



## **YEARLY STATUS REPORT - 2023-2024**

### **Part A**

#### **Data of the Institution**

##### **1.Name of the Institution**

**N. S. S. Training College,  
Changanacherry**

• Name of the Head of the institution

**Prof.Dr. Beena Rani S.**

• Designation

**Professor**

• Does the institution function from its own campus?

**Yes**

• Alternate phone No.

**04812420481**

• Mobile No:

**9497851502**

• Registered e-mail ID (Principal)

**principalnsstrcy@gmail.com**

• Alternate Email ID

• Address

**Perunna P.O, Changanacherry,  
Kottayam District, Kerala**

• City/Town

**Perunna, Changanacherry**

• State/UT

**Kerala**

• Pin Code

**686102**

##### **2.Institutional status**

• Teacher Education/ Special  
Education/Physical Education:

**Teacher Education**

• Type of Institution

**Co-education**

- Location **Urban**
- Financial Status **UGC 2f and 12(B)**
- Name of the Affiliating University **M. G. University**
- Name of the IQAC Co-ordinator/Director **Dr. Saritha Rajeev**
- Phone No. **9447574950**
- Alternate phone No.(IQAC) **04812420481**
- Mobile (IQAC)
- IQAC e-mail address **iqacnsschry@gmail.com**
- Alternate e-mail address (IQAC) **principalnsstrcy@gmail.com**

**3.Website address**

<https://www.nsstcchry.org/index.html>

- Web-link of the AQAR: (Previous Academic Year)

<https://www.nsstcchry.org/pdf/AQAR2022-23.pdf>

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

**Yes**

- if yes, whether it is uploaded in the Institutional website Web link:

<https://www.nsstcchry.org/academicCalendaryears.php>

**5.Accreditation Details**

| Cycle          | Grade    | CGPA        | Year of Accreditation | Validity from     | Validity to       |
|----------------|----------|-------------|-----------------------|-------------------|-------------------|
| <b>Cycle 2</b> | <b>B</b> | <b>2.81</b> | <b>2016</b>           | <b>19/01/2016</b> | <b>18/01/2021</b> |

**6.Date of Establishment of IQAC**

**06/07/2015**

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

| Institution/ Department/Faculty | Scheme     | Funding agency | Year of award with duration | Amount    |
|---------------------------------|------------|----------------|-----------------------------|-----------|
| <b>NIL</b>                      | <b>NIL</b> | <b>NIL</b>     | <b>Nil</b>                  | <b>00</b> |

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

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

**9. No. of IQAC meetings held during the year** **3**

- Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? **Yes**
- (Please upload, minutes of meetings and action taken report) [View File](#)

**10. Whether IQAC received funding from any of the funding agency to support its activities during the year?** **No**

- If yes, mention the amount

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

• **Quality Improvement and Student Empowerment-Celebrate national and international days of importance. Organize seminars, invited talks, and orientation programs for both students and teachers. Create opportunities for students to develop as excellent teacher educators.**

• **Digitalization of Question Papers-Upload digital versions of question papers on the college website for easy access.**

• **Learner Empowerment Program: Snehaamrutham-Launched the "Snehaamrutham" program to empower students through focused initiatives.**

• **Workshop on AI and Online Tools for Teaching-Conducted one-day workshop titled "Empowering Education: Harnessing AI and Online Tools for Teaching" led by Dr. K.S. Sajan, Assistant Professor, NSS Training College, Ottapalam.**

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

| Plan of Action                                                                                                                                                                                                                                                                             | Achievements/Outcomes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Quality Improvement and Student Empowerment-Celebrate national and international days of importance. Organize seminars, invited talks, and orientation programs for both students and teachers. Create opportunities for students to develop as excellent teacher educators.</b></p> | <p><b>Environment-Day-Observation Bhoomitra Nature Club in Association With IQAC. Theme "Solution to Plastic Pollution. Resource Person Sree K.Venu. Topic" Human and Trees"- 2023 June 5</b></p> <p><b>2. Zero Waste Exhibition. On 2023 June 5 as a part of environment day-2023 June 5</b></p> <p><b>3. Malhar Arts Fest by Sayudha College Union -2023 June 14 &amp; 15</b></p> <p><b>4. Reading Day observation by NSS Training College, IQAC And in Collaboration with School of Pedagogical Sciences, Mahatma Gandhi University. Kottayam. -2023 June 19</b></p> <p><b>5. College Day-Dishahara Inaugurated by Prashanth Puthukara- (Playback Singer)-2023 June 27</b></p> <p><b>6. Independence Day celebration 2023 August 16th</b></p> <p><b>7. Onam celebration "THEI THAKA"- 2023 August 24</b></p> <p><b>8. Teachers' day observation 2023 August 5</b></p> <p><b>9. Distribution of learning is to school students 14 September 2023</b></p> <p><b>10. Workshop on first aid conducted by believers Church medical mission hospital Thiruvalla. On 15 September 2023</b></p> <p><b>11. India on moon -Chandra Utsav organised by physical science association in collaboration with IQAC -23 September 2023</b></p> <p><b>12. K -Tet orientation organised by English association and alumni of NSS training College, Resource person Deepti Mohan -alumna (HSST senior guest faculty of Government higher secondary school, Aryad) 28 September 2023</b></p> <p><b>13. Theatre workshop- The beauty of stylish</b></p> |

performance -resource person  
 Sri. Satheesh siva (actor,  
 director, playback singer.) 2023  
 September 21 14. Tribute to Mr.  
 M.S Swamynathan by natural  
 science association 2023  
 september 29 15. PTA general  
 body meeting on 2023 september  
 29 16. Arts club 19th October  
 2023 17. Inauguration of DAKSHA  
 union and arts club 2023 October  
 19th by vaiga Lakshmi (playback  
 singer) and Vishnu  
 Narayanan(cinematographer) 18.  
 KERALA PIRAVI observation by  
 Malayalam association yugma and  
 in association with IQAC on 2023  
 November 1 19. Observation of  
 National science day by physical  
 science association in  
 collaboration with IQAC on 2023  
 November 10 20. Observation of  
 NATIONAL CONSTITUTION DAY by  
 social science association ANVI  
 and in collaboration with IQAC.  
 2023 November 27 invited talk by  
 Mr jibin Shankar(Assistant  
 Professor, NSS Hindu College )  
 21. Extension programme railway  
 station cleaning December 2023  
 22. Inauguration of 2023- 25  
 batch 23. Merit day 20 December  
 2023 24. 75th republic day  
 celebration on 29th January 2024  
 25. ARTS FEST Inauguration on  
 February 22nd, 2024 26. Essay  
 Writing - Role of Higher  
 Education in Nava Kerala Shristi  
 07-february 2024 27.  
 Inauguration of community camp  
 by Dr. Ravi sir on 12- February  
 -2024 28. College day -YASYA on  
 March 24 29. Sent off meeting of  
 faculty 25-03-2024 30. Women's  
 day observation VRIDHI on 11-03  
 -2024

|                                                                                                                             |                                                                                                                                                                                   |
|-----------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Digitalization of Question Papers-Upload digital versions of question papers on the college website for easy access.</b> | <b>Uploaded digital versions of question papers on the college website for students .</b>                                                                                         |
| <b>Learner Empowerment Program: Snehaamrutham</b>                                                                           | <b>Inauguration of learner empowerment program" Snehaamrutham"-2023 September 26 and succesfully completed on december 2023</b>                                                   |
| <b>Workshop on AI and Online Tools for Teaching</b>                                                                         | <b>One day workshop on Empowering Education Harnessing Ai And Online Tools For Teaching .Dr .K.S. Sajan Assistant Professor, Nss Training College, Ottapalam . 2023 October 7</b> |

**13. Whether the AQAR was placed before statutory body?**

**No**

- Name of the statutory body

|                                   |                           |
|-----------------------------------|---------------------------|
| <b>Name of the statutory body</b> | <b>Date of meeting(s)</b> |
| <b>Nil</b>                        | <b>Nil</b>                |

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

## Part A

### Data of the Institution

|                                                            |                                                                   |
|------------------------------------------------------------|-------------------------------------------------------------------|
| <b>1.Name of the Institution</b>                           | <b>N. S. S. Training College,<br/>Changanacherry</b>              |
| • Name of the Head of the institution                      | <b>Prof.Dr. Beena Rani S.</b>                                     |
| • Designation                                              | <b>Professor</b>                                                  |
| • Does the institution function from its own campus?       | <b>Yes</b>                                                        |
| • Alternate phone No.                                      | <b>04812420481</b>                                                |
| • Mobile No:                                               | <b>9497851502</b>                                                 |
| • Registered e-mail ID (Principal)                         | <b>principalnsstrcy@gmail.com</b>                                 |
| • Alternate Email ID                                       |                                                                   |
| • Address                                                  | <b>Perunna P.O, Changanacherry,<br/>Kottayam District, Kerala</b> |
| • City/Town                                                | <b>Perunna, Changanacherry</b>                                    |
| • State/UT                                                 | <b>Kerala</b>                                                     |
| • Pin Code                                                 | <b>686102</b>                                                     |
| <b>2.Institutional status</b>                              |                                                                   |
| • Teacher Education/ Special Education/Physical Education: | <b>Teacher Education</b>                                          |
| • Type of Institution                                      | <b>Co-education</b>                                               |
| • Location                                                 | <b>Urban</b>                                                      |
| • Financial Status                                         | <b>UGC 2f and 12(B)</b>                                           |

|                                                                                                                         |                                                                                                                       |                |                             |                   |                   |
|-------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|----------------|-----------------------------|-------------------|-------------------|
| • Name of the Affiliating University                                                                                    | <b>M. G. University</b>                                                                                               |                |                             |                   |                   |
| • Name of the IQAC Co-ordinator/Director                                                                                | <b>Dr. Saritha Rajeev</b>                                                                                             |                |                             |                   |                   |
| • Phone No.                                                                                                             | <b>9447574950</b>                                                                                                     |                |                             |                   |                   |
| • Alternate phone No.(IQAC)                                                                                             | <b>04812420481</b>                                                                                                    |                |                             |                   |                   |
| • Mobile (IQAC)                                                                                                         |                                                                                                                       |                |                             |                   |                   |
| • IQAC e-mail address                                                                                                   | <b>iqacnsschry@gmail.com</b>                                                                                          |                |                             |                   |                   |
| • Alternate e-mail address (IQAC)                                                                                       | <b>principalnsstrcy@gmail.com</b>                                                                                     |                |                             |                   |                   |
| <b>3.Website address</b>                                                                                                | <a href="https://www.nsstcchry.org/index.html">https://www.nsstcchry.org/index.html</a>                               |                |                             |                   |                   |
| • Web-link of the AQAR: (Previous Academic Year)                                                                        | <a href="https://www.nsstcchry.org/pdf/AQAR2022-23.pdf">https://www.nsstcchry.org/pdf/AQAR2022-23.pdf</a>             |                |                             |                   |                   |
| <b>4.Whether Academic Calendar prepared during the year?</b>                                                            | <b>Yes</b>                                                                                                            |                |                             |                   |                   |
| • if yes, whether it is uploaded in the Institutional website Web link:                                                 | <a href="https://www.nsstcchry.org/academicCalendaryears.php">https://www.nsstcchry.org/academicCalendaryears.php</a> |                |                             |                   |                   |
| <b>5.Accreditation Details</b>                                                                                          |                                                                                                                       |                |                             |                   |                   |
| Cycle                                                                                                                   | Grade                                                                                                                 | CGPA           | Year of Accreditation       | Validity from     | Validity to       |
| <b>Cycle 2</b>                                                                                                          | <b>B</b>                                                                                                              | <b>2.81</b>    | <b>2016</b>                 | <b>19/01/2016</b> | <b>18/01/2021</b> |
| <b>6.Date of Establishment of IQAC</b>                                                                                  |                                                                                                                       |                | <b>06/07/2015</b>           |                   |                   |
| <b>7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNMNTT etc.</b> |                                                                                                                       |                |                             |                   |                   |
| Institution/ Department/Faculty                                                                                         | Scheme                                                                                                                | Funding agency | Year of award with duration | Amount            |                   |
| <b>NIL</b>                                                                                                              | <b>NIL</b>                                                                                                            | <b>NIL</b>     | <b>Nil</b>                  | <b>00</b>         |                   |
| <b>8.Whether composition of IQAC as per latest NAAC guidelines</b>                                                      |                                                                                                                       |                | <b>Yes</b>                  |                   |                   |
| • Upload latest notification of formation of IQAC                                                                       |                                                                                                                       |                | <a href="#">View File</a>   |                   |                   |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                           |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|--|
| <b>9.No. of IQAC meetings held during the year</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>3</b>                  |  |
| <ul style="list-style-type: none"> <li>Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Yes</b>                |  |
| <ul style="list-style-type: none"> <li>(Please upload, minutes of meetings and action taken report)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <a href="#">View File</a> |  |
| <b>10.Whether IQAC received funding from any of the funding agency to support its activities during the year?</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>No</b>                 |  |
| <ul style="list-style-type: none"> <li>If yes, mention the amount</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                           |  |
| <b>11.Significant contributions made by IQAC during the current year (maximum five bullets)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                           |  |
| <p>•Quality Improvement and Student Empowerment-Celebrate national and international days of importance. Organize seminars, invited talks, and orientation programs for both students and teachers.Create opportunities for students to develop as excellent teacher educators. •Digitalization of Question Papers- Upload digital versions of question papers on the college website for easy access. •Learner Empowerment Program: Snehaamrutham- Launched the "Snehaamrutham" program to empower students through focused initiatives. •Workshop on AI and Online Tools for Teaching-Conducted one-day workshop titled "Empowering Education: Harnessing AI and Online Tools for Teaching" led by Dr. K.S. Sajan, Assistant Professor, NSS Training College, Ottapalam.</p> |                           |  |
| <b>12.Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year (web link may be provided).</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                           |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                           |  |

| Plan of Action                                                                                                                                                                                                                                                                            | Achievements/Outcomes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
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September 2023 13. Theatre workshop- The beauty of stylish performance -resource person Sri. Satheesh siva (actor, director, playback singer.)

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2023 september 29 15. PTA general body meeting on 2023 september 29 16. Arts club 19th October 2023 17. Inauguration of DAKSHA union and arts club 2023 October 19th by vaiga Lakshmi (playback singer) and Vishnu Narayanan(cinematographer) 18. KERALA PIRAVI observation by Malayalam association yugma and in association with IQAC on 2023 November 1 19. Observation of National science day by physical science association in collaboration with IQAC on 2023 November 10 20. Observation of NATIONAL CONSTITUTION DAY by social science association ANVI and in collaboration with IQAC. 2023 November 27 invited talk by Mr jibin Shankar(Assistant Professor, NSS Hindu College )

21. Extension programme railway station cleaning December 2023

22. Inauguration of 2023- 25 batch 23. Merit day 20 December 2023 24. 75th republic day celebration on 29th January 2024 25. ARTS FEST Inauguration on February 22nd, 2024 26. Essay Writing - Role of Higher Education in Nava Kerala Shristi 07-february 2024 27. Inauguration of community camp by Dr. Ravi sir on 12- February -2024 28. College day -YASYA on March 24 29. Sent off meeting

|                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                            |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                                                                                                                                                                                        | of faculty 25-03-2024 30.<br>Women's day observation VRIDHI<br>on 11-03 -2024                                                                                              |
| Digitalization of Question Papers-Upload digital versions of question papers on the college website for easy access.                                                                                                                                                                                                                                                   | Uploaded digital versions of question papers on the college website for students .                                                                                         |
| Learner Empowerment Program: Snehaamrutham                                                                                                                                                                                                                                                                                                                             | Inauguration of learner empowerment program" Snehaamrutham"-2023 September 26 and succesfully completed on december 2023                                                   |
| Workshop on AI and Online Tools for Teaching                                                                                                                                                                                                                                                                                                                           | One day workshop on Empowering Education Harnessing Ai And Online Tools For Teaching .Dr .K.S. Sajan Assistant Professor, Nss Training College, Ottapalam . 2023 October 7 |
| 13.Whether the AQAR was placed before statutory body?                                                                                                                                                                                                                                                                                                                  | No                                                                                                                                                                         |
| <ul style="list-style-type: none"> <li>Name of the statutory body</li> </ul>                                                                                                                                                                                                                                                                                           |                                                                                                                                                                            |
| Name of the statutory body                                                                                                                                                                                                                                                                                                                                             | Date of meeting(s)                                                                                                                                                         |
| Nil                                                                                                                                                                                                                                                                                                                                                                    | Nil                                                                                                                                                                        |
| 14.Whether institutional data submitted to AISHE                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                            |
| Year                                                                                                                                                                                                                                                                                                                                                                   | Date of Submission                                                                                                                                                         |
| 2024                                                                                                                                                                                                                                                                                                                                                                   | 08/02/2024                                                                                                                                                                 |
| 15.Multidisciplinary / interdisciplinary                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                            |
| <p>NSS Training College has always adhered to government policies and remains committed to its vision of creating empowered teachers. In line with this vision, the college aims to introduce value added courses with a multidisciplinary and interdisciplinary approach.Students are provided with ample opportunities to engage in community service, extension</p> |                                                                                                                                                                            |

activities, and outreach programmes that promote their holistic development. Additionally, faculty members and teacher educators are encouraged to undertake projects and actively participate in multidisciplinary seminars and conferences to enhance their academic and professional growth.

#### **16.Academic bank of credits (ABC):**

N.S.S. Training College is affiliated with Mahatma Gandhi University, Kottayam. Currently, the University has not established an account in the Academic Bank of Credits (ABC), which has prevented us from registering for the same. Once the Government of Kerala initiates the process and the University completes its registration, we will promptly take the necessary steps to ensure that our students can avail themselves of the benefits provided by ABC.

#### **17.Skill development:**

Skill development in teacher training focuses on equipping aspiring educators with essential competencies to excel in modern teaching environments. Key areas include pedagogical expertise, effective communication, subject knowledge, and the integration of technology into education. Teachers are trained in critical thinking, classroom management, adaptability, and creativity to address diverse learning needs. Emphasis is also placed on emotional intelligence, leadership, and organizational skills to build strong relationships and foster a supportive learning environment. Additionally, training includes assessment and evaluation techniques, along with promoting ethical values and inclusivity, ensuring that future teachers are well-prepared to inspire and guide their students effectively. the following programmes are organized for the same :

1. Daily prayer in morning assembly.
2. Training in value integrated and ICT integrated classes
3. Talents day for freshers.
4. Training in the use of SMART BOARD
5. Training in creating
6. Micro teaching session, Demonstration and Criticism classes
7. Value integrated lesson plans
8. Workshop on teaching aids
9. trained in reflective journal writing.
10. Workshop on self assessment tool
11. Value based Classes
12. Training in yoga on
13. Workshop on Theatre Arts
14. training in preparation of Eco friendly products
15. Participation in extension and Outreach activities
- 16 Field trips and Study tour
17. Seminar on Rights of Women with Special reference to POCSO Act etc

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

The integration of the Indian Knowledge System (IKS) into teacher education courses can enrich the learning experience by promoting the use of Indian languages, fostering cultural awareness, and utilizing modern tools like online courses. Teaching in Indian languages enables better understanding and accessibility for diverse learners, helping preserve and promote regional languages and cultural heritage. Incorporating Indian cultural elements, traditional practices, and indigenous knowledge into curricula can foster a sense of identity and pride among educators and students. Additionally, online courses on Indian Knowledge Systems, developed with the support of digital platforms, can provide teachers with insights into ancient wisdom, holistic learning methods, and sustainable practices. Such integration prepares educators to bridge traditional and modern pedagogies, fostering a comprehensive and inclusive teaching-learning process. The celebration and commemoration of important days and festivals, along with the organization of arts and cultural programs and food festivals, play a significant role in fostering students' love and appreciation for Indian culture. Additionally, students are trained to preserve and promote cultural heritage by conducting lessons on India's rich cultural legacy and various art forms. During their teaching practice, they also organize cultural fests in schools, enabling school students to actively engage with and appreciate India's diverse cultural traditions.

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

The Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) of our B.Ed. programme are designed based on the Outcome-Based Education (OBE) framework. OBE ensures that students achieve well-defined learning outcomes that prepare them for real-world challenges. This approach marks a transition from content-centered instruction to an outcome-driven educational model. Our institution's PLOs and CLOs focus on enabling students to acquire and demonstrate the necessary knowledge, skills, and competencies required for their professional journey. The OBE model places learners at the core, emphasizing what they should know and be able to do upon completing a course or the entire programme. The OBE framework at our institution integrates diverse skill sets, including life skills, fundamental skills, professional and vocational skills, intellectual skills, and interpersonal skills. Additionally, it redefines faculty roles as instructors, trainers, facilitators, and mentors, ensuring alignment with the intended learning outcomes.

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

The institution has been conducting online classes for student-teachers and has explored the possibility of introducing online and distance education alongside the regular B.Ed. programme. This matter has been discussed in staff and IQAC meetings and has been presented to the governing body and IQAC for further consideration. However, as an affiliated institution, the college faces certain limitations in implementing major reforms in its programmes. Necessary steps will be taken based on the decisions made in these meetings.

### Extended Profile

#### 1.Student

2.1

**50**

Number of students on roll during the year

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

2.2

**50**

Number of seats sanctioned during the year

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

2.3

**12**

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

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

2.4

**97**

Number of outgoing / final year students during the year:

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

2.5 Number of graduating students during the year

**97**

| File Description                                                                                                                                                                                                                                                                                              | Documents                 |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|
| Data Template                                                                                                                                                                                                                                                                                                 | <a href="#">View File</a> |
| 2.6                                                                                                                                                                                                                                                                                                           | <b>50</b>                 |
| Number of students enrolled during the year                                                                                                                                                                                                                                                                   |                           |
| File Description                                                                                                                                                                                                                                                                                              | Documents                 |
| Data Template                                                                                                                                                                                                                                                                                                 | <a href="#">View File</a> |
| <b>2.Institution</b>                                                                                                                                                                                                                                                                                          |                           |
| 4.1                                                                                                                                                                                                                                                                                                           | <b>876163</b>             |
| Total expenditure, excluding salary, during the year (INR in Lakhs):                                                                                                                                                                                                                                          |                           |
| 4.2                                                                                                                                                                                                                                                                                                           | <b>29</b>                 |
| Total number of computers on campus for academic purposes                                                                                                                                                                                                                                                     |                           |
| <b>3.Teacher</b>                                                                                                                                                                                                                                                                                              |                           |
| 5.1                                                                                                                                                                                                                                                                                                           | <b>10</b>                 |
| Number of full-time teachers during the year:                                                                                                                                                                                                                                                                 |                           |
| File Description                                                                                                                                                                                                                                                                                              | Documents                 |
| Data Template                                                                                                                                                                                                                                                                                                 | <a href="#">View File</a> |
| Data Template                                                                                                                                                                                                                                                                                                 | No File Uploaded          |
| 5.2                                                                                                                                                                                                                                                                                                           | <b>13</b>                 |
| Number of sanctioned posts for the year:                                                                                                                                                                                                                                                                      |                           |
| <b>Part B</b>                                                                                                                                                                                                                                                                                                 |                           |
| <b>CURRICULAR ASPECTS</b>                                                                                                                                                                                                                                                                                     |                           |
| <b>1.1 - Curriculum Planning</b>                                                                                                                                                                                                                                                                              |                           |
| 1.1.1 - Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation. Describe the institutional process of planning and/or reviewing, revising curriculum and adapting it to the local context in not more than 100 - 200 words |                           |

Curriculum committee meetings and Staff meetings are held to plan the delivery of curriculum prescribed by MG University. Needs of the students are given importance while transacting the curriculum. Faculty members actively participate in discussing the kind of modifications to be made to suit the local demands related to curriculum. Community resources are utilized for the transaction and the curriculum is delivered adapting to the local context. At the beginning of each semester decisions related to the transaction of theory papers, practicum, practical works, micro teaching, lesson planning, extra and co-curricular activities are taken. The institution through the IQAC review the teaching - learning process and methodologies of academic operations periodically.

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

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

**D. Any 2 of the above**

| File Description                                                                                        | Documents                 |
|---------------------------------------------------------------------------------------------------------|---------------------------|
| Data as per Data Template                                                                               | <a href="#">View File</a> |
| List of persons who participated in the process of in-house curriculum planning                         | <a href="#">View File</a> |
| Meeting notice and minutes of the meeting for in-house curriculum planning                              | <a href="#">View File</a> |
| A copy of the programme of action for in- house curriculum planned and adopted during the academic year | <a href="#">View File</a> |
| Any other relevant information                                                                          | <b>No File Uploaded</b>   |

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

**A. All of the Above**

| File Description                                                               | Documents                                                                                 |
|--------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|
| Data as per Data Template                                                      | <a href="#">View File</a>                                                                 |
| URL to the page on website where the PLOs and CLOs are listed                  | <a href="https://www.nsstcchry.org/courses.php">https://www.nsstcchry.org/courses.php</a> |
| Prospectus for the academic year                                               | <a href="#">View File</a>                                                                 |
| Report and photographs with caption and date of student induction programmes   | <a href="#">View File</a>                                                                 |
| Report and photographs with caption and date of teacher orientation programmes | <b>No File Uploaded</b>                                                                   |
| Any other relevant information                                                 | <b>No File Uploaded</b>                                                                   |

## **1.2 - Academic Flexibility**

**1.2.1 - Curriculum provides adequate choice of courses to students as optional / electives including pedagogy courses for which teachers are available****1.2.1.1 - Number of optional / elective courses including pedagogy courses offered programme-wise during the year****02**

| File Description                                                                                                           | Documents                                                                                 |
|----------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|
| Data as per Data Template                                                                                                  | <a href="#">View File</a>                                                                 |
| Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum | <a href="#">View File</a>                                                                 |
| Academic calendar showing time allotted for optional / electives / pedagogy courses                                        | <a href="#">View File</a>                                                                 |
| Any other relevant information                                                                                             | <a href="https://www.nsstcchry.org/courses.php">https://www.nsstcchry.org/courses.php</a> |

**1.2.2 - Number of value-added courses offered during the year****0****1.2.2.1 - Number of value-added courses offered during the year****0**

| File Description                                                   | Documents                 |
|--------------------------------------------------------------------|---------------------------|
| Data as per Data Template                                          | <a href="#">View File</a> |
| Brochure and Course content along with CLOs of value-added courses | <b>No File Uploaded</b>   |
| Any other relevant information                                     | <b>No File Uploaded</b>   |

**1.2.3 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year****0****1.2.3.1 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year****0**

| File Description                                                                                                                                                                                                                   | Documents        |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|
| List of the students enrolled in the value-added course as defined in 1.2.2                                                                                                                                                        | No File Uploaded |
| Course completion certificates                                                                                                                                                                                                     | No File Uploaded |
| Any other relevant information                                                                                                                                                                                                     | No File Uploaded |
| <b>1.2.4 - Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through Provision in the Time Table Facilities in the Library Computer lab facilities Academic Advice/Guidance</b> |                  |
| File Description                                                                                                                                                                                                                   | Documents        |
| Data as per Data Template                                                                                                                                                                                                          | No File Uploaded |
| Relevant documents highlighting the institutional facilities provided to the students to avail self study courses as per Data Template                                                                                             | No File Uploaded |
| Document showing teachers' mentoring and assistance to students to avail of self-study courses                                                                                                                                     | No File Uploaded |
| Any other relevant information                                                                                                                                                                                                     | No File Uploaded |
| <b>1.2.5 - Number of students who have completed self-study courses ( online /offline, beyond the curriculum) during the year</b>                                                                                                  |                  |
| 0                                                                                                                                                                                                                                  |                  |
| <b>1.2.5.1 - Number of students who have completed self-study courses (online /offline, beyond the curriculum) during the year</b>                                                                                                 |                  |
| 0                                                                                                                                                                                                                                  |                  |
|                                                                                                                                                                                                                                    |                  |

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

### 1.3 - Curriculum Enrichment

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

**B.Ed.curriculum is structured to gain a coherent understanding of the field of teacher education through the classes on philosophical, psychological , sociological, technological and pedagogical perspectives of education in the four semesters. Practical engagements help the students to apply the theoretical information to gain skills and positive attitudes. The core and pedagogic course help to instill life skills and enable to uphold the value system based on cultural, social, political and moral bases of Indian society. Seminars, Webinars and workshops provide them with necessary knowledge and skills. Micro teaching , Link practice, Demo and Criticism classes help the student teachers develop procedural knowledge , skills and competencies to transact the school curriculum. Sports, Arts Fest, various co-curricular activities, outreach activities, extension programmes and field visits help the students develop competencies like EI, Critical thinking, Negotiation skills, Communication skills and Collaboration with others.**

| File Description                                             | Documents                 |
|--------------------------------------------------------------|---------------------------|
| List of activities conducted in support of each of the above | <a href="#">View File</a> |
| Documentary evidence in support of the claim                 | <a href="#">View File</a> |
| Any other relevant information                               | <b>No File Uploaded</b>   |
| Photographs indicating the participation of students, if any | <a href="#">View File</a> |

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

**Students are familiarized with the diversities in school system and gives a comparative perspective through the activities comprised in the course such as Contemporary India and Education, Knowledge and Curriculum, Assessment for Learning and various Pedagogical courses. Thus the B.Ed curriculum that we follow have ample theoretical papers as well as practicum and practical works for students which help them to know about different school systems , functioning of various boards and its assessment practices, norms and standards. Field visits to different types of schools and Alternative education centres , Interaction with educators from schools of CBSE, ICSE, State and from abroad. Interview with eminent teachers, Hands on training for preparation and administration of different assessment tools , Induction and Internship programmes familiarizes the student teachers with the diversity of school system in India.**

| File Description                                                                                       | Documents                 |
|--------------------------------------------------------------------------------------------------------|---------------------------|
| Action plan indicating the way students are familiarized with the diversities in Indian school systems | <a href="#">View File</a> |
| Documentary evidence in support of the claim                                                           | <a href="#">View File</a> |
| Any other relevant information                                                                         | <b>No File Uploaded</b>   |

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

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

Wide range of curricular and co- curricular activities are organised to help the students gain professionally relevant understanding and consolidate these into their professional acumen. They acquire professional knowledge on various theories on schools of philosophy, psychology, sociology and inclusive education, carrying out Action research, achievement test, diagnostic test, remedial teaching etc. Field trips Club activities, Community living Camp, Study tour help to enhance social skills , life skills and negotiation skills. School Induction and Internship programme provide opportunity to practice the pedagogy and methodology of teaching. The professional capacities , teacher sensibilities and skills among the student teachers are fully groomed during this tenure. Reflective practices, SWOT Analysis and formulation of vision and mission, journal review and article writing help to refine the professional skills. Extension services and outreach programmes make the student teachers equipped with competence and realize the role as a social engineer.

| File Description                             | Documents                 |
|----------------------------------------------|---------------------------|
| Documentary evidence in support of the claim | <a href="#">View File</a> |
| Any other relevant information               | <a href="#">View File</a> |

#### 1.4 - Feedback System

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

Two of the above

| File Description                                     | Documents                 |
|------------------------------------------------------|---------------------------|
| Sample filled-in feedback forms of the stake holders | <a href="#">View File</a> |
| Any other relevant information                       | <a href="#">View File</a> |

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

Feedback collected, analyzed and action taken

the following

| File Description                                                                | Documents                 |
|---------------------------------------------------------------------------------|---------------------------|
| Stakeholder feedback analysis report with seal and signature of the Principal   | <a href="#">View File</a> |
| Action taken report of the institution with seal and signature of the Principal | <a href="#">View File</a> |
| Any other relevant information                                                  | <b>No File Uploaded</b>   |

## TEACHING-LEARNING AND EVALUATION

### 2.1 - Student Enrollment and Profile

#### 2.1.1 - Enrolment of students during the year

**50**

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

**50**

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

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

**16**

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

**16**

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

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

**2**

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

**2**

| File Description                                  | Documents                 |
|---------------------------------------------------|---------------------------|
| Data as per Data Template                         | <a href="#">View File</a> |
| Certificate of EWS and Divyangjan                 | <a href="#">View File</a> |
| List of students enrolled from EWS and Divyangjan | <a href="#">View File</a> |
| Any other relevant information                    | <b>No File Uploaded</b>   |

## 2.2 - Honoring Student Diversity

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

**Personal Interview of the students by the teachers and the principal brings out the preparedness for the professional education. Strengths and areas that need improvement are also noted. A brief student profile is also collected at this**

time. Special attention is given to the student achievements in the past. One week is set apart for orientation programme for tuning the learners to B.Ed course in which orientation in Life skills were imparted to them. Course and campus familiarization programme is organized as Induction programme which helps the learners an opportunity to understand the difference between B.Ed course and other courses. An entry test is also administered at the beginning of the course which brings out their awareness about the programme. After the commencement of the regular class, periodical tutorial sessions are also arranged to hear their opinions and for imparting the needed guidance to them in academic and personal affairs. Both optional and general education teachers identify the slow and advanced learners during the interaction in classrooms. During the course eve, a systematic evaluation process is also employed to assess the learning levels of the learners. Tutorial systems are organized by assigning a group of learners to a particular faculty.

| File Description                                                 | Documents                 |
|------------------------------------------------------------------|---------------------------|
| Documentary evidence in support of the claim                     | <a href="#">View File</a> |
| Documents showing the performance of students at the entry level | <a href="#">View File</a> |
| Any other relevant information                                   | No File Uploaded          |

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

Four/Three of the above

| File Description                                                                  | Documents                 |
|-----------------------------------------------------------------------------------|---------------------------|
| Data as per Data Template                                                         | <a href="#">View File</a> |
| Relevant documents highlighting the activities to address the student diversities | <a href="#">View File</a> |
| Reports with seal and signature of Principal                                      | <a href="#">View File</a> |
| Photographs with caption and date, if any                                         | No File Uploaded          |
| Any other relevant information                                                    | No File Uploaded          |

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

**Two of the above**

| File Description                                                                         | Documents                 |
|------------------------------------------------------------------------------------------|---------------------------|
| Relevant documents highlighting the activities to address the differential student needs | <a href="#">View File</a> |
| Reports with seal and signature of the Principal                                         | <a href="#">View File</a> |
| Photographs with caption and date                                                        | <a href="#">View File</a> |
| Any other relevant information                                                           | No File Uploaded          |

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

**1: 5**

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

**10**

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

## 2.3 - Teaching- Learning Process

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

**Our institution adopts student centric methods like experiential, participative learning, problem solving methodologies and numerous other approaches for enhancing student learners, which are briefly described below**

### **Participative learning**

**In this type of learning, students participate in micro teaching sessions, discussion lessons, criticism classes, link practice, project works, workshops, seminars, sports and games, arts festival, community citizenship training programs, extension activities, debates, study tour, involvement in club activities etc.**

### **Problem solving method**

**The institution provides many opportunities for developing problem solving methods. Case study, action research, participation in MOOC courses, participation in various inter collegiate and intercollegiate festivals and competitions provides opportunities for yielding problem solving skill in students.**

### **Case study**

**It is conducted during the period of internship of the teacher training program. Case studies based on learning problems of school pupils are undertaken by the students.**

### **Action research**

Students as part of their curriculum does action research during the course of internship. After thorough observation, a problem is identified and based on a detailed study, actions are taken by students to resolve the problem identified.

#### MOOC course

Every student of the institution is an active participant in the MOOC course on 'Organic farming'.

| File Description                                                                                     | Documents                 |
|------------------------------------------------------------------------------------------------------|---------------------------|
| Course wise details of modes of teaching learning adopted during the academic year in each programme | <a href="#">View File</a> |
| Any other relevant information                                                                       | No File Uploaded          |

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

**10**

| File Description               | Documents                 |
|--------------------------------|---------------------------|
| Data as per Data Template      | <a href="#">View File</a> |
| Link to LMS                    | Nil                       |
| Any other relevant information | No File Uploaded          |

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

**146**

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

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

**Three of the above**

| File Description                                                                                                        | Documents                                                                                                                                                                                                                                                                                                                                                       |
|-------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Data as per Data Template                                                                                               | <a href="#">View File</a>                                                                                                                                                                                                                                                                                                                                       |
| Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations | <a href="#">View File</a>                                                                                                                                                                                                                                                                                                                                       |
| Geo-tagged photographs wherever applicable                                                                              | <b>No File Uploaded</b>                                                                                                                                                                                                                                                                                                                                         |
| Link of resources used                                                                                                  | <a href="https://reshma1027.blogspot.com">https://reshma1027.blogspot.com</a> , <a href="https://sreemangalathsreedevi.blogspot.com">sreemangalathsreedevi.blogspot.com</a> , <a href="https://vyshaghikp.blogspot.com/2022/12/learning-material-9th-standard-hindi.html">https://vyshaghikp.blogspot.com/2022/12/learning-material-9th-standard-hindi.html</a> |
| Any other relevant information                                                                                          | <b>No File Uploaded</b>                                                                                                                                                                                                                                                                                                                                         |

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

**Our institution has a student mentoring system. Each faculty is assigned a maximum of ten students for a batch of 100 students and a maximum of 5 students as their mentees at the beginning of each**

academic year. Students discuss with their mentors academic, non-academic as well as personal matters. Students are encouraged to feel very free here and express their concerns so that solution to a problem, if exists, is attained and thus students feel relaxed in a very hectic academic schedule. Student counselling if needed is also so done by the mentor teacher and situation demands professional counselling is also arranged. Student activities are designed by the mentor according to the student interest and implemented in the groups for the benefit of students. We work in team and thus ensures that the student diversity is met. We work in teams as it is believed that in certain situations, the diversification is met only with a good cooperation among the teachers. Multidimensional approaches are adopted by teachers for the betterment of students. Students are encouraged to make use of ICT resources for extending the knowledge they acquire from the classrooms. Students are motivated to utilise the e-resources available, blogs, powerpoint presentations and so on during their course of learning and internship

| File Description                             | Documents                 |
|----------------------------------------------|---------------------------|
| Documentary evidence in support of the claim | <a href="#">View File</a> |
| Any other relevant information               | No File Uploaded          |

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

Three of the above

| File Description                                                                                                          | Documents                 |
|---------------------------------------------------------------------------------------------------------------------------|---------------------------|
| Data as per Data Template                                                                                                 | <a href="#">View File</a> |
| Documentary evidence in support of the selected response/s                                                                | <a href="#">View File</a> |
| Reports of activities conducted related to recent developments in education with video graphic support, wherever possible | <a href="#">View File</a> |
| Any other relevant information                                                                                            | <b>No File Uploaded</b>   |

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

The institution plays an active role in nurturing creativity, innovativeness, intellectual & thinking skills, empathy, life skills etc. among students through multiple programs 'Teaching aids workshop', 'Teaching aids Exhibition', 'Santhwanam', which is an extension activity undertaken by the Social Science Department tries to inculcate in students empathy, concern for the others by providing 'midday meals' to the needy ones in the society. Our institution conducts a good number of co-curricular activities, talent hunt, and association programmes to nurture creativity and innovativeness in students.

The teaching-learning process is complete only when a teacher learns how to use teaching aids at appropriate situations. Every subject teacher in our institution provides students opportunities for hands-on experience in preparing teaching aids. They demonstrate how to prepare innovative teaching aids, in each subject. They also organise discussions and students are encouraged to make still, working and improvised aids in the classroom itself. Finally, a one day workshop is conducted in the institution where students are given ample time to indulge to exhibit their talents, creativity and innovativeness in preparing learning aids.

### **Empathy & Life Skills**

Programs like community camps, community services as railway station cleaning, food packets distribution to the poor people, distribution of learning materials to the needy learners in nearby

are organised by the institution every year.

| File Description                             | Documents                 |
|----------------------------------------------|---------------------------|
| Documentary evidence in support of the claim | <a href="#">View File</a> |
| Any other relevant information               | No File Uploaded          |

## 2.4 - Competency and Skill Development

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

Five/Six of the above

| File Description                                                  | Documents                 |
|-------------------------------------------------------------------|---------------------------|
| Data as per Data Template                                         | <a href="#">View File</a> |
| Documentary evidence in support of the selected response/s        | <a href="#">View File</a> |
| Reports of activities with video graphic support wherever possibl | <a href="#">View File</a> |
| Any other relevant information                                    | No File Uploaded          |

**2.4.2 - Students go through a set of activities as preparatory to school- based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as Formulating learning objectives Content mapping Lesson planning/ Individualized Education Plans (IEP) Identifying varied student abilities Dealing with student diversity in classrooms**

Six/Seven of the above

**Visualising differential learning activities according to student needs Addressing inclusiveness Assessing student learning Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement**

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

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

**One of the above**

| File Description                                                                                     | Documents                 |
|------------------------------------------------------------------------------------------------------|---------------------------|
| Data as per Data Template                                                                            | <a href="#">View File</a> |
| Details of the activities carried out during the academic year in respect of each response indicated | <a href="#">View File</a> |
| Any other relevant information                                                                       | <b>No File Uploaded</b>   |

**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**

**Three of the above**

**interpret responses Teacher made written tests essentially based on subject content  
Observation modes for individual and group activities Performance tests Oral assessment  
Rating Scales**

| File Description                                                                   | Documents                 |
|------------------------------------------------------------------------------------|---------------------------|
| Data as per Data Template                                                          | <a href="#">View File</a> |
| Samples prepared by students for each indicated assessment tool                    | <a href="#">View File</a> |
| Documents showing the different activities for evolving indicated assessment tools | <a href="#">View File</a> |
| Any other relevant information                                                     | <b>No File Uploaded</b>   |

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

**All of the above**

| File Description                                                                | Documents                 |
|---------------------------------------------------------------------------------|---------------------------|
| Data as per Data Template                                                       | <a href="#">View File</a> |
| Documentary evidence in support of each response selected                       | <a href="#">View File</a> |
| Sample evidence showing the tasks carried out for each of the selected response | <a href="#">View File</a> |
| Any other relevant information                                                  | <b>No File Uploaded</b>   |

**2.4.6 - Students develop competence to organize academic, cultural, sports and community related events through Planning and scheduling academic, cultural and sports**

**All of the above**

**events in school Planning and execution of community related events Building teams and helping them to participate Involvement in preparatory arrangements Executing/conducting the event**

| File Description                                                                          | Documents                 |
|-------------------------------------------------------------------------------------------|---------------------------|
| Data as per Data Template                                                                 | <a href="#">View File</a> |
| Documentary evidence showing the activities carried out for each of the selected response | <a href="#">View File</a> |
| Report of the events organized                                                            | <a href="#">View File</a> |
| Photographs with caption and date, wherever possible                                      | <b>No File Uploaded</b>   |
| Any other relevant information                                                            | <b>No File Uploaded</b>   |

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

**Four of the above**

| File Description                                                           | Documents                 |
|----------------------------------------------------------------------------|---------------------------|
| Data as per Data Template                                                  | <a href="#">View File</a> |
| Samples of assessed assignments for theory courses of different programmes | <a href="#">View File</a> |
| Any other relevant information                                             | <b>No File Uploaded</b>   |

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

**The preparatory stage begins with a staff meeting that is conducted prior to the internship and a list of schools is formulated. Schools from three districts Kottayam, Pathanamthitta and Alappuzha are taken for this purpose. The subject teachers notify the students about this and students are allowed to choose as per their convenience. If any new schools are available, they might**

also be included. This final list is sent to the Deputy Director of Education for approval. After this, communication is made with the selected schools. After acceptance, a school visit is made by students with their mentor/Head of the School. Timetable for the internship will also be collected during this time. The head of the institution along with subject teachers organises Orientation programs for school principals/teachers. Students are given a proper orientation regarding how the internship should be professionally carried out in the schools, preparation of lesson plans, teaching aid preparation workshop, teaching-learning activities code of conduct, discipline etc. The first phase of internship is done in the second semester of the course, for a period of one month. Five lesson plans are developed for this purpose and implemented by the teacher trainees. The second phase of internship is conducted in the third semester of the course for a duration of 4 months. Fifty two lesson plans are prepared for this purpose.

| File Description                             | Documents                 |
|----------------------------------------------|---------------------------|
| Documentary evidence in support of the claim | <a href="#">View File</a> |
| Any other relevant information               | <a href="#">View File</a> |

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

##### 2.4.9.1 - Number of final year students during the academic year

**97**

| File Description                                | Documents                 |
|-------------------------------------------------|---------------------------|
| Data as per Data Template                       | <a href="#">View File</a> |
| Plan of teacher engagement in school internship | <a href="#">View File</a> |
| Any other relevant information                  | <b>No File Uploaded</b>   |

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

**Nine/All of the above**

| reports                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                           |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|
| File Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Documents                 |
| Data as per Data Template                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <a href="#">View File</a> |
| Sample copies for each of selected activities claimed                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <a href="#">View File</a> |
| School-wise internship reports showing student engagement in activities claimed                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | No File Uploaded          |
| Wherever the documents are in regional language, provide English translated version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | No File Uploaded          |
| Any other relevant information                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | No File Uploaded          |
| <p>2.4.11 - Institution adopts effective monitoring mechanisms during internship programme. Describe in not more than 100-200 words, the monitoring mechanisms adopted to ensure optimal impact of internship in schools with specific reference to the role of teacher educators, school principal, school teachers and peers.</p> <p><b>Assessment is crucial to any teaching-learning process. Hence every measure is adopted by teachers to streamline assessment modes during the internship. The institution offers effective monitoring mechanisms for the same. Every Optional teacher will be in charge of internship programme. After two or three weeks of internship commencement, every subject /optional teacher starts visiting and monitoring teacher trainees. The assessment of the classes, lesson plan, teaching activities, ICT integration, adequate use of teaching learning aids, classroom management and so on are very comprehensively conducted by the mentor teachers. The monitoring mechanism is done periodically during this period, in total it is done thrice during the internship. Once in every month during the internship, students assemble at the college, meet their mentors, further lesson plans are submitted, and feedback is also provided. The Principal of the concerned school, school teachers and mentor teacher will periodically evaluate the teaching of internees using Observation Schedule. The feedback to students is also done by the concerned authorities. Teachers who are in charge of Physical Education and Value Education will also monitor the internship programme twice during this period.</b></p> |                           |

| File Description                                | Documents                 |
|-------------------------------------------------|---------------------------|
| Documentary evidence in support of the response | <a href="#">View File</a> |
| Any other relevant information                  | No File Uploaded          |

  

|                                                                                                                                                                                                                                                                                                                             |                   |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|
| <b>2.4.12 - Performance of students during internship is assessed by the institution in terms of observations of different persons such as Self Peers (fellow interns) Teachers / School* Teachers Principal / School* Principal B. Ed Students / School* Students (* ‘Schools’ to be read as “TEIs” for PG programmes)</b> | Four of the above |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|

  

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

  

|                                                                                                                                                                                                                                                                                                                            |                   |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|
| <b>2.4.13 - Comprehensive appraisal of interns’ performance is in place. The criteria used for assessment include Effectiveness in class room teaching Competency acquired in evaluation process in schools Involvement in various activities of schools Regularity, initiative and commitment Extent of job readiness</b> | Five of the above |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|

  

| File Description                                                           | Documents                 |
|----------------------------------------------------------------------------|---------------------------|
| Format for criteria and weightages for interns’ performance appraisal used | <a href="#">View File</a> |
| Five filled in formats for each of the aspects claimed                     | <a href="#">View File</a> |
| Any other relevant information                                             | No File Uploaded          |

  

|                                          |
|------------------------------------------|
| <b>2.5 - Teacher Profile and Quality</b> |
|------------------------------------------|

**2.5.1 - Number of fulltime teachers against sanctioned posts during the year****10**

| File Description                                                                                                             | Documents                 |
|------------------------------------------------------------------------------------------------------------------------------|---------------------------|
| Data as per Data Template                                                                                                    | <a href="#">View File</a> |
| Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal | <a href="#">View File</a> |
| English translation of sanction letter, if it is in regional language                                                        | <b>No File Uploaded</b>   |
| Any other relevant information                                                                                               | <b>No File Uploaded</b>   |

**2.5.2 - Number of fulltime teachers with Ph. D. degree during the year****9**

| File Description                                      | Documents                 |
|-------------------------------------------------------|---------------------------|
| Data as per Data Template                             | <a href="#">View File</a> |
| Certificates of Doctoral Degree (Ph.D) of the faculty | <a href="#">View File</a> |
| Any other relevant information                        | <b>No File Uploaded</b>   |

**2.5.3 - Number of teaching experience of full time teachers for the during the year****177****2.5.3.1 - Total number of years of teaching experience of full-time teachers for the academic year****177**

| File Description                                         | Documents                 |
|----------------------------------------------------------|---------------------------|
| Copy of the appointment letters of the fulltime teachers | <a href="#">View File</a> |
| Any other relevant information                           | <b>No File Uploaded</b>   |

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

colleagues and with other institutions on policies and regulations

**Teacher's put effort to keep themselves updated professionally through**

**I) In house discussion on current development and issues in education**

**1. Staff meeting sessions give opportunity to get enlightened through discussions on various topics 2. Teachers participate in the seminars and workshops 3. Staff are encouraged to write articles in Journals II) Share information with colleagues in other institutions on policies regulations**

**1. Annual gathering of 'All Kerala Training College Teachers Association**

**2. Jointly publish papers. 3. Publications in UGC Care List Journals, UGC Approved journals and Proceedings 4. Participating in Subject Teacher Consortiums 5. Membership in professional networks 6. Membership in professional /academic bodies**

| File Description                          | Documents                 |
|-------------------------------------------|---------------------------|
| Documentary evidence to support the claim | <a href="#">View File</a> |
| Any other relevant information            | <b>No File Uploaded</b>   |

## **2.6 - Evaluation Process**

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

**The Continuous Internal Evaluation of student learning is done as per the guidelines of M.G University. Every component in all the theory courses as instructed by the University is strictly followed while awarding the internal marks. The internal evaluation of theory courses is done by conducting two class tests and the respective practicum for each course. After putting the internal marks, they are then published before the commencement of University Examinations and are acknowledged by the students. All details of the internal examination are safely kept in the college for two years after the end of the programme and made available for verification by University if needed. All the documents pertaining to the practical courses are made available before the External Examination Board constituted by the University. The same**

procedure is practised in all the semesters of the B.Ed course, which ensures continuous evaluation in the institution. Scheme of Assessment for internal evaluation of theory courses

| 1. Theory courses with Credit 5 | Title | No. of Tasks | @ Course Marks | Total Marks |
|---------------------------------|-------|--------------|----------------|-------------|
| Internal Test                   | 2     | 10           | 20             |             |
| Practicum                       | 1     | 10           | 1              |             |

  

| 1. Theory courses with Credit 3 | Title | No. of Tasks | @ Course Marks | Total Marks |
|---------------------------------|-------|--------------|----------------|-------------|
| Internal Test                   | 2     | 5            | 10             |             |
| Practicum                       | 1     | 5            | 1              |             |

| File Description                                                                                                           | Documents                 |
|----------------------------------------------------------------------------------------------------------------------------|---------------------------|
| Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal | <a href="#">View File</a> |
| Any other relevant information                                                                                             | No File Uploaded          |

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

Five of the above

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

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

**Mechanism for grievance redressal related to Examination timebound and effectively. The College strictly adheres to the guidelines issued by the affiliating university(M.G University) Complete**

transparency is maintained in this regard. In order to address the grievances of students, an examination committee, consisting of Principal and Faculty members is constituted every year. All the students are clearly informed about the procedures while evaluation of student work is done. Two internal tests and one practicum are conducted in each semester for the theory courses. At the end of the semester, average marks of both the unit tests are calculated and then published before the commencement of University Examinations. Any discrepancies if reported by the students are resolved by the concerned faculty immediately. After valuation of the tests, the internal marks are displayed on the notice board. Students are made free to raise a grievance to the concerned faculty. Grievances, (if any) can be resolved immediately. The grievances of the students with reference to assessment are made clear by showing his/her performance in the answer sheet and are resolved immediately. If not, a student can approach the University level examination grievance committee.

| File Description                                                              | Documents                 |
|-------------------------------------------------------------------------------|---------------------------|
| Academic calendar of the Institution with seal and signature of the Principal | <a href="#">View File</a> |
| Any other relevant information                                                | No File Uploaded          |

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

The college adheres to the Academic Calendar, prepared by NSS Training College, Changanacherry. On the basis of the academic calendar, events are chalked out during an academic year beginning with the dates of commencement for the programme, start and end date of each semester, completion of syllabi for each semester, schedule of internal exams, submission of practicum and practical works, working days, holidays, semester breaks etc. As per the academic calendar and guidelines provided by M. G University, internal examinations and assessments are conducted. An examination committee consisting of the Principal, teacher-in-charge and other few faculties constitutes the Examination Committee at the College Level. This committee will monitor the overall internal assessment procedures. The committee also prepares an internal examination timetable for each Semester. Proper guidelines are conveyed to the faculty members regarding the criteria to be followed while carrying out the Internal Evaluation. Comprehensive planning is made in for every aspect

related to the conduct of Internal evaluation and the publication of internal marks. Continuous internal evaluation is thus conducted throughout all semesters of the B.Ed programme.

| File Description                                                              | Documents                 |
|-------------------------------------------------------------------------------|---------------------------|
| Academic calendar of the Institution with seal and signature of the Principal | <a href="#">View File</a> |
| Any other relevant information                                                | No File Uploaded          |

## 2.7 - Student Performance and Learning Outcomes

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

The structure of two year B.Ed programme is designed in such a way that it enables the student teacher to uphold the value system on various aspects of Indian society, to challenge the environmental and social issues, develop teacher competence, motivation, get them ready for professional preparation and many more. The teaching-learning process comprises various methodologies that are well executed by well qualified and experienced teachers and used appropriately for each of the theory courses included in the curriculum. Students are involved in numerous practical works, practicums, teaching aid preparations, microteaching sessions, discussion, demonstration and criticism lessons which helps them to acquire essential teacher qualities. They are trained and guided by mentor teachers with well-prepared rubrics and observation modes. Opportunities are provided to student teachers to build their professional capacities, teacher sensibilities and skills through Engaging them with the field during their internship. The inclusion of Core papers, Pedagogic courses, Associate courses, Courses on Educational Technology, Educational Psychology, Curriculum Studies, Health and Physical Education, Drama and Art in Education, Communicative English, Pedagogic Course on Professional Development of Teacher and the associated practicum and practical works will enhance and mould the student teachers in moulding as true professionals.

| File Description                             | Documents                 |
|----------------------------------------------|---------------------------|
| Documentary evidence in support of the claim | <a href="#">View File</a> |
| Any other relevant information               | No File Uploaded          |

**2.7.2 - Pass percentage of Students during the year**

| File Description                                                                                      | Documents                 |
|-------------------------------------------------------------------------------------------------------|---------------------------|
| Data as per Data Template                                                                             | <a href="#">View File</a> |
| Result sheet for each year received from the Affiliating University                                   | <a href="#">View File</a> |
| Certified report from the Head of the Institution indicating pass percentage of students program-wise | <a href="#">View File</a> |
| Any other relevant information                                                                        | <b>No File Uploaded</b>   |

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

The structure of two year B.Ed Curriculum is designed to enable student teachers to acquire the stated General and Course Objectives as listed in the curriculum. The Theory Courses, its associated Practicums and Practicals are well aligned with the stated PLO's and CLO's. The progressive student performance(in four semesters), of both professional and personal attributes are evaluated, both internally and externally The internal evaluation of theory courses is done by class tests and the related practicum. Two class tests and one practicum is done by all students for every course. Appropriate feedback is given to students for each of their assigned work and the progress made by students are recorded by the mentor teachers. The assessment criteria for each of the practical work is defined in the curriculum, which the teachers strictly adheres to. The internship programme(which evaluates professional attributes) of B.Ed course is done in two phases- as school induction(for one month) in SEMII and teaching practice in phase 2(for 4 months) in SEM III is monitored by mentor teachers using Criteria for assessment and is verified by documents that are maintained by students as prescribed in the Curriculum.

| File Description                                                                                                   | Documents                 |
|--------------------------------------------------------------------------------------------------------------------|---------------------------|
| Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved | <a href="#">View File</a> |
| Any other relevant information                                                                                     | <b>No File Uploaded</b>   |

**2.7.4 - Performance of outgoing students in internal assessment****2.7.4.1 - Number of students achieving on an average 70% or more in internal assessment activities during the year****98**

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

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

Our institution conducts an Entry Level Test at the beginning of each academic year, and the student learning needs are identified. In the first semester, students are given three practice lesson on Microteaching followed by a Link Practice. Mentor teachers, as well as peers, record their observations using rubrics. The B.Ed. Programme envisages school internship of 20 weeks duration spreading over two phases, first phase of four weeks during II semester and 16 weeks during III semester. The first phase consists of four weeks of school engagement. In the second phase, there shall be a minimum of 16 weeks intensive school internship and one week observation of a regular class room with a regular teacher. They involve in planning, teaching and assessment, interacting with school teachers, community members and children. The mentor teacher periodically visits each trainee, records their observation on all aspects of teaching based on assessment criteria. Immediate feedback and suggestions are provided. Thus regular monitoring will help students to make progress during the course. The thought for the day programmes and other activities conducted in the institution also provide opportunities to mark their overall improvement in their performance.

| File Description                         | Documents                 |
|------------------------------------------|---------------------------|
| Documentary evidence in respect to claim | <a href="#">View File</a> |
| Any other relevant information           | No File Uploaded          |

## 2.8 - Student Satisfaction Survey

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

<https://www.nsstcchry.org/pdf/student-satisfaction-survey/student-satisfaction-survey-2023-24.pdf>

## RESEARCH AND OUTREACH ACTIVITIES

### 3.1 - Resource Mobilization for Research

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

00

| File Description                        | Documents                 |
|-----------------------------------------|---------------------------|
| Data as per Data Template               | <a href="#">View File</a> |
| Sanction letter from the funding agency | No File Uploaded          |
| Any other relevant information          | No File Uploaded          |

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

00

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

**3.1.3 - In-house support is provided by the institution to teachers for research purposes during the year in the form of Seed money for doctoral studies / research projects Granting study leave for research field work**

One of the above

| <b>Undertaking appraisals of institutional functioning and documentation Facilitating research by providing organizational supports Organizing research circle / internal seminar / interactive session on research</b>                                                                                                                                               |                           |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|
| File Description                                                                                                                                                                                                                                                                                                                                                      | Documents                 |
| Data as per Data Template                                                                                                                                                                                                                                                                                                                                             | <a href="#">View File</a> |
| Institutional Policy document detailing scheme of incentives                                                                                                                                                                                                                                                                                                          | No File Uploaded          |
| Sanction letters of award of incentives                                                                                                                                                                                                                                                                                                                               | No File Uploaded          |
| Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal                                                                                                                                                                                                                                                          | No File Uploaded          |
| Documentary evidence for each of the claims                                                                                                                                                                                                                                                                                                                           | No File Uploaded          |
| Any other relevant information                                                                                                                                                                                                                                                                                                                                        | No File Uploaded          |
| <b>3.1.4 - Institution has created an eco-system for innovation and other initiatives for creation and transfer of knowledge that include Participative efforts (brain storming, think tank etc.) to identify possible and needed innovations Encouragement to novel ideas Official approval and support for innovative try-outs Material and procedural supports</b> | Two of the above          |
| File Description                                                                                                                                                                                                                                                                                                                                                      | Documents                 |
| Documentary evidences in support of the claims                                                                                                                                                                                                                                                                                                                        | <a href="#">View File</a> |
| Details of reports highlighting the claims made by the institution                                                                                                                                                                                                                                                                                                    | <a href="#">View File</a> |
| Reports of innovations tried out and ideas incubated                                                                                                                                                                                                                                                                                                                  | No File Uploaded          |
| Copyrights or patents filed                                                                                                                                                                                                                                                                                                                                           | No File Uploaded          |
| Any other relevant information                                                                                                                                                                                                                                                                                                                                        | No File Uploaded          |

**3.2 - Research Publications****3.2.1 - Number of research papers / articles per teacher published in Journals notified on UGC website during the year****03**

| File Description                                                                       | Documents                 |
|----------------------------------------------------------------------------------------|---------------------------|
| Data as per Data Template                                                              | <a href="#">View File</a> |
| First page of the article/journals with seal and signature of the Principal            | <a href="#">View File</a> |
| E-copies of outer jacket/contents page of the journals in which articles are published | <b>No File Uploaded</b>   |
| Any other relevant information                                                         | <b>No File Uploaded</b>   |

**3.2.2 - Number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the year****25**

| File Description                                                                                                                                                         | Documents                 |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|
| Data as per Data Template                                                                                                                                                | <a href="#">View File</a> |
| • First page of the published book/chapter with seal and signature of the Principal                                                                                      | <a href="#">View File</a> |
| 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 | <a href="#">View File</a> |
| Any other relevant information                                                                                                                                           | <b>No File Uploaded</b>   |

**3.3 - Outreach Activities****3.3.1 - Number of outreach activities organized by the institution during the year****3.3.1.1 - Total number of outreach activities organized by the institution during the year****5**

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

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

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

**321**

| File Description                                                              | Documents                 |
|-------------------------------------------------------------------------------|---------------------------|
| Event-wise newspaper clippings / videos / photographs with captions and dates | <a href="#">View File</a> |
| Report of each outreach activity with seal and signature of the Principal     | <a href="#">View File</a> |
| Any other relevant information                                                | <b>No File Uploaded</b>   |

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

**741**

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

**741**

| File Description                                                                          | Documents                 |
|-------------------------------------------------------------------------------------------|---------------------------|
| Data as per Data Template                                                                 | <a href="#">View File</a> |
| Documentary evidence in support of the claim along with photographs with caption and date | <a href="#">View File</a> |
| Any other relevant information                                                            | <b>No File Uploaded</b>   |

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

The diverse outreach programs organized by our college act as catalysts, sensitizing students to pressing social issues while contributing actively to community development. These initiatives instill a profound sense of responsibility and empathy among students, fostering a deeper understanding of the challenges faced by various segments of society. Activities such as the Food Distribution Drive, Snehamrutham, and resource material development provide hands-on experience, cultivating heightened societal awareness.

Our institution is deeply committed to nurturing social awareness and skills development among student-teachers by organizing meaningful off-campus activities. These initiatives aim to instill a sense of accountability and inspire positive contributions to society. Annually, we host a range of programs designed to bring student-teachers closer to real-world social challenges.

A significant element of these efforts is the arrangement of educational tours, offering student-teachers firsthand exposure to diverse cultures, places, and people. Such experiences broaden their perspectives and deepen their understanding of the world. Furthering our commitment to societal responsibility, the institution actively participates in the Swachh Bharat Abhiyan, a nationwide cleanliness campaign launched on October 2nd, 2014, by the Honorable Prime Minister. Aligning with this mission, the college emphasizes the importance of maintaining a clean and hygienic environment, encouraging active involvement from all stakeholders.

Through these comprehensive initiatives, our institution empowers student-teachers to evolve into socially responsible citizens. By fostering a blend of academic learning, experiential knowledge, and community engagement, we aim to nurture a generation of socially conscious, community-oriented leaders equipped to make meaningful contributions to society.

| File Description                                         | Documents                 |
|----------------------------------------------------------|---------------------------|
| Relevant documentary evidence for the claim              | <a href="#">View File</a> |
| Report of each outreach activity signed by the Principal | <a href="#">View File</a> |
| Any other relevant information                           | <b>No File Uploaded</b>   |

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

00

| File Description                                  | Documents                 |
|---------------------------------------------------|---------------------------|
| Data as per Data Template                         | <a href="#">View File</a> |
| Appropriate certificates from the awarding agency | <b>No File Uploaded</b>   |
| Any other relevant information                    | <b>No File Uploaded</b>   |

### 3.4 - Collaboration and Linkages

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

00

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

00

| File Description                                                       | Documents                 |
|------------------------------------------------------------------------|---------------------------|
| Data as per Data Template                                              | <a href="#">View File</a> |
| List of teachers/students benefited by linkage – exchange and research | <b>No File Uploaded</b>   |
| Report of each linkage along with videos/photographs                   | <b>No File Uploaded</b>   |
| Any other relevant information                                         | <b>No File Uploaded</b>   |

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

00

| File Description                                                  | Documents                 |
|-------------------------------------------------------------------|---------------------------|
| Data as per Data Template                                         | <a href="#">View File</a> |
| Copies of the MoU's with institution / industry/ corporate houses | <b>No File Uploaded</b>   |
| Any other relevant information                                    | <b>No File Uploaded</b>   |

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

**One/Two of the above**

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

## **INFRASTRUCTURE AND LEARNING RESOURCES**

### **4.1 - Physical Facilities**

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

**Campus Area Campus land area occupies a total of .97 Acres. The college functions in two blocks; one double storied with carpet area of 10614.68 Sq. Feet (Main Block) and another three storied with carpet area of 15320. 36 Sq. In the ground floor of the two storied building is the Seminar Hall . In the ground floor of the three storied building, is the Natural science class cum Laboratory and Physical science class cum laboratory .In the**

second floor of the three storied is the English optional class cum Laboratory, Hindi optional class cum laboratory, and Social science class cum Laboratory. In the second floor of the three storied building is the Malayalam optional class cum laboratory. There are Computer laboratory Technology laboratory cum Mathematics class , Language laboratory, Work Experience Laboratory and two Science Method Laboratories for Physical Science and Natural Science Optional classes for conducting experiments in science subjects. All the classes of the institution have LCD facility. Institution has three Seminar Halls with ICT facilities, one Seminar hall in the ground floor an Auditorium cum General class room in first floor and a Multipurpose hall in the Second floor of the New Block.

| File Description                                            | Documents                 |
|-------------------------------------------------------------|---------------------------|
| List of physical facilities available for teaching learning | <a href="#">View File</a> |
| Geo-tagged photographs                                      | <a href="#">View File</a> |
| Any other relevant information                              | No File Uploaded          |

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

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

**10**

| File Description                                   | Documents                                                                                       |
|----------------------------------------------------|-------------------------------------------------------------------------------------------------|
| Data as per Data Template                          | <a href="#">View File</a>                                                                       |
| Geo-tagged photographs                             | <a href="#">View File</a>                                                                       |
| Link to relevant page on the Institutional website | <a href="https://www.nsstcchry.org/facilities.php">https://www.nsstcchry.org/facilities.php</a> |
| Any other relevant information                     | No File Uploaded                                                                                |

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

**470795**

| File Description                                                                                                                          | Documents                 |
|-------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|
| Data as per Data Template                                                                                                                 | <a href="#">View File</a> |
| Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal | <a href="#">View File</a> |
| Any other relevant information                                                                                                            | <b>No File Uploaded</b>   |

## 4.2 - Library as a Learning Resource

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

**Library is automated by using KOHA software. Koha has multiple functionalities to complete all size Library. It is Internationally accepted. Support Linux, Unix, Windows, and MAC operating systems. Web-based OPAC system allows the public to search the catalog all over the world. Full MARC21 and UNIMARC support for professional cataloging. Enhance catalog display using contents from Amazon, Google, Library thing, etc. This software helps to print your own bar codes, spine labels & ID card. Provides Multilingual and multi-user support. Imports catalog by the power full Z39.50 server. Uses power full ZEBRA search engine. Send E-mail & messages for overdue and other notifications. Manage online and offline resources with the same tool. Flexible reports generation. RFID & BARCODE READER. Flexible to customize according to your library requirements. Support for z39.50, SIP2, NCIP, EDI. Import data from Excel files.**

| File Description                                         | Documents                                                                                       |
|----------------------------------------------------------|-------------------------------------------------------------------------------------------------|
| Bill for augmentation of library signed by the Principal | <b>No File Uploaded</b>                                                                         |
| Web-link to library facilities, if available             | <a href="https://www.nsstcchry.org/facilities.php">https://www.nsstcchry.org/facilities.php</a> |
| Any other relevant information                           | <a href="#">View File</a>                                                                       |

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

**Online Public Access Catalogue (OPAC) OPAC is an access tool and resource guide to the collection of our library which provides**

bibliographic data in machinereadable form and can be searched interactively on a computer terminal by users. It enables the librarians to catalog different genres of books and maintain its database online. It allows students and teachers to search books on parameters such as title, author's name, volume, and keywords with mere clicks. The purpose of OPAC or the Online Public Access Catalogue to make the digital resources search faster & easier for the students by offering a digital library catalogue. Library software integrated with the OPAC is not just helpful for librarians & students but it's highly beneficial for educators as well. It's the responsibility of educators to keep track of everything that goes on in their institution. Students can identify the number of copies left in the library, its location, and such crucial information and then visit the library to get the books. For ebooks, they can directly get information & access it at any point in time.

| File Description                                 | Documents                 |
|--------------------------------------------------|---------------------------|
| Landing page of the remote access webpage        | <a href="#">View File</a> |
| Details of users and details of visits/downloads | <a href="#">View File</a> |
| Any other relevant information                   | No File Uploaded          |

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

Three of the above

| File Description                                                             | Documents                 |
|------------------------------------------------------------------------------|---------------------------|
| Data as per Data template                                                    | <a href="#">View File</a> |
| Receipts of subscription /membership to e-resources                          | <a href="#">View File</a> |
| E-copy of the letter of subscription /member ship in the name of institution | <a href="#">View File</a> |
| Any other relevant information                                               | <a href="#">View File</a> |

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

**0.019385**

| File Description                                                                                                                                                              | Documents                 |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|
| Data as per Data Template                                                                                                                                                     | <a href="#">View File</a> |
| Income Expenditure statements highlighting the expenditure on purchase of books, journals, e-resources with seal and signature of both the Principal and Chartered Accountant | <a href="#">View File</a> |
| Any other relevant information                                                                                                                                                | <b>No File Uploaded</b>   |

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

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

**106**

| File Description                                                                                                                                                                                                                              | Documents                 |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|
| Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the academic year with seal and signature of both the librarian and principal | <a href="#">View File</a> |
| Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution                                                                                                         | <a href="#">Nil</a>       |
| Any other relevant information                                                                                                                                                                                                                | <a href="#">View File</a> |

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

**Two of the above**

## as gifts to College

| File Description               | Documents                 |
|--------------------------------|---------------------------|
| Data as per Data Template      | <a href="#">View File</a> |
| Any other relevant information | No File Uploaded          |

## 4.3 - ICT Infrastructure

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

In educational institutions, providing Internet access for employees, students and visitors is paramount, since student support services are offered virtually, classes are increasingly interactive and digital, subjects are taught in a virtual format, or in a hybrid way (blended), making the internet resource, inside and outside the institution, highly relevant to the student learning cycle. The connection strength has been progressively increased over the years to meet the demands of the situation. The college provides network connection through OFC (optical fiber connection ) (connection No-04812420481) uninterrupted in 50 meter radius of the institution( high speed connectivity). The speed of internet availability 100MBPS. Availability of the signal will vary from place to place for students/faculty members and staffs. The signal strength also may vary from location to location. It is not mandatory that each and every area in each floor of every block will have the same kind of signal strength. Institution has 5 access points with 2 booster router and two Modems. Password protection is ensured for security and safety. Access to Wireless internet is only an extended service and either students or staff can access it on demand with support of the technical staff.

| File Description                                                                        | Documents                 |
|-----------------------------------------------------------------------------------------|---------------------------|
| Document related to date of implementation and updation, receipt for updating the Wi-Fi | <a href="#">View File</a> |
| Any other relevant information                                                          | No File Uploaded          |

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

6:1

| File Description                                                                                                                                                                                                                                                                                                 | Documents                   |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|
| Data as per data template                                                                                                                                                                                                                                                                                        | <a href="#">View File</a>   |
| Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal                                                                                                                                                                                                              | No File Uploaded            |
| Any other relevant information                                                                                                                                                                                                                                                                                   | No File Uploaded            |
| <b>4.3.3 - Available bandwidth of internet connection in the Institution (Leased line)<br/>Opt any one:</b>                                                                                                                                                                                                      | <b>D. 50 MBPS - 250MBPS</b> |
| File Description                                                                                                                                                                                                                                                                                                 | Documents                   |
| Receipt for connection indicating bandwidth                                                                                                                                                                                                                                                                      | <a href="#">View File</a>   |
| Bill for any one month during the academic year indicating internet connection plan, speed and bandwidth                                                                                                                                                                                                         | <a href="#">View File</a>   |
| Any other relevant Information                                                                                                                                                                                                                                                                                   | No File Uploaded            |
| <b>4.3.4 - Facilities for e-content development are available in the institution such as<br/>Facilities for e-content development are available in the institution such as Studio /<br/>Live studio Content distribution system<br/>Lecture Capturing System (LCS)<br/>Teleprompter Editing and graphic unit</b> | <b>One of the above</b>     |
|                                                                                                                                                                                                                                                                                                                  |                             |

| File Description                                                                  | Documents                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-----------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Data as per Data Template                                                         | <b>No File Uploaded</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Link to videos of the e-content development facilities                            | <a href="#">Nil</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| List the equipment purchased for claimed facilities along with the relevant bills | <b>No File Uploaded</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Link to the e-content developed by the faculty of the institution                 | <a href="https://youtu.be/5H11cnq0Cw8">https://youtu.be/5H11cnq0Cw8</a><br><a href="https://youtu.be/Gi7aw">https://youtu.be/Gi7aw</a><br><a href="https://vidyamrutam.mgu.ac.in/">https://vidyamrutam.mgu.ac.in/</a> <a href="https://youtube.com/@drsaritharajeev?si=v9NWhPS35gJoEI29Yc8f7c">https://youtube.com/@drsaritharajeev?si=v9NWhPS35gJoEI29Yc8f7c</a> <a href="https://youtu.be/bhF7lQ1Mcg">https://youtu.be/bhF7lQ1Mcg</a><br><a href="https://youtu.be/ibMe-7WGY48">https://youtu.be/ibMe-7WGY48</a><br><a href="https://youtu.be/3jtv_t27mhI">https://youtu.be/3jtv_t27mhI</a><br><a href="https://youtu.be/c9G0MaxQ07M">https://youtu.be/c9G0MaxQ07M</a><br><a href="https://youtu.be/zYnLp104pmc">https://youtu.be/zYnLp104pmc</a><br><a href="https://youtu.be/GPh3Erbfakc">https://youtu.be/GPh3Erbfakc</a><br><a href="https://youtu.be/KmKyvcE0oBE">https://youtu.be/KmKyvcE0oBE</a><br><a href="https://youtu.be/yYtcFLu2K-k">https://youtu.be/yYtcFLu2K-k</a><br><a href="https://youtu.be/93kPHbTPcXg">https://youtu.be/93kPHbTPcXg</a><br><a href="https://youtu.be/XI8WEPdfA2M">https://youtu.be/XI8WEPdfA2M</a> <a href="https://youtu.be/vHQz78_rp1k">https://youtu.be/vHQz78_rp1k</a> , <a href="https://youtube.com/channel/UCLw1lhem_VRz1uBTzP5CLAA">https://youtube.com/channel/UCLw1lhem_VRz1uBTzP5CLAA</a> |
| Any other relevant information                                                    | <b>No File Uploaded</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

#### 4.4 - Maintenance of Campus and Infrastructure

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

**872383**

| File Description                                                                                                            | Documents                 |
|-----------------------------------------------------------------------------------------------------------------------------|---------------------------|
| Data as per Data Template                                                                                                   | <a href="#">View File</a> |
| Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant | <a href="#">View File</a> |
| Any other relevant information                                                                                              | <b>No File Uploaded</b>   |

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

The technical devices available in the institution like Slide projectors, LCD projectors, OHPs, DLPs, Interactive projectors, Smart boards, Radio, Television, Audio systems, Digital cameras, Handy cams, Lap Top computers. Auditorium is used to conduct general classes, college Union activities PTA and alumni meetings, cultural activities competitions and exhibitions. The multipurpose hall and seminar hall is used to conduct seminars, workshops, various competitions and guest lectures. Counseling room is utilized for giving counseling for needy students. The exhibits in the Social science museum glorify our cultural heritage. Library is computerized with internet facility. Equipments in the Technology laboratory, Science Laboratory, Language Laboratory, Psychology laboratory and computer Lab are effectively used in the teaching learning process. Tools available in the work experience laboratory are used to make necessary teaching aids and products related to SUPW. Photocopy machines and printers are available in the college which are utilized by staff and students. The Physical education department has facilities for indoor and outdoor games. All classrooms, seminar hall and Auditorium are provided with DLPs and computers. Generators and inverters are available in the college for providing uninterrupted power supply. The establishment of public address system makes it convenient for the principal and faculty to handle situations through announcements

| File Description                                 | Documents                                                                                       |
|--------------------------------------------------|-------------------------------------------------------------------------------------------------|
| Appropriate link(s) on the institutional website | <a href="https://www.nsstcchry.org/facilities.php">https://www.nsstcchry.org/facilities.php</a> |
| Any other relevant information                   | <a href="#">View File</a>                                                                       |

## STUDENT SUPPORT AND PROGRESSION

### 5.1 - Student Support

**5.1.1 - A range of capability building and skill enhancement initiatives are undertaken by the institution such as Career and Personal Counseling Skill enhancement in academic, technical and organizational aspects Communicating with persons of different disabilities: Braille, Sign language and Speech training Capability to develop a**

**Three of the above**

|                                                                                                                                                                                                                                                                                                                                                                                                                                 |                              |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|
| <b>seminar paper and a research paper;<br/>understand/appreciate the difference between<br/>the two E-content development Online<br/>assessment of learning</b>                                                                                                                                                                                                                                                                 |                              |
| <b>File Description</b>                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Documents</b>             |
| Data as per Data Template                                                                                                                                                                                                                                                                                                                                                                                                       | <a href="#">View File</a>    |
| Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal                                                                                                                                                                                                                                                                                                            | <a href="#">View File</a>    |
| Sample feedback sheets from the students participating in each of the initiative                                                                                                                                                                                                                                                                                                                                                | <a href="#">View File</a>    |
| Photographs with date and caption for each initiative                                                                                                                                                                                                                                                                                                                                                                           | <a href="#">View File</a>    |
| Any other relevant information                                                                                                                                                                                                                                                                                                                                                                                                  | <b>No File Uploaded</b>      |
| <b>5.1.2 - Available student support facilities in institution are Vehicle Parking Common rooms separately for boys and girls Recreational facility First aid and medical aid Transport Book bank Safe drinking water Hostel Canteen Toilets for girls Indicate the one/s applicable</b>                                                                                                                                        | <b>Five/Six of the above</b> |
| <b>File Description</b>                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Documents</b>             |
| Geo-tagged photographs                                                                                                                                                                                                                                                                                                                                                                                                          | <a href="#">View File</a>    |
| Any other relevant information                                                                                                                                                                                                                                                                                                                                                                                                  | <b>No File Uploaded</b>      |
| <b>5.1.3 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees</b> | <b>B. Any 3 of the above</b> |

| File Description                                                                                 | Documents                 |
|--------------------------------------------------------------------------------------------------|---------------------------|
| Data as per Data Template for the applicable options                                             | <a href="#">View File</a> |
| Institutional guidelines for students' grievance redressal                                       | <a href="#">View File</a> |
| Composition of the student grievance redressal committee including sexual harassment and ragging | <a href="#">View File</a> |
| Samples of grievance submitted offline                                                           | No File Uploaded          |
| Any other relevant information                                                                   | No File Uploaded          |

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

**Two of the above**

| File Description                                                                                                                    | Documents                 |
|-------------------------------------------------------------------------------------------------------------------------------------|---------------------------|
| Data as per Data template                                                                                                           | <a href="#">View File</a> |
| Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter | No File Uploaded          |
| Report of the Placement Cell                                                                                                        | <a href="#">View File</a> |
| Any other relevant information                                                                                                      | <a href="#">View File</a> |

## **5.2 - Student Progression**

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

|                                                         |                                     |
|---------------------------------------------------------|-------------------------------------|
| Number of students placed as teachers/teacher educators | Total number of graduating students |
| <b>15</b>                                               | <b>97</b>                           |

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

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

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

**4**

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

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

**30**

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

### 5.3 - Student Participation and Activities

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

Our College has a well organized student council for each academic year .In the beginning of each academic year a student union is formed.The college union is given a prominent role in decision making,planning of activities and administrative bodies of theinstitution.The arts and sports fest were conducted by the college union.Various competitions like Inter college programmes wereorganized by the union.The college union has representations in inthe grivence cell,library council and all other comittees in thecollege.In additiontocollegeunion there arstudentrepresentative sinvariouscommitteesandclubsoftheinstitution.Hencethecollegeuniona ndotherstudent representationconstitute the student council of the institution.During thisacademic year a student union was formed by election and they performed various activities in the college.

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

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

35

| File Description                                                         | Documents                 |
|--------------------------------------------------------------------------|---------------------------|
| Data as per Data Template                                                | <a href="#">View File</a> |
| Reports of the events along with the photographs with captions and dates | <a href="#">View File</a> |
| Copy of circular / brochure indicating such kind of events               | <a href="#">View File</a> |
| Any other relevant information                                           | <b>No File Uploaded</b>   |

#### 5.4 - Alumni Engagement

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

The Alumni Association of our college has extended its support for the enhancement of the institutional functioning in the following ways. Organizing workshop for various skill development activities. Conducting demonstration classes in the concerned subject area by using different strategies of teaching. Providing scholarships for meritorious students. Workshop on documentary film making, Demonstration classes by the alumna of Physical Science, Natural Science, Social Science, Maths, Malayalam, English, Hindi. Alumna provide its supports for the conduction of orientation classes on Competitive examinations like TET, KTET, SET. Programmes for freshers were conducted by the alumna of the college. The alumni provide financial support to the meritorious students of each academic year.

| File Description                                                 | Documents                 |
|------------------------------------------------------------------|---------------------------|
| Details of office bearers and members of alumni association      | <a href="#">View File</a> |
| Certificate of registration of Alumni Association, if registered | <b>No File Uploaded</b>   |
| Any other relevant information                                   | <a href="#">View File</a> |

5.4.2 - Alumni has an active role in the regular institutional functioning such as  
**Motivating the freshly enrolled students**  
**Involvement in the in-house curriculum development**  
**Organization of various**

**Three/Four of the above**

**activities other than class room activities**  
**Support to curriculum delivery Student**  
**mentoring Financial contribution Placement**  
**advice and support**

| File Description                                                                  | Documents                 |
|-----------------------------------------------------------------------------------|---------------------------|
| Documentary evidence for the selected claim                                       | <a href="#">View File</a> |
| Income Expenditure statement highlighting the alumni contribution                 | <b>No File Uploaded</b>   |
| Report of alumni participation in institutional functioning for the academic year | <a href="#">View File</a> |
| Any other relevant information.                                                   | <a href="#">View File</a> |

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

**0**

| File Description                                                                                                                      | Documents                 |
|---------------------------------------------------------------------------------------------------------------------------------------|---------------------------|
| Data as per Data Template                                                                                                             | <a href="#">View File</a> |
| Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association | <b>No File Uploaded</b>   |
| Any other relevant information                                                                                                        | <b>No File Uploaded</b>   |

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

**The alumni association of our institution provide several activities for the freshers of this college. Orientation classes for different competitive examinations, Demonstration classes, Physical fitness and yoga classes, classes on documentary film making were done by our alumna members. The financial contribution for the cash awards given to the second class toppers of all the seven optional subjects every year is a very significant support from the part of the alumni association. The alumni also take part in so many cultural and academic activities of the institution. Motivational classes were handled by**

our eminent alumna for our freshers. The alumni also play a major role to intimate different placement opportunities to our students through different social media platforms

| File Description                             | Documents                 |
|----------------------------------------------|---------------------------|
| Documentary evidence in support of the claim | <a href="#">View File</a> |
| Any other relevant information               | <a href="#">View File</a> |

## GOVERNANCE, LEADERSHIP AND MANAGEMENT

### 6.1 - Institutional Vision and Leadership

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

**Vision and Mission statements of the institution**  
**OUR MISSION-** Training the future generations of teachers to act as catalysts in the intellectual, psychological, emotional, and social development of the student community.  
**OUR VISION-** Our vision is ' Vidya viniyogath vikas ' which means 'progress results from proper application of knowledge'.

Our institution is committed to excellence, fostering a positive learning environment, and developing professionalism in future educators. We aim to nurture environmental sensitivity, encourage teamwork, and celebrate unity in diversity while promoting traditional, cultural, and social values. By instilling national and global citizenship, we strive to shape responsible and engaged individuals. Our mission is to train motivated teachers who contribute to national development and become agents of social transformation. Emphasizing the importance of ICT in modern education, we equip our future educators with the skills to enhance learning through technology. Dedicated to justice, freedom, and harmony, we aim to create a classless society through quality education. Faculty members work diligently to provide thoughtful activities that help achieve these goals, preparing teachers to inspire and guide students as active, informed citizens.

| File Description                                                                                                                        | Documents                 |
|-----------------------------------------------------------------------------------------------------------------------------------------|---------------------------|
| Vision and Mission statements of the institution                                                                                        | <a href="#">View File</a> |
| List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal | <a href="#">View File</a> |
| Documentary evidence in support of the claim                                                                                            | <a href="#">View File</a> |
| Any other relevant information                                                                                                          | <b>No File Uploaded</b>   |

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

The NSS college management employs a decentralized approach for academic and administrative matters by forming committees that include faculty members and student representatives. Each committee is assigned specific objectives to help achieve the college's vision. In the decision-making process, all members are encouraged to share their opinions, and these contributions are valued to enhance college operations. The principal regularly convenes meetings with faculty and staff to discuss academic and non-academic issues. Faculty members are assigned roles in various committees and clubs, serving as convenors or active members.

The decision-making process is inclusive, involving not only teachers but all key stakeholders, such as students' representatives, the librarian, office staff, and parents. This diverse group actively participates in setting institutional goals, making critical decisions, and supporting implementation. The students' union, consisting of elected representatives, plays a central role in voicing student concerns. A faculty member, appointed as the union advisor, acts as a bridge between the student union and faculty. At the start of the academic year, the academic event schedule is thoroughly discussed and tentatively set to ensure smooth coordination throughout the year. This collaborative structure promotes transparency, shared responsibility, and alignment with the college's mission.

| File Description                                                             | Documents                 |
|------------------------------------------------------------------------------|---------------------------|
| Relevant documents to indicate decentralization and participative management | <a href="#">View File</a> |
| Any other relevant information                                               | <a href="#">View File</a> |

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

**College council has been constituted to advice and assist the Principal in the academic and internal matters. The college council consists of the following members.**

- **Principal**
- **All Teaching Staff**
- **The Office staff**
- **Librarian**

**The council will appoint one of the members as the staff secretary.. It shall be the duty of the secretary to issue notice for the meeting and keeping the record of minutes.**

#### **Internal Quality Assurance Cell**

**An Internal quality assurance cell (IQAC) was established in the month of October 2005. The body consists of Principal, staff members, head of administrative staff, representative from the management and two representatives from the local community..**

#### **Admission**

**Admission is according to the rules and regulations stipulated by the government and Mahatma Gandhi University. The college has an intake strength of 100 students per year. The total strength of the college is 100 including the first- and second-year students. The following subjects are offered for the B. Ed course.English Education,Malayalam Education,Hindi Education,Mathematics Education,Natural Science Education,Physical Science Education,Social Science Education**

| File Description                                                                           | Documents                 |
|--------------------------------------------------------------------------------------------|---------------------------|
| Reports indicating the efforts made by the institution towards maintenance of transparency | <a href="#">View File</a> |
| Any other relevant information                                                             | <a href="#">View File</a> |

## 6.2 - Strategy Development and Deployment

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

The College is committed to a perspective plan that drives excellence in academics and infrastructure, as outlined in annual action plans. The IQAC develops the perspective plan, which is reviewed and approved in College Council meetings. While significant strides have been made, key achievements include the enhancement and renovation of infrastructure, along with an increase in laboratory equipment and library resources, largely supported by RUSA grants. These improvements are periodically validated through visits by RUSA officials and government auditors.

### Plan of Action:

- Organize programs to help teacher trainees recognize the significance of national and international observances, enabling them to plan, organize, and execute related activities effectively.
- Provide orientation for students preparing for teacher eligibility exams such as K-TET and SET, enhancing their competitiveness and career readiness.
- Conduct paper presentation sessions to develop students' academic writing and presentation skills, fostering their scholarly growth.
- Arrange invited talks by successful individuals to expose students to diverse perspectives and inspire professional and personal development.

These strategic initiatives align with the college's commitment to academic quality and comprehensive student development.

| File Description                                                    | Documents                                                                                               |
|---------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|
| Link to the page leading to Strategic Plan and deployment documents | <a href="https://www.nsstcchry.org/Strategic-Plan.php">https://www.nsstcchry.org/Strategic-Plan.php</a> |
| Documentary evidence in support of the claim                        | <a href="#">View File</a>                                                                               |
| Any other relevant information                                      | <b>No File Uploaded</b>                                                                                 |

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

The College's organizational structure is designed to ensure seamless operations, with the college Council serving as the primary policy-making body. It holds the responsibility for the overall supervision of the college, developing academic policies that align with national higher education standards, current priorities, and the specific needs of the local community. Key inputs for planning come from regular feedback collected from students, parents and faculty, as well as recommendations from the NAAC peer team. These inputs are then reviewed and analyzed by the Principal and the Internal Quality Assurance Cell (IQAC) to align with the college's strategic goals. Planning and infrastructural development are directed by the Principal, who collaborates with various Cells and committees to discuss proposals, adjust them according to institutional needs, and finalize them for action. Each plan undergoes a comprehensive review, addressing financial considerations and potential challenges before implementation. Effective monitoring and coordination are ensured by the Principal, committee heads, and office staff. All college appointments follow government protocols, adhering strictly to service rules and procedures set by the Government, UGC, NCTE, and the affiliating university, ensuring compliance and quality in staffing and governance.

| File Description                                | Documents                                                                                                                       |
|-------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|
| Link to organogram on the institutional website | <a href="https://www.nsstcchry.org/pdf/Organogram-NSS-College.pdf">https://www.nsstcchry.org/pdf/Organogram-NSS-College.pdf</a> |
| Documentary evidence in support of the claim    | <a href="#">View File</a>                                                                                                       |
| Any other relevant information                  | <a href="#">View File</a>                                                                                                       |

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

| File Description                               | Documents                 |
|------------------------------------------------|---------------------------|
| Data as per Data Template                      | <a href="#">View File</a> |
| Screen shots of user interfaces of each module | <a href="#">View File</a> |
| Annual e-governance report                     | <b>No File Uploaded</b>   |
| Geo-tagged photographs                         | <b>No File Uploaded</b>   |
| Any other relevant information                 | <b>No File Uploaded</b>   |

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

NSS Training College follows a decentralized administration model that ensures transparency in decision-making. The governing body delegates authority to the Principal for academic and co-curricular decisions, meeting at regular intervals to review and oversee institutional activities. The Principal holds frequent meetings with program coordinators to discuss academic plans and objectives. In turn, program coordinators meet with faculty and non-teaching staff to communicate and organize departmental activities. Under the management's guidance, the Principal establishes various committees to facilitate the smooth functioning of the institution. The Internal Quality Assurance Cell (IQAC) oversees matters concerning faculty and students, with a particular focus on academics. The Staff Council, comprising all college faculty members, is actively involved in administrative, academic, and co-curricular duties through a range of committees. Beyond standard college committees, the institution also has a Grievance Redressal Committee and a Cell Against Sexual Harassment, dedicated to upholding a safe and respectful environment. These committees ensure compliance with college rules and address grievances from students and staff. By prioritizing transparency, participation, and accountability, NSS Training College fosters a supportive and inclusive atmosphere conducive to

**academic and personal growth.**

| File Description                                                | Documents                 |
|-----------------------------------------------------------------|---------------------------|
| Minutes of the meeting with seal and signature of the Principal | <a href="#">View File</a> |
| Action taken report with seal and signature of the Principal    | <a href="#">View File</a> |
| Any other relevant information                                  | <b>No File Uploaded</b>   |

**6.3 - Faculty Empowerment Strategies**

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

**Our college has effective welfare measures in place for its teaching and non-teaching staff. The various welfare schemes are as follows:-**

- Leave is readily sanctioned to the staff for personal work, attending Refresher Course/Orientation Program/seminars etc.
- Faculty members are encouraged for research and publications for their career advancement.
- Free Wi-Fi facility
- Dedicated cabins/workspaces, separate reading and computer space in the library.
- vehicleparking for Staff
- The Management is easily approachable to the staff.
- Washrooms for staff
- Canteen facility
- Maternity benefits as per norms
- Provisions for doing PhD under FDP programme.
- Festival advance.
- Festival bonus.
- College give an amount of Rs.10,000 to retiring staff as token of appreciation
- Insurance for Teaching and non-teaching staff such as Group insurance(GIS),STATE LIFE INSURANCE,GPAIP

| File Description                                                                                               | Documents                 |
|----------------------------------------------------------------------------------------------------------------|---------------------------|
| List of welfare measures provided by the institution with seal and signature of the Principal                  | <a href="#">View File</a> |
| List of beneficiaries of welfare measures provided by the institution with seal and signature of the Principal | <b>No File Uploaded</b>   |
| Any other relevant information                                                                                 | <b>No File Uploaded</b>   |

**6.3.2 - Number of teachers provided with financial support to attend seminars / conferences / workshops and towards membership fees of professional bodies during the year****00**

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

**6.3.3 - Number of professional development /administrative training programmes organized by the institution for teaching and non-teaching staff during the year.****00**

| File Description                                                 | Documents                 |
|------------------------------------------------------------------|---------------------------|
| Data as per Data Template                                        | <a href="#">View File</a> |
| Brochures / Reports along with Photographs with date and caption | No File Uploaded          |
| List of participants of each programme                           | No File Uploaded          |
| Any other relevant information                                   | No File Uploaded          |

**6.3.4 - Number of teachers undergoing online / face to face Faculty Development Programmes (FDPs) viz., Orientation Programme and Refresher Course of the ASC / HRDC, Short Term Course and any other similar programmes****01**

| File Description                       | Documents                 |
|----------------------------------------|---------------------------|
| Data as per Data Template              | <a href="#">View File</a> |
| Copy of Course completion certificates | <a href="#">View File</a> |
| Any other relevant information         | <b>No File Uploaded</b>   |

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

**Performance Appraisal System for Teaching Staff** The institution implements a performance-based appraisal system to assess teaching staff annually, focusing on academic achievements, research contributions, and extracurricular involvement. This appraisal, conducted in line with UGC norms, also plays a key role in teachers' career advancement. An integral part of this system is student feedback: students fill out structured forms rating teachers on parameters such as classroom effectiveness, communication, subject knowledge, punctuality, discipline, and the ability to create an engaging, discussion-oriented environment. The Staff Council, IQAC, and the Principal review these forms, using the insights to implement corrective measures as needed to enhance teaching quality.

**Performance Appraisal System for Non-Teaching Staff** Non-teaching staff performance is evaluated based on both technical skills and behavioral traits. Key technical aspects include subject knowledge, productivity, quality of work, innovation, and willingness to learn, while behavioral aspects focus on teamwork, punctuality, and acceptability among colleagues. This multi-dimensional approach ensures that non-teaching staff are recognized for their contributions and provided with growth opportunities, supporting an efficient and harmonious institutional environment.

| File Description                                                                                                         | Documents                 |
|--------------------------------------------------------------------------------------------------------------------------|---------------------------|
| Proforma used for performance appraisal for teaching and non-teaching staff with seal and signature of the Principal     | <a href="#">View File</a> |
| Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal | No File Uploaded          |
| Any other relevant information                                                                                           | No File Uploaded          |

#### 6.4 - Financial Management and Resource Mobilization

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

The internal audit is conducted regularly by the management, which then provides a report. External audits, including Departmental and AG audits, are also carried out consistently. For Departmental audits, a financial statement is issued. Additionally, a separate UG Audit is performed for all University Grants schemes, with an audit statement and utilization certificate prepared specifically for University Grants audits.

The PTA fund undergoes an annual audit by the PTA Secretary and the Principal, with a report presented to the PTA General Body and Executive Body. Any audit objections are addressed by the college's administrative wing under the Principal's guidance. The college adheres to a structured purchasing process, calling for quotations and comparing prices to ensure full transparency. Purchases are overseen by the Purchase Committee.

For UGC grants, utilization certificates are prepared according to approved expenditures under various heads, ensuring compliance. These certificates are submitted annually to the UGC.

| File Description                                                                       | Documents                 |
|----------------------------------------------------------------------------------------|---------------------------|
| Report of Auditors of during the year signed by the Principal.                         | <a href="#">View File</a> |
| List of audit objections and their compliance with seal and signature of the Principal | No File Uploaded          |
| Any other relevant information                                                         | No File Uploaded          |

**6.4.2 - Funds / Donations received from non-government bodies, individuals, philanthropists averaged over the year (not covered in Criterion III)(INR in Lakhs)****100960**

| File Description                                                                                                                   | Documents                 |
|------------------------------------------------------------------------------------------------------------------------------------|---------------------------|
| Data as per Data Template                                                                                                          | <a href="#">View File</a> |
| Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal | <a href="#">View File</a> |
| Copy of letter from the NGO / Individual / Philanthropists stating the Fund / Donation given                                       | <a href="#">View File</a> |
| Any other relevant information                                                                                                     | <a href="#">View File</a> |

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

**Sources of funds are as follows:**

- 1. Fees:** Fees charged as per the university and government norms from students.
- 2. Salary Grant:** The College receives salary grant from the State Government.
- 3. UGC Grants:** Receive grants from the UGC for the development and maintenance of Infrastructure, upgrade of the Learning Resources and Research (including grants for Minor and Major Research Project).
- 4. Funds from RUSA.**

**Our resource mobilization policy and procedures are as follows:**

- 1. College council and the IQAC,** monitors the mobilization of funds and makes sure that the funds are spent for the purpose for which they have been allocated.
- 2. The Purchase Committee** takes care that purchases are done properly and in accordance with the rules

3. Internal audits from the Chartered Accountant and external audits from the government make sure that the mobilization of the resources is being done properly.

4. To ensure the optimum utilization of resources, the principal issues directions

| File Description                                                                                              | Documents                 |
|---------------------------------------------------------------------------------------------------------------|---------------------------|
| Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal | <a href="#">View File</a> |
| Any other relevant information                                                                                | No File Uploaded          |

## 6.5 - Internal Quality Assurance System

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

The IQAC Cell of the college is dedicated to enhancing and sustaining educational quality by exploring innovative uses of teaching aids and recommending necessary infrastructure improvements. As an internal coordinating and monitoring body, the IQAC is central to quality assurance within the institution, proposing and facilitating quality enhancement measures. The IQAC convenes quarterly to plan, implement, and assess activities related to teaching, research, and publications. Various sub-committees are responsible for implementing IQAC recommendations and providing feedback to support ongoing improvements. Through these initiatives, IQAC fosters a culture of quality across the college.

The college has established several quality assurance mechanisms within the Academic Monitoring Committee, including:

- Analyzing feedback from students and other stakeholders
- Staying updated on higher education quality parameters
- Recognizing, encouraging, and supporting efforts to enhance teaching, research, and administration
- Documenting programs and activities that contribute to quality improvement
- Planning and implementing Total Quality Management strategies, curriculum development, teaching-learning and evaluation practices, as well as research, consultancy, and

### extension activities

These mechanisms collectively support the college's commitment to quality education and institutional growth.

| File Description                                                                                                        | Documents                 |
|-------------------------------------------------------------------------------------------------------------------------|---------------------------|
| List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal | <a href="#">View File</a> |
| Any other relevant information                                                                                          | No File Uploaded          |

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

The IQAC is committed to continuously reviewing and enhancing the quality of the teaching-learning process. To assess this, IQAC members regularly engage with students, both formally and informally, to discuss and gather feedback on the teaching methods. Faculty members also conduct regular self-reviews of their teaching practices. The improvement in the teaching-learning process is reflected in the semester results issued by the University, which serve as evidence of the college's progress.

An academic calendar is prepared well in advance, displayed, and circulated throughout the institution, ensuring it is strictly followed. All newly admitted students are required to attend the Orientation Programme, and important announcements are made during the morning assembly. Faculty members monitor the attendance and conduct of classes, ensuring proper adherence to schedules. Additionally, members of the Discipline Committee conduct random checks to ensure smooth class operations.

Student feedback is collected both individually by teachers and directly through the IQAC. This feedback is thoroughly analyzed and shared with the Principal and respective faculty members. Based on the findings, the teaching-learning processes are regularly reviewed, and necessary improvements are implemented in accordance with the recommendations of the IQAC. This systematic approach ensures the continuous enhancement of academic quality.

| File Description                                                                                                              | Documents                 |
|-------------------------------------------------------------------------------------------------------------------------------|---------------------------|
| Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal | <a href="#">View File</a> |
| Any other relevant information                                                                                                | <b>No File Uploaded</b>   |

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

**31**

| File Description                                                                                 | Documents                 |
|--------------------------------------------------------------------------------------------------|---------------------------|
| Data as per Data Template                                                                        | <a href="#">View File</a> |
| Report of the work done by IQAC or other quality mechanisms                                      | <a href="#">View File</a> |
| List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal | <a href="#">View File</a> |
| Any other relevant information                                                                   | <a href="#">View File</a> |

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

**Two of the above**

| File Description                                           | Documents                                                                                                                                                                     |
|------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Data as per Data Template                                  | <a href="#">View File</a>                                                                                                                                                     |
| Link to the minutes of the meeting of IQAC                 | <a href="https://www.nsstcchry.org/pdf/IQAC/Iqac-minutes-Action-taken-report-2023-24.pdf">https://www.nsstcchry.org/pdf/IQAC/Iqac-minutes-Action-taken-report-2023-24.pdf</a> |
| Link to Annual Quality Assurance Reports (AQAR) of IQAC    | <a href="https://www.nsstcchry.org/IQAC-Minutes.php">https://www.nsstcchry.org/IQAC-Minutes.php</a>                                                                           |
| Consolidated report of Academic Administrative Audit (AAA) | <b>No File Uploaded</b>                                                                                                                                                       |
| e-Copies of the accreditations and certifications          | <b>No File Uploaded</b>                                                                                                                                                       |
| • Supporting document of participation in NIRF             | <b>No File Uploaded</b>                                                                                                                                                       |
| Feedback analysis report                                   | <a href="#">View File</a>                                                                                                                                                     |
| Any other relevant information                             | <a href="#">View File</a>                                                                                                                                                     |

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

**The College has undergone the first and second cycles of accreditation in 2005 and 2016. Review of the various processes has been based mainly on their Peer Team Reports. IQAC, through discussions and recommendations, identifies need of improvement towards teaching-learning and prepares a plan of action for upcoming session. In line with the peer team recommendations**

- The classrooms and staff room toilets were renovated with the first phase of RUSA funding.**
- Library fully automated by COHA software.**
- Increased use of ICT in teaching and provided more online classes and E resources to students.**
- Organized awareness classes and webinars on Communicative English and Life Skills.**

• **Published papers in reputed journals by faculty members.**

| File Description                                      | Documents                 |
|-------------------------------------------------------|---------------------------|
| Relevant documentary evidence in support of the claim | <a href="#">View File</a> |
| Any other relevant information                        | <b>No File Uploaded</b>   |

## **INSTITUTIONAL VALUES AND BEST PRACTICES**

### **7.1 - Institutional Values and Social Responsibilities**

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

**The institution has a clear cut view regarding the energy policy. Our institution is committed to minimize impact on the environment as far as possible. Our institution gives maximum awareness regarding the consumption of energy. We promote the concept of energy efficiency at all levels in the institution. We use maximum LED bulbs in the institution. We have initiated to fix a solar panel of 10KV for our institutional use. Energy conservation awareness programmes are being conducted in our institution to make our staff and students aware about the relevance of energy consumption .We communicate our energy policy at all levels within the institution.**

| File Description                     | Documents                 |
|--------------------------------------|---------------------------|
| Institution's energy policy document | <a href="#">View File</a> |
| Any other relevant information       | <b>No File Uploaded</b>   |

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

**Waste management procedure of our institution is as follows:**

**Our institution has kept two bins for depositing food waste and other waste. These wastes is being taken away by the Municipality in our locality. Students and staff are strictly instructed to use these bins. Dustbin is provided in every classroom, staffroom and office. Bins are being kept in the premises of our institution. Our institution with the help of P.T.A has appointed a person for the cleaning purpose. E-Waste is being given to waste disposal**

**agency. Incinerator is being provided in the toilet for the disposal of sanitary napkins.**

| File Description                             | Documents                 |
|----------------------------------------------|---------------------------|
| Documentary evidence in support of the claim | <a href="#">View File</a> |
| Any other relevant information               | <b>No File Uploaded</b>   |

**7.1.3 - Institution waste management practices include Segregation of waste E-waste management Vermi-compost Bio gas plants Sewage Treatment Plant**

**Two of the above**

| File Description                                                  | Documents                 |
|-------------------------------------------------------------------|---------------------------|
| Documentary evidence in support of each selected response         | <a href="#">View File</a> |
| Geo-tagged photographs                                            | <a href="#">View File</a> |
| Income Expenditure statement highlighting the specific components | <b>No File Uploaded</b>   |
| Any other relevant information                                    | <b>No File Uploaded</b>   |

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

**Two of the above**

| File Description                                                  | Documents                 |
|-------------------------------------------------------------------|---------------------------|
| Income Expenditure statement highlighting the specific components | <b>No File Uploaded</b>   |
| Documentary evidence in support of the claim                      | <b>No File Uploaded</b>   |
| Geo-tagged photographs                                            | <a href="#">View File</a> |
| Any other relevant information                                    | <b>No File Uploaded</b>   |

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

than 100 - 200 words

Our institution gives utmost care and importance for cleanliness. Our institution with the help of P.T.A has appointed a person for the cleaning purpose and watering plants in the institution. Institution has taken initiative for becoming a paperless office. We provide a clean hand washing station and ensure sanitary toilets. Incinerator is being provided in the toilet for the disposal of sanitary napkins. Our institution has kept two bins for depositing food waste and other waste. Students and staff are strictly instructed to use these bins. Dustbin is provided in every classroom, staffroom and office. Bins are being kept in the premises of our institution. Students are given charge to monitor class wise cleanliness. College wise cleanliness is also monitored. E-waste is being given to waste disposal agency. Steps are taken by the institution to become plastic free. Awareness is being to the students to use maximum eco-friendly products and to make a pollution free environment.

| File Description                                     | Documents                 |
|------------------------------------------------------|---------------------------|
| Documents and/or photographs in support of the claim | <a href="#">View File</a> |
| Any other relevant information                       | No File Uploaded          |

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

**Two of the above**

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

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

**0.66**

| File Description                                                               | Documents                 |
|--------------------------------------------------------------------------------|---------------------------|
| Data as per Data Template                                                      | <a href="#">View File</a> |
| Income Expenditure statement on green initiatives, energy and waste management | No File Uploaded          |
| Any other relevant information                                                 | No File Uploaded          |

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

**N.S.S.Training college ,Changanacherry is one of the pioneer educational institution which started functioning in 1954 under the management of Nair Service Society, a registered charitable society founded in the year 1914 by late Mannath Padmanabhan,the legendary,social reformer,educationist and visionary. The institution is affiliated to Mahatma Gandhi University ,Kottayam. .Our founder has realized the significance of education as the growth of any community for that he approached the wealthy class to collect money to commence educational institution and persuaded people to donate landfor the purpose. The vision of our founder to serve the downtrodden of the society and empower the weaker and marginalized people in the community is put in to practice by our**

institution through various programmes. We believe that these activities act as a catalyst in empowering the student teachers to lead the community as well as to serve the community. Our institution use to join hands with the community and render help to the community when ever needed. Our institution visited Old age home on 29/11/2024. various activities were conducted by our students in the old age home. We also donated an amount to the old age home. Also Food is being distributed to the poor and needy under our socialscience Association- A programme named Santhwanam.

| File Description                             | Documents                 |
|----------------------------------------------|---------------------------|
| Documentary evidence in support of the claim | <a href="#">View File</a> |
| Any other relevant information               | No File Uploaded          |

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

**C. Any 2 of the above**

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

## 7.2 - Best Practices

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

**I. Title of the Practice: Learning Empowerment Programme (LEP)  
-"Snehamrutham"-nurturing next generation learners-funded project.**

### Objectives:

- To help the down-trodden of the society
- • To make the student teachers act as social engineers
- • To instill in the mind of student teachers a spirit of social commitment
- • To train them as good citizens
- To identify the problems faced by the secondary school students of N.S.S.
- B.H.S. Perunna, an aided school and our sister institution, where majority of the students enrolled are from very low economic and social backgrounds.
- To adopt suitable measures for learner empowerment to help the students to overcome their difficulties.

**II. Title of the Practice : LEP- Learning Empowerment Programme**

### Objectives:

- • To help the economically backward students of model school
- • To motivate the school students
- • To give practice for the student teachers how to organize a programme
- Details Learning Empowerment Programme (LEP) supply of learning aids like note books, instrument boxes to economically backward students of the model school.

| File Description                                        | Documents                 |
|---------------------------------------------------------|---------------------------|
| Photos related to two best practices of the Institution | <a href="#">View File</a> |
| Any other relevant information                          | <a href="#">View File</a> |

### 7.3 - Institutional Distinctiveness

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

**Areas of Distinctiveness • The college has developed a clear vision,**

viz, 'Vidya Viniyogaath Vikas' the meaning of which is progress results from proper application of knowledge. Being a teacher education institution, the student teachers of our institution are provided with a wide variety of activities to gain knowledge and apply it appropriately. They become future teachers to prepare school students and to serve the nation as ideal citizens. Thus the vision is clearly put in to practice in our institution. • Teaching Empowerment Programme (TEP) supply of teaching aids to schools in the campus. • Learning Empowerment Programme (LEP) supply of learning aids like note books, instrument boxes to economically backward students of the model school . • Learning Empowerment Programme (LEP) - "Snehamrutham"-nurturing next generation learners-funded project. 'Santhwanam'-visiting Orphanage and old age home, supply food, clothing, learning materials and donations, conducting classes and cultural programmes at the orphanages, • 'Pothichor"-Noon meal programme for the poor in the street .

| File Description                                                                                | Documents                 |
|-------------------------------------------------------------------------------------------------|---------------------------|
| Photo and /or video of institutional performance related to the one area of its distinctiveness | <a href="#">View File</a> |
| Any other relevant information                                                                  | <a href="#">View File</a> |