them resolve the issue properly. Requests for answer papers, revaluations of answer papers and other issues pertaining to university evaluation are handled with the right directions and support from the teaching and non-teaching staff. For the smooth functioning of external practical examination all necessary arrangements are done by the institution.

Grievance Redressal Cell for the evaluation - a committee is formed under the chairmanship of the Principal to resolve any grievances that may arise.

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

2.6.4

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

Response:

Systematic planning is essential to ensure seamless conduct of the programs offered by the institution during an academic year. An academic calendar is created for this purpose prior to commencement of the new academic year. It provides an overview of the events that will take place in the upcoming academic year. Sree Narayana College of Education firmly believes in the holistic development of students through learning. The curriculum is enriched with more curricular and co curricular activities in addition to that are prescribed in the University curriculum, making it more comprehensive and engaging. One of the goals of preparing the academic calendar is to ensure that all students are aware of this customized curriculum. It helps the students to organize their study time and prepares them both intellectually and physically for forthcoming activities.

College co ordinator and two faculty members are in charge of creating the academic calendar every year. While creating the academic calendar, the previous year's activities are evaluated for their effectiveness. Inputs are taken from students regarding the learning objectives attained and the adequacy of resources - both human and financial.. The faculty members use this analysis to help them decide whether or not to carry out the activity again the following year. For the upcoming academic year, a number of new activities are planned to raise students' awareness on the importance of holistic development. Data analysis of the SWOC and exit point questionnaire findings is another step in the process of creating the academic calendar. After the academic calendar is made, it is checked by all staff members and any changes required are made after taking the faculty's suggestions into account. After receiving staff approval, it is referred to the management and IQAC committees for review and assessment before being implemented. The recommendations of these committees, if any, are taken into consideration for making necessary adjustments. The finalized academic calendar is posted for students' reference on the college website after being examined and approved by the management committee. The same is printed in their guidebook as well.

The academic calendar is strictly followed. However, in the event of any un-anticipated circumstance that are beyond the control of the institution, appropriate changes are made by the authorities and are posted on notice boards and website. Any such calendar shift is documented in a register with a valid explanation.

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

2.7 Student Performance and Learning Outcomes

2.7.1

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

Response:

The PLOs of the courses are in line with the college's vision, mission, and core values. As a result, the institution guarantees comprehensive growth of B.Ed. and MEd students by achieving the objectives through efficient PLO design, implementation, and assessment. A well-thought-out list of PLOs and CLOs illustrates the results of the B.Ed.and M.Ed programs in terms of the accomplishments and learning objectives of the students. This demonstrates the institution's preference for outcome-based learning.

The institution takes enormous care to ensure that instruction is delivered using a contextualized curriculum that adheres to the specified PLOs and CLOs. The curriculum is expanded to include a number of activities in addition to the ones that are stated as required. The institution makes sure that all curricular, co-curricular and extracurricular activities address every facet of PEOs and equip students to be 21st century learners. Additionally, by offering a wide range of extracurricular, co-curricular, and curriculum-based activities, the institution can maximize the diversity found in the classroom and achieve the targeted outcomes for the PLOs and CLOs.

The methods the faculty members employ to carry out the program are continuously under observation by the college authorities. Students remain at the center of the teaching and learning process when participatory approaches are used, thanks to the principal's constant encouragement. College achieves PLOs and CLOs by utilizing strategies such as research-based learning, community-oriented learning, inquiry-based learning, cooperative learning, technology-oriented learning, experiential learning, value-based learning, etc.

To evaluate students' performance the college adopts the CCE approach of assessment. It serves as a useful strategy for matching assessment goals with the set PLOs and CLOs. To maximize learning outcomes of the course, the students are evaluated using a variety of prescribed tasks. The activities of the internal evaluation are altered as per the need and requirements. Utmost heed paid to align these activities with the PLOs and CLOs aids the faculty in effective assessment of both the course and students. Thus the preparation of curriculum, the methodologies used to transact the curriculum and the strategies used to evaluate the curriculum are planned in alignment with the PLOs and CLOs. In planning and evaluation of the course activities, involvement of students as one of the stakeholders becomes inevitable. To achieve this goal and thus to make the entire teaching-learning process student centric in a

true sense, the students' opinions are taken into consideration. This is achieved by obtaining the feedback from the students at the end of each activity. This feedback helps the college and also is an evidence of institution's efforts in ensuring alignment of stated PLOs and CLOs with the teaching learning process.

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

2.7.2

Average pass percentage of students during the last five years

Response: 97.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
172	162	157	153	88

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

2.7.3

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

Response:

Carefully planned activities and a comprehensive list of PLOs and CLOs demonstrates the output of the B.Ed. and M.Ed programme in terms of students' achievements and learning outcomes. This proves the inclination of the institution towards the Outcome Based Learning.

The institution takes utmost care to impart education through contextualised curriculum which is in alignment with the stated PLOs and CLOs. Apart from the prescribed activities listed in the curriculum, a variety of activities are added to the curriculum. The college ensures that these added activities cover all aspects of PLOs and thus, prepare students for 21st century learners. Also, varied curricular, co-curricular and extracurricular activities organised for students enables the institution to make best use of the diversity of the classroom and attain the desired results with respect to the planned PLOs and CLOs.

The college constantly keeps monitoring the methodologies used by the faculty to transact the curriculum. Constant encouragement given by the principal results in the use of participative methodologies which keep students' at the centre of the teaching learning process. Use of techniques like research based learning, community oriented learning, inquiry based learning, cooperative learning, technology oriented learning, experiential learning, value based learning etc. helps college attain the PLOs and CLOs.

To evaluate students' performance the college adopts the CCE approach of assessment. It serves as a useful strategy for matching assessment goals with the set PLOs and CLOs. To maximise learning outcomes of the course, the students are evaluated using a variety of prescribed tasks. The activities of the internal evaluation are altered as per the need and requirements. Utmost heed paid to align these activities with the PLOs and CLOs aids the faculty in effective assessment of both the course and students. So, the preparation of curriculum, methodologies used to transact the curriculum and the strategies used to evaluate the curriculum are planned in alignment with the PLOs and CLOs. In planning and evaluation of the course activities, involvement of students as one of the stakeholders becomes inevitable. To achieve this goal and to make the entire teaching-learning process student centric in a true sense, the students' opinions are taken into consideration. This is achieved by obtaining the feedback from the students at the end of each activity. This feedback is an evidence of institution's efforts in ensuring alignment of stated PLOs and CLOs with the teaching-learning process.

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

2.7.4**Performance of outgoing students in internal assessment**

Response: 93.6

2.7.4.1 Number of students achieving on an average 70% or more on internal assessment activities during last completed academic year

Response: 161

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

2.7.5

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

Response:

The institution provides student teachers with a wealth of possibilities to study, interact, investigate, and develop within the teaching profession. To develop the skills and competencies of teacher trainees in all three areas - cognitive, affective, and psychomotor - the college organizes a wide variety of activities. By organizing a variety of activities, the college gauges the initial needs of the students. Performance indicators help to assess the overall effectiveness of the course based on the learning outcomes of these activities.

Student talent search - Here the students perform an activity on a topic of educational significance. This is an individual or group activity conducted without the assistance of teachers. This activity enables teachers to identify the needs of a diverse group of students in terms of their personal and professional attributes. Students are tested for their mastery over content in their respective subjects. Mentoring techniques are also used to identify the needs of the students. After identifying the students' needs through the above mentioned activities, the next step is to design an intervention program based on these needs.

The talent search has revealed that some students have stage fright and a fear of facing students. To boost their confidence, the institution organised a Teaching Skills Program and a Personality Development Program. These program improved their confidence levels, which was seen in their performance during the internship programmes.

Several students was observed as lacking in professional competency in teaching during the entry level examination. It was also observed that some students had a fear of handling technology. These shortcomings were addressed through mentoring sessions and enrichment activities which were organised to help them improve their professional competencies needed for the teaching profession. Confidence of student-teachers increased when they received personal assistance and they were able to

open up about the challenges they face. Helping the students to overcome their challenges resulted in successful learning outcomes from the activities organized as a part of this program. The improvements made by the students were evident during internship programs and students' active involvement in the course activities.

Performance tests brought out a few cases concerning poor content knowledge. To address this issue, a content enrichment programme was planned for the students. In a teacher education institution, enrichment activities play a crucial role in enhancing the overall educational experience of future educators. These activities go beyond the standard curriculum, aiming to broaden knowledge, develop skills and foster a well-rounded professional development. The results of the re-test taken by the students showed remarkable improvement in the area of content knowledge and understanding.

Internal and External Research colloquium helped to improve the research and presentation skills of postgraduate students.

In summary, the students' performance in the prescribed activities substantiated the fact that students' initially identified learning needs were catered to. Students' responses at the exit point questionnaire endorsed this fact.

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

2.8 Student Satisfaction Survey

2.8.1

Online student satisfaction survey regarding teaching learning process

Response:

Criterion 3 - Research and Outreach Activities

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

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

File Description

Document

Data as per Data Template

[View Document](#)

3.1.2

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

Response: 0

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

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

3.1.3

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

1. Seed money for doctoral studies / research projects

2. Granting study leave for research field work

3. Undertaking appraisals of institutional functioning and documentation**4. Facilitating research by providing organizational supports****5. Organizing research circle / internal seminar / interactive session on research****Response:** A. Any 4 or more of the above

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

3.1.4

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

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

Response: A. All of the above

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

3.2 Research Publications

3.2.1

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

Response: 0.34

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

2022-23	2021-22	2020-21	2019-20	2018-19
5	3	2	1	0

File Description

Document

First page of the article/journals with seal and signature of the Principal

[View Document](#)

E-copies of outer jacket/content page of the journals in which articles are published

[View Document](#)

Data as per Data Template

[View Document](#)

Any additional information

[View Document](#)

Link for additional information

[View Document](#)

3.2.2

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

Response: 0.06

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

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

File Description	Document
First page of the published book/chapter with seal and signature of the Principal	View Document
E-copies of outer jacket/contents page of the books, chapters and papers published along with ISBN number in national / international conference-proceedings per teacher year-wise	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

3.3 Outreach Activities

3.3.1

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

Response: 5

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

2022-23	2021-22	2020-21	2019-20	2018-19
5	5	5	5	5

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

3.3.2

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

Response: 90.72

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

the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
149	149	157	149	149

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

3.3.3

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

Response: 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
162	164	176	163	165

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

3.3.4

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

Response:

The college ensures through a variety of social outreach activities that the students who graduate from the institution are sufficiently prepared to tackle real life challenges and to deal with empathy those who struggle in unfortunate circumstances in society. Students are encouraged to participate in community engagement programs, some of which are listed below: -

2022-2023:

- 1) **Plastic-free Triveni Sangamam** (A cleanup program carried out by the students at Triveni Sangamam, Muvattupuzha)
- 2) **Sastra Mela Invigilation** (students provided invigilation assistance in the Sastra mela held at Government Higher Secondary School, Cheruvattoor).
- 3) **Visit to Peace Valley Foundation** (visit by M.Ed students to this early intervention and rehabilitation centre dedicated to supporting children with disabilities in Nellikuzhi),
- 4) **Jail Welfare Day Celebration at Sub Jail, Muvattupuzha** (students organised cultural programs in the Sub Jail, Muvattupuzha),
- 5) **Visit to Dharmagiri Vikas Society** (students visited Mind Skills Studio, Dharmagiri Vikas Society, an NGO established in 1979 at Thankalam, Kothamangalam)

2021-2022:

- 6) **Laharimukta Navanad** (a groundbreaking initiative aimed at fostering awareness about drug abuse among college and high school students)
- 7) **Govt TTI cleaning**
- 8) **Film Festival** (students participated and compered in the Film Festival organized by Muvattupuzha Film Society)
- 9) **Nam Valaram Namuk Valartam** (Seminar on child development for Teachers, Parents and Students)
- 10) **Visit to Shelter Home**

2020-2021

- 11) **Awareness drive on Covid-19 vaccination** (students distributed leaflets and spread awareness among the general public on the need to undergo vaccination in Ward 21 of Muvattupuzha municipality.
- 12) **Making Face Masks and distributing it to the public** (during the Covid pandemic, students stitched face masks and distributed them for free to people living in Ward 21 of Muvattupuzha)

municipality),

13) Making **Hand Wash and Sanitizers and distributing it to the public** (students prepared large quantities of hand wash and sanitizer, bottled and distributed them free of cost to the public in Ward 21 of Muvattupuzha municipality during the pandemic)

14) **Webinar On Drug Abuse**

2019-2020

15) Making **Paper Carrybag distributing it to the public** (students manufactured paper carry bags to reduce the use of plastic bags and distributed them to the public),

16) **Health and Hygiene Awareness Programme**

17) Making **Paper Pens and distributing it to the public**

18) **Population day celebration at Municipal Town Hall**

2018-2019

19) **Cleaning and Beautification of Municipal Park** (students and faculty organized a cleaning program at Municipal Park, Muvattupuzha)

20) **Chekkutty Pava** (students stitched fabric dolls from cloth woven by the Chendamangalam weavers which was damaged by the 2018 floods. These were sold to college staff and to the public and the money collected donated to the weavers)

21) **Flood Relief** (students and faculty conducted a flood relief program in Ward No.23 of Muvattupuzha municipality)

22) **Blood Donation Camp** (SNCE conducted a blood donation camp in collaboration with HDFC Bank at Muvattupuzha. Members including students and staff participated and donated blood to S H Medical Centre Kottayam)

23) **Nammal Janangal (street play)**

24) **Flash Mob on Road Safety**

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

3.3.5

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

Response: 6

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

2022-23	2021-22	2020-21	2019-20	2018-19
3	1	0	1	1

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

3.4 Collaboration and Linkages**3.4.1**

Average number of linkages for Faculty exchange, Student exchange, research etc. during the last five years

Response: 2.4

3.4.1.1 Number of linkages for faculty exchange, student exchange, research etc. during the last five years

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

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

3.4.2

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

Response: 11

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

Response: 11

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

3.4.3

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

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

Response: A. All of the above

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate facilities for Teaching- Learning. viz., classrooms, laboratories, sports field, fitness center, equipment, computing facilities, sports complex, etc. for the various programme offered

Response:

The infrastructures of the institution include 43 rooms (classrooms, seminar halls, language lab, computer lab and other labs). The college has a Learning Resource Centre (Library) which is well stocked with books, journals and magazines. There is a hostel for the students in the campus, a common canteen, playground, Yoga hall and fitness center, Sick room, a common Auditorium and restrooms for students and faculty.

The ICT resource centre provides the students access to a vast trove of e-content, enabling web-based learning. The software installed in the Language Lab provides the students a large array of lessons to hone up their listening and speaking skills in preparation for English language tests. The Mathematics Lab provides hands-on learning opportunities for students to explore and understand mathematical concepts. The Science Lab offers students practical experience in conducting experiments related to physical and biological sciences. The Social Science Lab has various facilities related to social science concepts. The Psychology Lab is equipped with necessary resources for conducting psychological experiments. The laboratories are attached to classrooms and students use the facilities for theory and practical classes.

The classrooms are equipped with projectors, slide projector, LCD projectors and other audiovisual aids. The seminar hall facilitates the conduct of faculty development programs, seminars and workshops, while the ICT resource centre is used for educational technology classes. Separate rooms are available for general classes and pedagogy classes. The multipurpose hall is used for conducting the morning assembly, cultural activities, celebrations and other functions. The institution has separate classrooms for M.Ed. and B.Ed. students.

The Library has a large collection of books, reports, references sources, theses and dissertations, national and international journals on subjects like Teacher Education, Psychology, School Management, Research Methodology, Statistics, Religion, Values and Ethics. (Volume 566, Title 3374). The library services are automated with Koha Library Management Software. Opac software is installed in the system to help students to locate and check the availability of books and other resources. Reprographic and free internet facility is available for users.

The college has a structured IT infrastructure with 44 computers connected to the internet at 300 Mbps, besides Wi-Fi facility. The computer lab is equipped with 36 computers and Wi-Fi facility is extensively used for teaching-learning activities. Licensed/open source software is employed in the computer lab. The computer lab and the mini seminar hall are equipped with smart boards, computers with Wi-Fi connection and PA system. The college continuously upgrades the internet bandwidth as the latest teaching methods demand the usage of MOOCs/Webinars etc.

Health and safety measures in the college include a Sick Room with First Aid kits, a CCTV surveillance system with 18 cameras and Fire Safety systems.

The College follows an eco-friendly waste management system, with waste segregation in different bins, vermicomposting of organic wastes and proper disposal of other wastes. Water Purifiers are installed at convenient locations.

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

4.1.2

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

Response: 58.33

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

Response: 7

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

Response: 12

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

4.1.3

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

Response: 28.85

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

2022-23	2021-22	2020-21	2019-20	2018-19
12.61	14.07	19.51	25.10	10.96

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

4.2 Library as a Learning Resource

4.2.1

Institution has adopted automation of library using Integrated Library Management System (ILMS) or any other software

Response:

SNCE library has adopted the Koha Library Management Software developed by technology partner Kerala Library Association for its ILMS. It helps to automate library processes and provides interactive user experience.

The Library has excellent ICT infrastructure with adequate bandwidth (300 Mbps) for fast and seamless access to Internet. There are 2 computers available for the students and staff members to access electronic resources. Koha software is installed in the two computers. Opac software is installed in the system to help the students to locate and check the availability of books and other resources of the library. The Library has a collection of 5365 books and 35 subscribed national and international journals on subjects like teacher education psychology, school management, research methodologies, statistics, religion, values and ethics besides reports, references thesis and dissertations. Subscriptions to journals are renewed every year. Books are open-shelved according to their classification number. The system is integrated with barcodes to help accurate and quick issue/return of books and hassle-free Stock verification. A variety of reports and statistics are can be produced which helps in understanding the usage of the library. It helps to build up the library collection and improves staff efficiency and service standards. Control system controls and maintains the library's periodicals, magazines in a very efficient manner. It can manage traditional and complicated subscription, bound volumes and many more resources. Photocopy facilities are available. Reprographic support and internet facility is free for the

users.

The college library is open from 9.30 a.m. to 5.30 p.m. on working days. It is well ventilated and furnished. During working hours, facilities available include borrowing/returning/ renewal of books, reprographic services, reference services, Wi-Fi facility etc. The automated system reduces work burden on the librarian through a single click.

CCTV surveillance cameras are mounted in the library hall for monitoring the activities in the facility.

Computer lab is equipped with 36 computers, Wi-Fi facility is extensively used for teaching learning activities.

In this institution, students can expect to find a range of facilities aimed at supporting their academic endeavors.

- **Books and Journals:** Access to a diverse collection of books, textbooks, reference materials and academic journals covering various subjects and disciplines.
- **Computers and Internet Access:** Computers with internet connectivity access online resources for research and other academic activities.
- **Quiet Study Areas:** Designated spaces for quiet study, allowing students to concentrate without distractions.
- **Group Study Areas:** Rooms equipped with whiteboards, projectors, and collaborative tools for group discussions and projects.
- **Printing, Scanning, and Photocopying:** Facilities for printing lecture notes, assignments, and research papers, as well as scanning and photocopying materials.

Reference Assistance: Trained library staff available to assist students finding resources and navigating library databases.

These facilities support diverse user needs promoting teaching and learning, research and community engagement. it aim to create an environment conducive to learning, research, and academic success for students enrolled in the college.

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

4.2.2

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

Response:

A well-equipped library is essential to support and strengthen quality education. In our Library the resources available include books on an impressive array of subjects, course-specific reading material, academic journals and various digital resources. It houses sufficient reference and reading material for students and faculty from multiple disciplines. Library subscribed resources including journals, books etc. are listed in the Library Catalogue.

Remote access to library resources is a crucial aspect of modern education. It allows students and teachers to access a wealth of information and academic materials from anywhere with an internet connection, enhancing learning opportunities and research capabilities. This accessibility fosters a more inclusive and flexible learning environment, enabling individuals to engage with scholarly resources without being constrained by physical location or operating hours. Overall, the library resources significantly contribute to the academic success and growth of students and faculty alike. In a college setting, where learning often occurs outside traditional classroom hours and across diverse locations, remote access to library resources ensures that students can delve into relevant materials whenever and wherever they need them. This access empowers learners to deepen their understanding, conduct research, and access up-to-date information essential for their studies. Moreover, in our college, where the focus is often on practical skills and vocational training, access to library resources can supplement hands-on learning experiences with theoretical knowledge and industry insights. Library access enriches the learning journey and fosters a culture of continuous education and professional development among both students and faculty.

The Various Open Access Facilities

Open Alexa

Alexa could provide access to educational content, including tutorials, language learning resources, historical facts, and scientific information. Users could ask questions related to their research or academic needs, receiving relevant and accurate responses. Alexa could serve as a virtual librarian, answering inquiries about library policies, services, hours of operation, and facility amenities.

Swayam

Librarian can access a diverse range of courses offered by Swayam, covering topics from various fields of study. This allows individuals to explore new subjects, enhance their skills, and pursue lifelong learning opportunities directly from the library. Swayam courses are designed to be flexible, allowing learners to study at their own pace and convenience. Patrons can access course materials, lectures, assignments, and assessments online, enabling them to tailor their learning schedules to fit their other commitments.

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

4.2.3

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

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

Response: C. Any 2 of the above

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

4.2.4

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

Response: 0.55

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

2022-23	2021-22	2020-21	2019-20	2018-19
0.17	0.68	0.66	0.58	0.68

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

4.2.5

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

Response: 40.84

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

Response: 1769

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

Response: 1468

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

Response: 1638

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

Response: 1486

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

Response: 1561

File Description	Document
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the last completed academic year with seal and signature of both the librarian and principal	View Document
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	View Document

4.2.6

Efforts are made to make available National Policies and other documents on education in the library suitable to the three streams of teacher education –general teacher education, special education and physical education by the following ways

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

Response: B. Any 3 of the above

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

4.3 ICT Infrastructure

4.3.1

Institution updates its ICT facilities including Wi-Fi

Response:

The college has a structured ICT infrastructure with 44 computers and a good number of computers in the computer lab are connected through LAN. Internet at 300 Mbps and Wi-Fi facility are made available, both free for staff and students. A few classrooms are equipped with smart boards, PCs, LCD projectors and screens. The computer lab uses licensed as well as open resource software.

The college continuously upgrades the internet bandwidth to keep up with the latest teaching methods

which demand the usage of MOOCs. ICT-enabled gadgets are present in the seminar halls, class rooms and Computer lab. The administrative section have access to the internet and LMS and ICT resources to ensure smooth curriculum delivery. In addition, the college's multipurpose hall features a multifunctional piece of technology with several uses. All instructional activities can be conducted here. In order to improve the software's functionality, usability and performance, new features and improvements are installed. The speed and functionality of the college's digital network were greatly enhanced by the Wi-Fi connection upgrade. Faster internet speeds, better seamless online experiences and enhanced connectivity were made available to staff and students. This help students to develop their teamwork skills by enabling them to share documents with peers and teachers in a matter of seconds. This greatly improve the academic outcome by easing the workload on the students and faculty and quick and effective knowledge transfer through better collaborative processes.

To ensure proper functioning and security of the college's biometric system, the biometric software was reinstalled. The accuracy, speed and compatibility of the updated version of the software enhanced the biometric system's overall functionality and dependability.

E-classrooms/Smart Boards: To enhance the teaching-learning processes, a substantial investment was made to modernize the classrooms with Smart Boards and other amenities like microphones, OHP projectors, computers with internet connection etc. A robust network infrastructure capable of handling the expected load was designed and implemented. This includes routers, switches, access points and cabling. The college engages necessary technical support to identify and resolve network related issues on real-time basis. A separate amount is budgeted for regular maintenance and upgradation of the network.

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

4.3.2

Student – Computer ratio for last completed academic year

Response: 3.06

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

4.3.3**Internet bandwidth available in the institution****Response:** 300**4.3.3.1 Available bandwidth of internet connection in the institution, in MBPS**

Response: 300

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

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

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

Response: C. Any 2 or 3 of the above

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

4.4 Maintenance of Campus and Infrastructure

4.4.1

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

Response: 29.24

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

2022-23	2021-22	2020-21	2019-20	2018-19
15.90	18.90	11.59	20.49	16.49

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

4.4.2

Systems and procedures for maintaining and utilizing physical, academic and support facilities -

laboratory, library, sports complex, computers, classrooms etc. are in place

Response:

The classrooms, staff rooms, seminar halls, laboratories and other spaces of Sree Narayana College of Education are all immaculately maintained.

Educational tools such as PCs, LCD projectors, smart boards, white boards, internet and audiovisual facilities are regularly serviced and maintained by technical personnel engaged for the purpose under the supervision of staff members deputed for this purpose. Staff members in charge of various labs, ensure the upkeep of the various labs. Students are encouraged to maintain silence inside the library during working hours. They are not permitted to bring food or beverages into the library premises. The books and periodicals are regularly checked for presence of foreign objects like pens, paper clips, bookmarks, pests etc., dusted and re-shelved. Every academic year, damaged volumes are identified and sent for restoration and re-binding. Stock-taking of books is done periodically.

The College has installed a 30kW rooftop solar power generation system which provides the energy required to run the institution. The mini conference hall and computer lab are air conditioned. Adequate number of ceiling fans are installed in all other rooms. A backup diesel generator takes care of power outages. Water coolers providing purified drinking water are installed on all floors. Waste bins for segregated waste disposal are placed on all floors at easily accessible locations.

For the physically challenged, access ramps are provided at the college entrance and in front of washrooms. Wall-mounted handles/railings are installed to facilitate gripping. The upkeep of all electrical and electronic equipment falls within the purview of the infrastructure committee. Optimal use of electric lights, fans, projectors etc. is encouraged. The institution has installed maximum number of LED bulbs and tube lights for energy conservation.

For fire safety, wall-mounted fire extinguishers and fire sand buckets are available on all floors. The usability of these systems are checked and validated routinely

Laboratories: The infrastructure committee is in charge of maintaining and upgrading the laboratories (Computer and Psychology labs) with the tools that they need to keep up with syllabus changes.

Sports equipment: Teacher in charge of Physical Education oversees the upkeep of the facilities. Students receive sporting equipment in accordance with the event schedule. Regular repair and maintenance of broken equipment is done.

Classrooms: Classrooms with the required ICT resources are assigned to each subject and are used in accordance with the schedule. The class rooms are cleaned every day and kept tidy by the support personnel.

IT resources: Every classroom has a PC with internet access. necessary software. AMC is given to the relevant agency on an annual basis and covers maintenance of the ACs, computers and library

administration software.

Electrical, plumbing and carpentry work, and maintenance of printers, CCTV with 18 cameras, projectors, barcoding and biometric systems are carried out through an on-call facility as and when needed.

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

A range of capability building and skill enhancement initiatives are undertaken by the institution such as:

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

Response: A. All of the above

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

5.1.2

Available student support facilities in the institution are:

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

- 9. Canteen**
10. Toilets for girls

Response: A. Any 8 or more of the above

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

5.1.3

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

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

Response: A. All of the above

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

5.1.4

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

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

Response: B. Any 3 or 4 of the above

File Description	Document
Upload any additional information	View Document
Report of the Placement Cell	View Document
Data as per Data template	View Document
Paste link for additional information	View Document

5.2 Student Progression

5.2.1

Percentage of placement of students as teachers/teacher educators

Response: 35.29

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

2022-23	2021-22	2020-21	2019-20	2018-19
59	89	51	25	34

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

5.2.2**Percentage of student progression to higher education during the last completed academic year****Response:** 6.98**5.2.2.1 Number of outgoing students progressing from Bachelor to PG.**

Response: 12

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

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

5.2.3**Percentage of students qualifying state/national level examinations during the last five years (eg: NET/SLET/ TET/ CTET)****Response:** 75.1**5.2.3.1 Number of students qualifying in state/ national level examinations (eg: NET/SLET/ TET/ CTET) during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
129	63	98	125	134

File Description	Document
Data as per Data Template	View Document
Copy of certificates for qualifying in the state/national examination	View Document

5.3 Student Participation and Activities

5.3.1

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

Response:

Every year, student council members are elected/chosen in accordance to the guidelines specified by the M G University. The chairperson, vice-chairperson, general secretary, secretary of the arts club, sports captain, magazine editor, university union councillor, and two lady representatives make up the student council. Eight B.Ed. pedagogy classes and M.Ed. classes elect class representatives. There are eighteen class representatives including junior and senior batches. The chairperson of the College Union is a member of IQAC. The office bearers plan college union events with the assistance of the staff advisers and secretary. Two teachers are in charge of Art festival. The secretary of the arts club oversees all arts-related activities. Two teachers in charge of arts festival also serve as mentors for the pupils. Teacher in charge for physical education oversee sports activities. Every year, a college magazine is published. Two staff editors, a student editor, and five to seven student sub-editors form the Editorial Board. The Principal is the magazine's chief editor. The College Union secretary delivers the collage union's yearly report.

Responsibilities of the Student Council:

Supervise the implementation of the Student council: The Chairperson guides the student council and makes sure that all union members and students work together smoothly. They supervise the implementation of council initiatives and activities.

Promoting Student-Teacher Participation: The student council has the responsibility of maximizing student-teacher participation in cultural programs. Members of the council interact with teachers and students in proactive manner, ensuring cooperation and participation in the cultural activities. The council also provide intra- and intercollegiate platforms which helps the school community to display its talents and abilities.

Coordination of Academic, Athletic, and Cultural events: The student council is essential for the planning and realisation of a range of academic, athletic, and cultural events. In order to organize and complete these events, they actively collaborate with educators, learners, and outside parties, encouraging a collaborative and enthusiastic mind set within the college community.

Building a Communication Bridge between Students and Faculty: The student council plays a vital role in fostering communication between students and faculty. They ensure that student viewpoints and concerns are communicated to the proper authorities by fostering fruitful dialogue and interaction. The student body is represented by the council, which acts as a platform for expressing their ideas and opinions

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

5.3.2

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

Response: 13.8

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

2022-23	2021-22	2020-21	2019-20	2018-19
17	13	11	14	14

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

5.4 Alumni Engagement

5.4.1

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

Response:

A supportive Alumni network is essential for the success of an institution. The objective of having an alumni association is to encourage a lifetime link between the institution and its graduates/post graduates by making them part of the functioning of the college. An effective Alumni is a boon to the institution.

Alumni Association: The college has an Alumni Association, christened “SRENEAM”, which does yeoman service to the college in its quest to achieve higher quality levels in its functioning. The Association meets on a regular basis to discuss about improving the college's academic environment and to share information on the potential for higher education and job prospects. The Alumni get opportunities to mentor students, provide professional advice and internship opportunities. Over the years, they have made both material and intangible contributions to the development and enhancement of the College. The Alumni Association is currently not registered.

Alumni Meet: The alumni association hosts an annual meeting on campus. Discussions with the college faculty and students mostly focus on challenges in the education sector, importance of hands-on learning and establishment of networks and enduring relationships with other institutions and professionals in the field. Alumni participate in committees for curriculum implementation, job skilling, placements etc., sharing their lived experiences in the work place. Students and staff maintain regular contact with Alumni to discuss job openings at schools, colleges and Universities.

Essential Function in Academics: Alumni have contributed ideas for the institution's growth in the rapidly evolving technology environment and actively participated in the proceedings of the Internal Quality Assessment Cell. The Curriculum Committee makes use of alumni feedback to identify gaps in the curriculum and introduce self-study and value added courses. Alumni play an important role in highlighting an institution's strengths and projecting it in a positive light. This plays an important role during the student admission process wherein good candidates are encouraged to apply for the B.Ed. and M.Ed. programs offered by the institution.

Activities of the Alumni Association: The Alumni Association organize seminars, workshops and orientation programs to share their experiences, update the faculty and students on the current state of affairs in the education sector and offer students employment advice. They collect money for the association's growth and also to support needy students. They help their alma mater by contributing essential materials and equipments like reference books, printers, lecture stand, mike set, furniture items, indoor plants etc..

Alumni as mentors: Alumni have a major impact on students' growth and achievement by serving as their mentors and guides. They provide students direction and encouragement in both their academic and personal endeavours. They offer the mentees moral support to tide over difficult periods and offer insightful information about their specialized professions and job openings. Alumni helped the students in conducting a variety of programs such as Google Classroom orientation, online instruction, calligraphy, sketch noting etc. To give students classroom-related skills, the Alumni association

conducts workshops on subjects like ICT, Yoga, technical skills, leadership and communication. Through these programs students improve their employability and acquire a broad range of skills. The alumni also enable students to connect with other professionals in the field and establish a strong network which will stand them in good stead after graduating from the institution.

The college has established and preserved a strong relationship with its former students through good communication, offering volunteer opportunities during college events etc. Actively involving the alumni in college activities allows the institution to gain from their knowledge, assistance and advocacy while allowing the alumni to stay involved, give back and take advantage of the resources and network of their alma mater.

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

5.4.2

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

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

Response: A. Any 6 or more of the above

File Description	Document
Report of alumni participation in institutional functioning for last completed academic year	View Document
Income Expenditure statement highlighting the alumni contribution	View Document

5.4.3

Number of meetings of Alumni Association held during the last five years**Response:** 8**5.4.3.1 Number of meetings of Alumni Association held during the last five years**

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

File Description	Document
Data as per Data Template	View Document
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	View Document

5.4.4

Alumni Association acts as an effective support system to the institution in motivating students as well as recognizing, nurturing and furthering any special talent/s in them.

Response:

Alumni Association gives vital support to the activities of the College. It serves as a base for promoting the growth and development of the college. Alumni are priceless resources who have made major growth, reputation and contributions to the university. They actively support the institute, contributing to the development and recognition of the brand. Alumni also help the student community as a whole by providing internships and insightful career counselling. Mechanism through which Alumni Association supports the institution in nurturing special talents -

Professional Growth and Opportunities:

The Alumni Association plays a crucial role in developing outstanding talents by aggressively helping students find internship and employment opportunities. Through their professional networks, alumni help students to make connections with potential employers. Alumni share insights and offer insightful career counselling based on their own experiences, enabling students to make decisions about their professional development and adventures. Alumni have a major impact on students' growth and achievement by serving as mentors and supporters.

Mentoring and Guidance:

Alumni serve as mentors to students, providing direction and encouragement for both their academic and personal endeavours. They support pupils through difficulties and offer insightful information about their specialized professions. Alumni inspire students to aim for greater heights and overcome challenges by

sharing their experiences. Alumni take demonstration class for B.Ed students.

Skill Enhancement Programs:

Alumni Association hosts workshops and skill-enhancement initiatives. In order to prepare students for the competitive job market, alumni deliver workshops on subjects like ICT, technical skills, leadership, and communication. Through these programs, students can improve their employability and acquire a broad range of skills.

Networking Opportunities:

When it comes to planning networking events that help professionals, alumni, and students, the Alumni Association is essential. They organize events to develop favourable atmosphere where students can form priceless connections and expand their professional networks. Students have a plethora of opportunity to develop meaningful relationships with people who can advance their careers through these activities. Students' prospects are greatly improved by this invaluable support, which also raises the possibility to fulfil their career dreams.

Infra structure development :

Alumni also help to develop the infra-structure facilities of the college by donating reference books to the library, printer, lecture stands, furniture items, indoor plants etc.

File Description	Document
Documentary evidence in support of the claim	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

The governance of the institution is reflective of an effective leadership and participatory mechanism in tune with the vision and mission

Response:

Vision: To enrich young minds based on the message of our Patron Saint Sree Narayana Guru – ‘Liberation through Education’

Mission: To encourage and empower student- teachers to make history in the teaching-learning process, thereby helping their students to meet the challenges of the 21st century

The institution has developed a mission & vision with a participative approach by involving different stakeholders of the institute. To abide to the mission of the institute different frameworks and mechanism is evolved for the holistic development of the students. The training & placement cell has taken initiatives to collaborate institutions for students’ training/internship and professional development. To identify hidden talents and holistic development of students sports & cultural activities are conducted at the College. The different committees are also formulated to promote students’ development. These initiatives to implement the mission & vision of the institute, a well-defined organizational structure have been developed through the participation of different stakeholders including students, non-teaching staff and experts.

Nature of governance:

The overall governance follows the mission and hence works towards excellence in education through various programmes that are conducted to emancipate, empower and enlighten learners. Accountability, capacity building and strategic thinking are the key drivers to attain the vision and mission. The proactive management, faculty, alumni and students work in synchronicity to ensure that the vision and mission are actualised. A democratic and participative style of functioning helps to realise the goals envisaged by the college.

Perspective Plans:

Bearing in mind the challenges and opportunities of the present times and guided by documents like NEP 2020, the college has formulated a five-year perspective plan that aligns to the vision and mission statements. The educational landscape is constantly being redesigned by changes in technology. Hence life and career related skills, learning and innovation skills and information and communication technology skills are emphasized through the programmes that are part of the perspective plan. The college aims at equipping earners with self-direction, leadership, responsibility and accountability and at the same time being sensitive to the needs of society. Thus, the vision of imparting Sensitive, Tolerant and Innovative Education is integrated into all activities of the college.

Participatory Mechanism

The institution ensures participatory administration through various committees that have adequate representatives from the management, staff, alumni, and students. These committees and cells meet periodically to review the perspective plans and evaluate the performance of the Institution. The committee members plan activities, discuss various issues, deliberate upon the multi layered feedback received from stakeholders and ensure effective functioning of the institution through participative management. Feedback got is respected and the suggestions given are worked upon. Quality measures and important decisions are taken to improve the performance of the Institution based on the feedback given by the committee members.

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

6.1.2

Institution practices decentralization and participative management

Response:

Through staff and student participation in a range of activities, the institute fosters an atmosphere of participative management. The Teacher educators, the management, and the principal establish the policies, procedures, and guidelines that apply to every aspect of the college's operations. To guarantee the institute's organized operation, these are successfully implemented and conveyed to all relevant parties.

Decentralization: Staff members plan pertinent tasks and designate their responsibilities based on their portfolios under an applied decentralization model. Regarding the teaching-learning process, where the use of a multimodal approach is encouraged, adequate academic freedom is also granted. The faculty in charge of several committees, and cells within the college is given great latitude in organizing and carrying out the programs within each cells and clubs. To make sure that the activities ultimately fit with the college's vision, mission, and goals, democratic decision-making is used. Experts from the community and other educational institutions are members of committees such as the Curriculum Planning Committee, Alumni Cell, IQAC, College Development Committee, and others. Their knowledge raises the standard of instruction at the college.

Participative management: The practice of decentralization is associated with participative management. This is demonstrated by the faculty's numerous efforts to strengthen their leadership abilities through the supervision of extracurricular, co-curricular, and academic activities. They work together with colleges and other institutions to host conferences, seminars, workshops, and FDPs, some of which are required under the MOUs they have signed with other schools. The members of the clerical staff assist in creating the institute's yearly budget. They communicate with the University and NCTE over a range of matters. They are in charge of carrying out regular support services for the instructors and the students. Periodically, the College has meetings to discuss its development as well as its problems and difficulties. It is always appreciated and encouraged when helpful comments and suggestions are shared. After reviewing the submissions, those that align with the institute's mission and vision statements are given consideration for implementation. Thus, there are three levels at which decentralization and participatory management are evident.

- Planning: a session when the principal, staff, students, and alumni plan strategies with management representatives
- Implementation: the process by which the scheduled actions are carried out
- Review and refining: This step involves analyzing and obtaining multi-layered feedback to help further improve the plans.

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

6.1.3

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

Response:

Education transparency encourages accountability within an institution and provides clear information to all parties involved. The college is transparent in a number of ways, some of which are outlined here.

Financial transparency: The faculty is given access to the annual budget. The faculty is informed when tuition fees collected from students, ensuring that financial resources are used wisely for the implementation of many activities and events held all year long. Financial transparency is ensured by an external audit conducted by a chartered accountant and an internal audit conducted by the college's managing society. All fees collected from students are accompanied by appropriate receipts. If the college is granted funding to host seminars and workshops, a C.A. maintains and certifies the event's financial records. The budget is completed at the start of the fiscal year and presented to the governing

body for review. Major purchases and expenses are only made after following the correct procedures. Acquisitions of technological, lab, and library equipment are made after consulting with various suppliers and following committee deliberations. This guarantees appropriate use of the cash.

Administrative transparency: The College's policies and procedures, as well as its code of ethics, are accessible on its website and in the student handbook. This is done to guarantee administrative transparency. All events and extracurricular activities are planned and carried out during routine staff meetings, when the viability of doing so is discussed. Students are informed of all admissions-related circulars and e-circulars. When hiring new employees, administrative openness is adhered to. The Career Advancement Scheme (CAS) rules are adhered to in a similar manner when assigning professors, and all records are accessible for review.

Academic transparency: The college website lists the CLOs and PLOs. Weekly schedules are posted on the Students' Notice board, and the academic calendar is uploaded on the website. The faculty provides orientation to all academic activities, including theory, tutorials, tests, assignments, and practical work, to ensure that students are well-informed and aware of what to expect. Every student receives information about their performance in internal assessments. Any grievances are handled according to the established protocols. Students have access to the University website, where all results—including the re-evaluation—are announced. All activity reports are covered on the website.

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

6.2 Strategy Development and Deployment

6.2.1

The institutional Strategic plan is effectively deployed

Response:

Implementing strategy strategically is essential to contemporary business. Once an organization creates a strategy to meet its goals, implementation is the next step for successful execution. The implementation phase basically lays out a organisation's strategy for accomplishing its objectives. Business theories and frameworks aid in directing the development, application, and carrying out of strategies.

College has regularly enhanced infrastructure and developed capacities, green initiatives, community engagement, skill development and capacity building according to the changing academic and social environment the purpose of the plan was to strengthen the functioning of institution.

One such strategic plan implemented by the institution to introduce energy conservation measures in the

college. As part of the green energy project, the goals were to (i) lower total electricity usage, (ii) lower energy pulled from the State Electricity Board system, and (iii) install solar panels to generate electricity. IQAC presented the college's management with a suggestion to implement energy-saving practices. During the meeting of the Management Committee, the idea was thoroughly considered and approved. A techno-economic survey was conducted, and in May 2023, a tender was posted. On September 7, 2023, an order was placed with M/s. Creative Business Corporation, Ponnurunni, Vytilla, Ernakulam (Havells approved dealer). The system has a 30 kW total capacity, requiring the installation of 55 solar panels. The college building's solar panel installation project got underway. On April 18, 2024, the solar power system's installation, commissioning, and connection to the KSEB grid were finished. The project came with a total cost of Rs. 10,54,000.

In response to the evolving academic and social landscape, the college has consistently improved its infrastructure and expanded the capabilities of its faculty and staff for teaching and learning process. The plan's objective was to fortify the institution's overall operation. The Teaching and Learning Process of the Institution is another strategic plan that the college has put into practice. At the start of every academic year, the Academic Committee prepares the academic schedule. The principal has been driving the effort to move both programs from an offline to an online mode. He has also been carrying out his duties, which are demonstrated by his regular communication via email, mobile, and google meet, task delegation, and facilitation of the teaching and learning process. It frequently entailed planning the academic calendar without sacrificing on time, duration, substance, or quality while delivering educational services in order to comply with the always evolving rules, laws, and conduct directives set forth by higher education. During pandemics, normal internships are reorganized into peer teaching sessions that are watched by B.Ed./M.Ed. students and the relevant methodology lecturers.

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

6.2.2

The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc.

Response:

The college is having several institutional bodies that make sure the numerous administrative and academic operations run smoothly.

Management committee: The College's Management committee directs the establishment of institutional policies. The Management committee makes decisions about financial matters and budgetary

allocations. Through the Principal, the staff and students are guided by the Management committee. The Management committee discusses new recommendations put forth by the Principal during its meetings.

The College Development Committee, established in accordance with the M G University's guidelines, is responsible for supervising the college's whole administrative structure, engaging in dialogue about the many activities slated, and providing mentorship to the staff with regards to improving quality. The College Development Committee assesses the college's operations and offers recommendations for institutional advancement. The college's faculty creates and submits the Academic Calendar and the prospective plan for evaluation to the College Development Committee at the start of each academic year.

Internal Quality Assurance Cell (IQAC): The University Grants Commission and NAAC principles were followed in the formation of the Internal Quality Assurance Cell (IQAC). In order to guarantee that quality is incorporated into every facet of the institution's operations, the IQAC establishes standards for a range of activities and provides guidance for a variety of initiatives. For submission to NAAC, the Annual Quality Assurance Report is prepared. Stakeholder feedback is gathered, examined, and presented to the IQAC for recommendations on future enhancements. Regarding new hires and staff career advancement, IQAC's role is crucial.

Other than the above-mentioned bodies the college has other cells like Admission Committee, Curriculum Planning Committee, Examination Cell, Research cell, Grievance Committee, Student Council, Library Committee. Activities like Internship and Community Work are organised through teams or groups under the mentorship of faculty members.

The smooth functioning of all institutional bodies, committees and cells is ensured by

- Creation of the institutional entity systematically by adherence to established rules
- Drafting manuals and policy documents to direct institutional entities' operations
- Holding frequent meetings
- Recording of every action
- Notifying interested parties about how the entities are operating
- Periodic evaluation of the tasks performed
- Providing Reports on Measures Taken
- Requesting proposals for enhancements via several ratter evaluations
- Aligning every action with the college's vision, mission, and objectives.

In order for the Principal and faculty to effectively contribute to the advancement of the institution, they participate in several faculty development programs aimed at improving their comprehension of management techniques. Formal Memorandums of Understanding (MoUs) and other kinds of communication between academic institutions and the public foster intellectual expansion, which enhances institutional body performance.

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

6.2.3

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

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

Response: A. Any 6 or more of the above

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

6.2.4

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

Response:

To plan and carry out diverse activities, the college established a number of committees and units. In order to ensure seamless operation of each committee and cell, members are chosen before the start of the academic year. The committees and cells hold frequent meetings to deliberate on relevant problems and make the necessary decisions; the minutes of these sessions are duly documented. Through a well-organized system of planning and evaluation, the members of the appropriate bodies carry out the

planning and execution of all the operations of various bodies and committees. The college's vision and mission, together with the university's principles, are taken into consideration when formulating various programs and activities within the institution. Every year, the academic calendar and prospectus are created based on decisions made in meetings. These decisions include the number of working days, the start and conclusion of each semester, the academic record submission deadlines, the specifics of internal exams, significant celebration days, and more.

The sudden shift to online instruction worried IQAC a great deal. Webinars and classes are held virtually during the COVID-19 epidemic. In response to decisions made in IQAC meetings, the IQAC has taken the initiative to inform the instructors about the usage of various digital platform apps, such as Zoom, Google Classroom, Google Meet, etc. Teachers are now specialists at using Zoom and Google Meet to conduct their lessons online thanks to the IQAC rulings. For Teacher educators and students alike, the seamless shift to online teaching-learning was made possible in large part by the college's IQAC. Every year, Women's Day is celebrated and special lectures on women's health and cleanliness are arranged. A constant focus on the well-being of the pupils and the general growth of the school informs all plans and choices that are carried out. Additionally, the college posts significant information on its notice board and website. Every Friday during the co-curricular activity period, a number of cultural events are scheduled. There are various houses made up of students, and every single student is required to take part in the cultural program. There will be plays, solo songs, skits, and other events. Annual sporting events are held, with championships awarded to the victorious residence.

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

For the management, the health and welfare of the teaching and non-teaching staff always come first.

Career advancement of faculty: The principal assists in determining the areas in which faculty members need to improve professionally, and he or she also provides guidance and encouragement to staff members in taking those steps. In accordance with the policies of M G University, the panel of experts is invited.

On-duty leave: Faculty members are allowed to take on-duty leave to attend professional development events, university exams, and syllabus revision assignments.

Staff development programmes: Activities are planned with staff overall wellbeing in mind. These include presentations by experts on critical topics including speaking up for oneself, heart health workshops, yoga for wellness, and women's health concerns. Office staff members receive practical training on E governance and new technology that can facilitate office automation.

Financial help: When needed, the management lends money to the employees, particularly the support and non-teaching personnel. Financial support for attending seminars, workshops, etc by other institutes are given to teaching and non-teaching faculty.

Medical leave, Maternity leave is granted to eligible employees and even after they resume duty certain concessions are granted till they fully recuperate.

Appreciation for teachers on their achievements: There is tradition of celebration Teachers day with cultural events, party and gifts for the teachers in appreciation of their contribution in building the life of the students. The College has a policy and standing provision for ensuring professional development of the faculty.

Faculty members are also encouraged to go for higher research studies. They are encouraged to work on their Ph.D. /M. Phil in their particular area of interest. As a matter of policy, the college encourages its faculty members to do professional augmentation.

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

6.3.2

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

Response: 23.75

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

2022-23	2021-22	2020-21	2019-20	2018-19
9	13	11	0	5

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

6.3.3

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

Response: 59

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

2022-23	2021-22	2020-21	2019-20	2018-19
12	10	13	12	12

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

6.3.4

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

Response: 83.13

6.3.4.1 Total number of teachers undergoing online/face to face Faculty Development Programmes (FDPs) viz., Orientation Programme and Refresher Course of the ASC / HRDC, Short Term Course and any other similar programmes during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
28	27	26	26	26

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

6.3.5

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

Response:

The institution follows a performance-based appraisal system (PBAS) for both teaching and non-teaching staff. Each academic year, both teaching and non-teaching staff are asked to submit self-appraisal reports which allow them to make an assessment of their strengths and weaknesses and provide pointers to areas

where further improvement is possible.

Appraisal of teaching staff: For evaluating the teaching staff, the institution adheres to the UGC Regulations on Minimum Qualifications for Appointment of Teachers and Other Academic Staff in Universities and Colleges and Measures for the Maintenance of Standards in Higher Education.

Every academic year, the teaching staff fills up a **self-appraisal report** and submits it to the Principal. In the self-appraisal report, the teaching staff (faculty) provide information on the number/ duration of course lectures taken including e-content, theses work guided, co-curricular/ extension activities, administrative responsibilities, University exam duties, faculty development workshops/seminars attended/organized, paper presentations/publications etc.

Semester-wise results also enable the Principal to monitor the teaching-learning activity. Faculty evaluation is aided by the Exit Point Questionnaire, which is completed at the end of the course. Numerous facets of the curriculum and the process of teaching and learning are addressed.

Feedback from students: At the conclusion of each Academic year, the students of both B.Ed and M.Ed programs are asked to grade the performance of each faculty member on several matrices such as subject knowledge, communication and inter-personal skills, professional ethics, sincerity, empathy etc.

The feedback from all these sources will aid the Principal in reviewing the performance of each individual faculty. The remarks of the Principal will be entered in the self-appraisal report and constructive feedback given to the faculty.

Appraisal of Non-teaching staff: The non-teaching staff also fills up a self-appraisal report. They assess their performance against 12 matrices in the self-appraisal report. The matrices include knowledge of rules and regulations, responsibility, sincerity, punctuality, efficiency, relations with management, faculty and students, interest to learn new skills etc. The Principal re-evaluates the staff based on their inputs and writes his/her remarks in the self-appraisal report.

The originals of the Self-appraisal reports of teaching and non-teaching staff will be stored in the College office and a copy furnished to the individual staff. The Management is also appraised of the results of the feedback/ appraisal reports.

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

6.4 Financial Management and Resource Mobilization

6.4.1

Institution conducts internal or/and external financial audit regularly

Response:

Sree Narayana College of Education maintains a high standard of financial openness. Budgeting is completed at the beginning of each fiscal year, and the College Management Committee is presented with the suggested areas of expenditure. After careful consideration and careful examination, the projected income-expenditure is approved. Budgetary constraints are determined for each category of expenditure, both secure and non-secure, based on available resources. Every year, the college does thorough internal and external audits. The financial aspects continue to be the purview of multiple committees, with the goal of requesting standing provisions in the annual budget that address the institutional financial requirements for the present and the future, meeting all legitimate needs of students, teachers, and infrastructure as well as the empowerment of faculty finance for the augmentation and activities for updating the college in every sense. A certain sum was approved for the purpose of building a valuable book bank and adding more books to the library.

Internal audit: The team responsible for internal audits carefully examines all vouchers and receipts to verify that all expenses are incurred in a proper manner. This transaction audit aids in determining whether or not all receipts and vouchers are present. Additionally, compliance audits are carried out to guarantee that any money collected from event sponsors or well-wishers is put to the intended use. The internal audit committee also makes sure that the donors get accurate receipts and other documentation. The principal and office staff are notified of any instances of excessive or insufficient spending.

External Audit: The college's external financial audit is carried out by an outside organization, specifically a recognized chartered accountancy firm. Each and every document is carefully examined. The annual financial accounts are certified by the chartered accountant. Every year, the final report is created and discussed with the institution's head. The remarks that require attention are then addressed by the institution's head.

General practices followed to have systematic auditing:

At the College development Council meeting, the members also hear the representation and discussion of the yearly budget. Members are encouraged to provide helpful comments in order to address any areas of weakness. Receipts and bills of expenses are sent to the college accountant for every event that is held. An appropriate accounting system is upheld. Payment for any work linked to the institution, such as travel, costs for faculty development programs, resource person compensation, etc., is made following a review of the claims submitted.

Records for assets are duly maintained. When acquiring any assets, due diligence procedures are adhered to. Major costs, such as equipment purchases or infrastructure maintenance, are completed after requesting quotes from several vendors. After consulting with specialists and staff and management representatives, decisions are reached.

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

6.4.2

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

Response: 0

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

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

File Description	Document
Data as per Data Template	View Document

6.4.3

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

Response:

Funds mobilization: A crucial component of any institution's financial operations is funds mobilization. Given that the college is a self financing organization, the fund has to be mobilised mainly from tuition fees. Other sources of funds include

- 1.Funds from the Management:** Whenever necessary, the Management typically contributes funds from its budgeted allotments. The management has provided funding for the majority of the costs associated with painting, infrastructural repairs, and lecture hall renovations at the college.
- 2.Tuition fee collection:** Tuition fees are critical for self-financing colleges because they serve as the primary source of revenue to cover operating costs such as faculty salaries, infrastructure

maintenance, and administrative expenses. Hence to maintain quality education standards, setting appropriate tuition fees is crucial for ensuring the sustainability and quality of education in self-financing colleges.

3. **Revenue from seminars, workshops, and webinars:** The college also hosts conferences, workshops, and seminars for pre-service and in-service teachers as part of its faculty development initiatives. Registration costs are small and contribute to the funds raised, which are used to plan different activities for the teachers and students.
4. **Optimal utilisation of resources:** Resources of an institution include financial resources and physical resources. These have to be utilised skilfully to ensure institutional development. Keeping this view, the auditorium is given for public utility in holidays.
5. **Utilisation of financial resources:** The budget is created at the beginning of each year to give a reasonable understanding of the revenue and expenses anticipated for that year. Usually, the principal and the office communicate whether or not the expenses are within the budget that has been set aside. Overspending is thereby prevented. In the event that funds are requested for a specific goal, such as holding a seminar, the relevant committee members organize the resource distribution and submit it to the principal for her ultimate approval.
6. **Utilisation of physical resources:** Care is taken while handling all equipment, furniture, books etc so that they can be used for longer time. Annual maintenance of all technological equipment and library resources also helps to utilise resources optimally. Care exercised while using physical resources contributes to saving money on frequent repairs and replacement.

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

6.5 Internal Quality Assurance System

6.5.1

Internal Quality Assurance Cell (IQAC) or any other mechanism has contributed significantly for institutionalizing the quality assurance strategies

Response:

At Sree Narayana College of Education, the internal quality assurance cell has long been recognized as a quality-supporting measure. The objective is to create a system that will boost the institution's performance in a conscious, consistent, and catalytic manner. The IQAC's primary goals are listed as ensuring ongoing improvement throughout the institution's operations and calling quarterly meetings, organising and carrying out the college's annual programs to raise the standard of the establishment.

Every course's teaching plan is streamlined at the start of the academic year to promote blended,

interactive, collaborative, and experiential learning. In addition to the standard curriculum activities, action plans with various kinds of activities are created in accordance with the theme. All of these support the student teachers successful growth and enhance the calibre of services offered to them. Trainees were asked for input on the course and curriculum at the conclusion of each academic year through a teacher survey. This aids in the teachers' understanding of their areas of strength and development. The teaching staff interacts both formally and informally to discuss how the execution of the lesson plans is progressing. Each of these contributes to ensuring exceptional instruction.

Organizing workshops both within and across institutions, holding seminars on topics linked to quality, and encouraging quality circles. In order to ensure excellence, the IQAC meets the demands of the students. During an IQAC meeting, the institution's mentors speak for the various requirements of the students. The IQAC makes decisions while taking the requirements of the students into account. The college's IQAC offers resources to support instructors' professional growth. Additionally, it continuously assesses and encourages educators to pursue ongoing professional growth. High-quality dissertations carried out by M.Ed students contribute to improving the institution's research culture. Feedback from participants and stakeholders is gathered to improve the quality of the programs that are run. It is then systematically analysed to pinpoint areas that require development and to maintain high standards throughout all of the institution's endeavours.

Another sign of quality is the timely submission of AQAR at the conclusion of each year and the documentation of the college's numerous actions that result in work completed and quality improvement. The IQAC makes a special effort to systematically document every task done in the organization.

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

6.5.2

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

Response:

The need for a theme-based Faculty Development Program is seen by IQAC, and the organization receives sharing of the FDP's learning outcomes. Since learning is a lifelong process and change is inevitable, IQAC evaluates the PLOs and CLOs in response to new requirements and modifications.

- Each year, IQAC determines the focus area for Value-added/Add-on courses, plans its curriculum and develops CLOs. The college coordinator keeps an eye on the transaction's quality.
- After carefully analyzing the input from multiple stakeholders, the college coordinator and the

IQAC coordinator presents the findings to IQAC for approval and recommendations.

- IQAC prioritizes expanding research endeavours and faculty involvement in research projects.
- Focus is on creative teaching strategies and student research aptitude development.
- Enhancement of students' employability through job description-based training, content building, and confidence building.
- Teaching methodology, the way lectures are delivered and information is disseminated, and the identification of learning outcomes through performance and feedback are all included in the review process.
- Every student accepted into the program is given the Teacher Aptitude Test, which measures the student's prerequisite knowledge, aptitude, and skill at the entry level.
- Students are given a platform to engage with subject matter experts, express themselves freely and autonomously, demonstrate their mental prowess and showcase their talents during the orientation program. M.Ed students are given research aptitude tests at the beginning and end of the course to measure the improvement in research aptitude.
- When assigning students to mentors, tutorial and house in-charges assist in determining the needs and skill levels of the students. Students can showcase their hidden talents by participating in talent hunts.
- An attempt is being made to detect learning gaps among the students by checking their histories, particularly with regard to the subjects they studied and allowing them to choose from a variety of optional papers and instruction.
- Interaction between a mentor and mentee on any particular difficulty, worry or issue that is academic, non-academic or personal is scheduled, discussed with others, and solutions and recommendations are given.
- Students assigned to pedagogical subject supervisors and mentors.
- The students are identified and enrolled in different value-added courses related to content enrichment and other related themes.
- Students with disabilities receive special attention and facilities.

Additional initiatives that support quality assurance include:

1. Attending seminars that provide orientation on novel approaches to quality assurance
2. Examining and considering quality-related guidelines, papers and reports that are posted on websites such as UGC, NAAC, NCTE, and Ministry of Education
3. Experimenting with novel techniques and evaluating the results
4. Conversations on quality control with colleagues, instructors and specialists from different establishments

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

6.5.3

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

Response: 66.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
60	56	61	67	88

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

6.5.4

Institution engages in several quality initiatives such as

1. Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements

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

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

4. Collaborative quality initiatives with other institution(s)

5. Participation in NIRF

Response: A. Any 4 or more of the above

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

6.5.5

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

Response:

In order to sustain an efficient teaching-learning process for the students in accordance with the vision and mission, IQAC has been actively involved in and supported the implementation of several quality incremental actions based on NAAC observations.

- Quality Assessment: At regular times, the institution evaluates its methods of instruction, learning outcomes, and act structure and methodology.
- Periodically, meetings were conducted to take minutes. Feedback was gathered and examined, with the results being used to plan activities for the upcoming academic year and make improvements to the university's procedures.
- The meeting's minutes were examined, the decision to approve the college's new organizational structure was made, and roles and responsibilities were allocated.
- A strong outcome-based education system is integrated into some well-known academic and administrative quality initiatives, which aim to improve the quality of the teaching-learning process.
- ICT-enabled classrooms were made more intense, and an E-Studio was set up to oversee precise and trustworthy measurement of the students' progress toward the goals.
- The college has taken the initial step toward creating a Research culture.
- Clubs, cells, committees, and organizations have multiplied, and new internal compliance committees are being formed. Memorandums of understanding have become more prevalent.
- The IQAC Coordinator suggested using this Google platform to conduct representational teaching and learning, provided that staff members receive the necessary training before putting it into practice.
- The institution's infrastructure has been digitalized using highly configured systems and ICT resources. ICT facilities have been enabled in all ten classrooms and the seminar hall.

- Each classroom is equipped with a computer, LCD projector, interactive whiteboard, internet access, Wi-Fi, and an audio system to enhance the quality of instruction.
- These ICT resources support creative and efficient teaching during pandemics. Google Classroom provides a link to lectures recorded in E-Studio that have been uploaded to You Tube.
- The Administrative Office, Language Lab, Computer Lab, and Library are occasionally equipped with Internet Service Providers with high fault tolerance and bandwidth connectivity up to 300 Mbps.
- Tally software uses financial transaction reports and institutional account audits.
- Students' admission approval and the university software's use of the student portal
- The student scholarship program is managed via electronic governance software.
- University software is used to characterize and submit the internal and final findings of the students. Internal student outcomes published and uploaded via university software.
- The associated university's online examination portal is where candidates pay their examination fees.

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

Institution has a stated energy policy streamlining ways of energy conservation, use of alternate sources of energy for meeting its power requirements

Response:

In line with Sree Narayana College of Education's energy policy which is focused on improving energy efficiency and providing affordable energy services, the Institution's Energy Policy Document places a strong emphasis on energy conservation as a major goal and obligation. The amount of energy needed for the Institution to operate is reasonable. As a whole the policy reflects the efforts towards environmental sustainability. Solar electricity enhance our institutions' alternative power source. We have sunshine all year round. We have installed solar panels and are utilizing green energy. The efficiency of the solar system installed is 30kW and wheeling to the grid system is used. It meets the requirements of power of the entire campus. To reduce power consumption, LED lights are installed in the lecture halls. There is less of a need for more lights because many of the rooms and verandas are getting day lights. Use of electrical devices like air conditioners, printers, and photocopiers are kept to a minimum. To guarantee that the computers and water cooler are in good operating order, the college has annual maintenance system in place. In pursuit of energy conservation policy a diesel generator of 25 kVA is used in the college to meet the energy requirements during power failures. The infrastructure and maintenance staff also performs routine inspections to guarantee that no unnecessary electricity is being wasted and that all electrical devices are operating at peak efficiency. Faulty appliances are either replaced or repaired. The Institution's energy policy and practices are also documented.

As a green practice, the students organize events on 'environmental awareness days' on June 5th and 'Energy Conservation Day' on December 14th to raise awareness and educate the stakeholders about the value of energy conservation. Activities are organized to educate teachers and students about energy saving and the possibilities of utilizing gadgets that run on alternative or renewable energy sources. Encouraging E-vehicles and pedestrian friendly roads avoid carbon emissions.

Energy conservation techniques have been carefully researched and are being worked on in our college. Our long-term objective, as stated in the policy, is to transform our college by creating awareness among staff and students about sustainability and environmental issues. The college works to conserve energy by using less energy and consuming less of it.

Strategies for Implementing Energy Policy

- The institution utilizes natural light resources and has installed solar energy panel to meet the energy requirements of the institution.
- The institution uses LED bulbs in most of its building to reduce electricity consumption.
- The glass doors and large windows of the institution maximize the use of natural daylight. The light coloured walls of the institution reflect maximum sunlight during the day time.
- Responsible routine maintenance procedure is done for the electrical and digital gadgets of the institution.
- To reduce carbon dioxide emissions the institution maintains pedestrian friendly roads on both sides of the college and encourages the use of E vehicles.
- Organizes activities to create awareness on energy conservation and the importance of environmental sustainability.

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

7.1.2

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

Response:

Activities pertaining to keep the environment green and pollution-free is encouraged among the students and best efforts to manage waste from its origin to its final disposal is done. This includes the collection, transport and disposal of waste. It is worth mentioning that one third of the student-teachers undergo a course named Environmental Education through which awareness about environment and related issues with solution strategies is imparted. Many awareness environment programs are also organized.

Waste Management practices:

Solid Waste Management

Separate trash bins for recyclable and non-recyclable wastes are positioned in common areas. On an

average, 5 kg of solid waste is generated daily in the campus. Waste is segregated into biodegradable and plastic waste.

Paper waste is recycled. An MoU has been signed by the college with K B Traders, Market road, Muvattupuzha. Waste paper is collected and processed into sheets. The sheets are then bundled into large packets and sent to K B Traders on monthly basis. Paperless communication (e-mail, whatsapp communication) is encouraged as a regular practice to reduce waste generation. Faculty members are advised to reuse single-sided paper for writing and printing work.

A very small amount of plastic waste generated is given to plastic waste collectors on a regular basis. Use of plastics is discouraged in the campus.

Metal and wood waste are disposed of to approved scrap agents for further processing.

Incinerator for burning sanitary napkins is installed in the ladies' washroom on the top floor of the college building.

Biodegradable waste is processed and converted into compost by natural composting methods. The fertilizer is used on the campus by the college Eco club for campus greening activities.

Liquid Waste Management

Liquid waste from the college and hostel facilities is collected through pipes in a deep concrete lined pit dug in the firm laterite soil.

E-Waste Management

E-waste such as obsolete and non-working computers, peripherals like monitors, printers, used batteries and other electronic items are collected and given to a licensed recycler K B Traders. Some parts useful for other systems are kept aside for future use. A designated e-waste corner is identified in the campus for collecting e-waste.

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

7.1.3

Institution waste management practices include

1. Segregation of waste

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

Response: B. Any 3 of the above

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

7.1.4

Institution has water management and conservation initiatives in the form of

1. Rain water harvesting
2. Waste water recycling
3. Reservoirs/tanks/ bore wells
4. Economical usage/ reduced wastage

Response: B. Any 3 of the above

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

7.1.5

Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a

pollution free healthy environment

Response:

SNCE, Muvattupuzha is committed to promoting positive action on cleanliness, sanitation, green cover and pollution mitigation. The college has always been in the forefront for organizing various initiatives within the campus as part of its curricular and co-curricular activities and also outside the institution to raise awareness amongst the students and general public on these aspects. SNCE maintains a clean, green campus and strives to create an eco-friendly environment within its portals.

Maintenance of cleanliness

SNCE believes campus cleanliness as essential to ensure the well-being of the students, faculty and staff and to create a conducive learning environment. The institution's cleaning staff follows a regular cleaning schedule and systematically cleans classrooms, office room, library, restrooms and common areas. Students are also enjoined to always keep the campus clean. Trash cans are placed in restrooms and hallways on every floor and are emptied regularly to prevent overflow. An incinerator to dispose soiled napkins is installed in the wash room on the top floor.

Sanitation

The institution has aligned its sanitary practices to meet the objectives of Swachh Bharat/Clean India Campaign. The importance of good sanitation is inculcated in the students, bringing about attitudinal changes towards the concept of maintaining cleanliness in personal and public life. Moreover, various club activities promoting personal hygiene through display of posters and banners have a positive influence on the students behaviour.

Washrooms are available for staff and students and separately for males and females. The restrooms are cleaned and disinfected on a daily basis and are stocked with essential toiletries.

The Management runs a hostel for girl students. Significant effort is invested to ensure hygienic preparation and supply of food in the hostel canteen, clean drinking water and proper disposal of solid and liquid waste. The Muvattupuzha municipal water supply meets the institution's drinking water needs. Water is also drawn from the nearby Muvattupuzha river and stored in a ground-level tank to meet other requirements like flushing toilets and for watering plants and trees. This is supplemented by rainwater harvested and stored in an underground sump.

Ensuring that the college and its surroundings are well maintained instils a sense of well-being and pride in the staff and students and is conducive to improving productivity and academic outcomes.

Green Cover Initiatives

The college has developed a "Go Green" program wherein the students engage in a variety of activities. The college Eco Club arranges for distribution and planting of saplings. World Environment Day is celebrated every year to instil awareness among students on the importance of securing our environment. Tree planting campaigns and greening activities over the years have resulted in lush green college campus. The college's green cover initiatives have improved environmental awareness of its students and succeeded in attracting more aspirants to join the institution.

Pollution-free environment

Maintaining cleanliness, cutting down on pollution and caring for the environment are all critical measures in building a better, more sustainable world for all. Sree Narayana College of Education, Muvattupuzha is committed to preserving a healthy, pollution-free environment.

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

7.1.6

Institution is committed to encourage green practices that include:

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

Response: A. All of the above

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

7.1.7**Percentage of expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)****Response:** 9.08**7.1.7.1 Total expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
6.87450	8.66586	3.10642	5.91637	1.31469

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

7.1.8

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

Response:

The practices and activities SNCE aims to equip teacher trainees with proper awareness about the community in which they belong to and the strategies that can be used for leveraging the local environment, local knowledge and resources enabling them to create a meaningful connection between themselves and the community they serve. Some of the initiatives by the college students are listed here:

- students visits Muvattupuzha Sub Jail, takes classes for the inmates on value based topics/ organize programs, celebrates culturally important days.
- MoU signed between the college and the 'Kumaranasan Library' located nearby facilitates organizing collaborative/public programs.
- SNCE collaborates with Muvattupuzha Central Residents Association, conducts various awareness programmes, works for the upliftment of the poor and downtrodden.
- SNCE supports the programs and community activities organized by 'Aju Foundation', a cultural Trust operating in Muvattupuzha, MoU is signed, college faculty act as resource persons and students act as volunteers in various intellectual programs, students took classes and gave tuition to needy students.
- SNCE supports the ventures of the 'Muvattupuzha Film Society' - a registered film society which hosts film festivals and screens classical films, both national and international, students of SNCE participate in organizing/ compering in the film festivals.
- During the Covid-19 pandemic, SNCE students took awareness classes for the public on the need for getting vaccinated/ made & distributed sanitizers, disinfectants, masks etc to the locals free of cost.
- SNCE conducts awareness classes and perform Flash Mobs on road safety, health, cleanliness etc.
- SNCE in collaboration Govt. Teachers' Training Institute, Muvattupuzha, conducted orientation classes on Child Psychology for Anganwadi teachers, supported campus cleaning program of the TTI.
- SNCE arranged classes highlighting the importance of environmental protection to the community members in collaboration with 'Mela' - a cultural society in Muvattupuzha.
- Students of SNCE distributed notices on the hazards of plastic usage, made and distributed eco-

friendly paper bags to the local households.

- SNCE conducted field trips to nearby environmentally important places.
- SNCE volunteered for disaster management activities in the aftermath of the 2018 Kerala floods, cleaned houses in the flood affected areas, distributed food and household essential items.
- SNCE collected a significant sum for flood relief and handed it over to the chief minister's disaster relief fund.
- SNCE offered a helping hand to the Chendamangalam weavers whose residences were completely inundated in the 2018 flood, student representatives of the college went to Chendamangalam and learned doll making (Chekkutty dolls) from damaged cloths. The knowhow was transferred to other students, dolls made by the students were sold to staff, students and public, money collected was donated to the weavers.
- SNCE organized Blood Donation Camps in collaboration with HDFC Bank.
- students and faculty of SNCE visits charitable organizations, rehabilitation centres, orphanages etc., tries to understand the challenges faced by inmates, empathize and provide moral and material support to them.
- Various clubs of SNCE conducts exhibitions, seminars and celebrates nationally important days to instil patriotism and national pride in the students, conducts rallies, cultural activities and public awareness programs on alcoholism and drug abuse.

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

7.1.9

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

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

Response: A. All of the above

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

7.2 Best Practices

7.2.1

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

Response:

Best Practice 1 - FIGHTING COVID-19

Objectives of the Practice

1. To fight the Covid-19 pandemic
2. To make masks, hand wash and sanitizers and distribute to the general public

The Context: When the pandemic struck in 2019 and ravaged people's health, it put the country's health infrastructure under great strain. One of the critical issues faced by the health sector in the initial stages was lack of adequate supplies of masks, sanitizers and hand wash.

The Practice: Preparation of Masks, Sanitizers, Hand Wash

To tide over the shortage of masks, sanitizers and hand wash, students of our institution took the challenge of making/distributing these items to the public. In spite of the total shutdown enforced to prevent the spread of the disease, the students managed to procure cloth, chemicals (Ethanol/ Isopropanol, Glycerol, Hydrogen Peroxide, Distilled Water and essential oils such as peppermint/ Lavender oil/ Lemon extract), plastic bottles and caps, labels etc., needed for the purpose. Sitting at home they stitched large numbers of masks and prepared significant quantities of sanitizers and hand wash. These were distributed free of cost to shops and households nearby the college campus during the period March to April 2021.

Evidence of Success: Developed the social responsibility and Pro-social behaviour of the students.

Problems Encountered: Lockdown and restrictions imposed by the Government.

Resource Required: Raw materials and chemicals for preparing masks, sanitizer and hand wash.

Best Practice 2 - CHEKKUTTY DOLL (DOLL OF HOPE) - Doll from 'Cheru' (Silt)

Objectives of the Practice:

1. To manufacture and sell Chekkutty dolls to support the Chendamangalam weavers
2. To develop a sense of social responsibility

The Context: The 2018 Kerala floods resulted in loss of life and large scale destruction of property and loss of livelihood. One of the main sectors which collapsed under the brunt of this natural calamity was the famed Chendamangalam handloom weaving industry.

The Practice: The people of Chendamangalam village are skilled weavers making traditional Kerala handloom dress materials. In 2018, flood waters inundated the village and destroyed huge stocks of finished and unfinished dress materials. The wooden looms of the weavers and the dress materials were damaged irreparably. The disaster had shattered their livelihood. A few students of our college travelled to the weavers' village after coming to know that a social activist was helping them to make a unique cloth doll named 'Chekkutty Pava' from the damaged cloth. This was sold at a nominal price to the general public and the proceeds were given to the weavers. Our students learnt the technique of doll making from the weavers, made a large number of dolls. This was sold to the staff and students of the college and also to the public. The collected money was donated to the weavers.

Evidence of Success: Students got first hand experience/life skills to find solutions to the difficulties faced by the people during the flood in 2018.

Problems Encountered: The distance of the place from the college, traffic/transport problems due to flood.

Resource Required: Student resource, Mud-stained cloths, Skill in making dolls,

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

7.3 Institutional Distinctiveness

7.3.1

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

Response:

‘Research Aide’ culture of SNCE

The institution’s vision aligns with Sree Narayana Guru’s philosophy of achieving freedom through knowledge. As a part of its endeavour to fulfil this vision, the college aims to instil a sense of inquisitiveness in the students. It encourages the development of research skills and research aptitude among the students. This helps to increase the self-confidence of postgraduate students for preparing thesis work and creates awareness in them on preparation and publication of articles in international journals.

Objectives

1. To inculcate Research skills and Research aptitude in postgraduate students
2. To increase the self-confidence of postgraduate students for preparing thesis work
3. To create awareness among postgraduate students in the preparation and publication of articles in international journals

Practice

M.Ed. students are required to do two practicums related to each course in every semester. Four options are available in the University curriculum from which students can select any two practicums. As part of the common core course of Semester II (EDU 10204 - Advanced Educational Research and Statistics), there is a practicum to prepare a research article. Students are divided into groups of two or three and encouraged to select this particular practicum. Tools used for article preparation are prepared by the students themselves. The data is collected and analysed. The research articles are prepared under the guidance of the teacher-educator.

Over the past five years (2017 - 2023) five best articles prepared by the student groups of different batches were selected and published in a Scopus indexed international journal with good impact factor. The students did not incur any expenditure for publishing these articles.

Impact of the practice

The above exercise had several positive outcomes. It improved the students’ aptitude and skills for research and motivated them to prepare and publish more research articles. It improved their self-confidence and interest in preparing their M.Ed dissertations/research activities. Students learned the procedure and format for publication of articles in International Journals and familiarized them with the APA format.

Problems encountered

Each academic year, the M.Ed. class would be divided into 4 or 5 groups for article preparation. However, articles prepared by all the groups could not be published since the results of some of the studies could not be generalized. Lack of adequate time in Semester II was sometimes felt, restricting the scope of the research work done by the students. This would reflect in the depth and quality of the study.

Resources required

Tools for data collection,

Access to domain experts for opinion,

More time allocation for research in Semester II of M.Ed program.

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

5. CONCLUSION

Additional Information :

The institution's vision aligns with Sree Narayana Guru's philosophy of achieving freedom through knowledge. As a part of its endeavour to fulfil this vision, the college aims to instil a sense of inquisitiveness in the students. It encourages the development of research skills and research aptitude among the students. This helps to increase the self-confidence of postgraduate students for preparing thesis work and creates awareness in them on preparation and publication of articles in international journals.

The institute has demonstrated its uniqueness by providing a special program. The M.Ed students are required to do two practicums related to each course in every semester. Four options are available in the University curriculum from which students can select any two practicums. As part of the common core course of Semester II (ED010204 - Advanced Educational Research and Statistics), there is a practicum to prepare a research article. Students are divided into groups of two or three and encouraged to select this particular practicum. Tools used for article preparation are prepared by the students themselves. The data is collected and analyzed. The research articles are prepared under the guidance of the teacher-educator. Five articles prepared by MEd students have been published in international Scopus indexed journals with high impact factor.

Concluding Remarks :

Sree Narayana College of Education, Muvattupuzha aims to become a premier Centre of Teacher Education, delivering intellectual, social and economic values. The prime focus is to inculcate a value system in our students through academic and non-academic activities. Sree Narayana College of Education promotes regular interaction with our students and also with the public at large through a number of outreach programs which helps to foster a sense of social responsibility in students and develop activities related to community engagement. We intend to continue works which helps to achieve national recognition (accreditations), establish collaborations among institutes and foster skill-based education for students.