YEARLY STATUS REPORT - 2020-2021

Part A

Data of the Institution

1.Name of the Institution	**SREE NARAYANA TRAINING COLLEGE, NEDUNGANDA, THIRUVANANTHAPURAM, KERALA**
• Name of the Head of the institution	**Dr. SHEEBA P.**
• Designation	**Principal**
• Does the institution function from its own campus?	**Yes**
• Alternate phone No.	**04702602353**
• Mobile No:	**9497851643**
• Registered e-mail ID (Principal)	**sntcned@gmail.com**
• Alternate Email ID	**principalsntc@gmail.com**
• Address	**Sree Narayana Training College, Nedunganda P.O., Thiruvananthapuram PIN- 695 307**
• City/Town	**Varkala**
• State/UT	**Kerala**
• Pin Code	**695307**

2.Institutional status

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

- Location   **Rural**

- Financial Status   **Grants-in aid**

- Name of the Affiliating University   **University of Kerala**

- Name of the IQAC Co-ordinator/Director **Dr. SANGEETHA N.R.**

- Phone No.   **09895395892**

- Alternate phone No.(IQAC)   **9446944781**

- Mobile (IQAC)   **09895395892**

- IQAC e-mail address   **sntcned@gmail.com**

- Alternate e-mail address (IQAC)   **principalsntc@gmail.com**

3.Website address

www.sntrainingcollege.edu.in

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

https://sntrainingcollege.edu.in/public/uploads/cms/iqac/1642254389--NAAC%20-AQAR%202019-'20.pdf

4.Whether Academic Calendar prepared during the year?

Yes

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

https://www.sntrainingcollege.edu.in/public/uploads/cms/academics/1658923117--Academic%20Calendar.pdf

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	**B++**	**83%**	**2004**	**03/05/2004**	**02/05/2009**
Cycle 2	**B**	**2.93**	**2013**	**05/01/2013**	**04/01/2018**

6.Date of Establishment of IQAC

05/01/2004

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

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
Dr. Viji V.	Best Paper Award (BPA) Project – Contingency grant. File No. KSCSTE/215/2020-BPA. Council (P) Order No. 17/2021/KSCSTE dated 11/01/2021	Kerala State Council for Science, Technology and Environment	07/01/2021	1,00,000
Entrepreneurship Development Cell, Sree Narayana Training College	Industries Entrepreneurship Development Club(EDC) – Financial Assistance File – District Industries Centre, Thiruvananthapuram No.D ICTVM/1119/2019-R Dated 29/01/2021	District Industries Centre, Thiruvananthapuram, Govt. of Kerala	09/03/2021	10,000
Dr. Smitha S.	Major Research Study	Kerala Women's Commission	12/03/2020	50,000

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

6

- Were the minutes of IQAC meeting(s) and **Yes**

compliance to the decisions have been
uploaded on the institutional website?

- (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)

During the academic year, the IQAC has made significant
contributions to the functioning of the institution even in the
midst of a pandemic • Initiative in curriculum modification in
Association with Board of Studies University of Kerala •
Organisation of international national and state-level
seminars/webinars on multi-dimensional topics. • Institutional
website modification with advanced level specifications. • Designed
a management information system and the proposal was submitted to
management. • Registered entrepreneurship development cell of the
college with district Industries Centre Government of Kerala.

**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
Submission of SSR and NAAC visit	Submitted five AQARs to NAAC and SSR submission is at the last stage. Eagerly waiting for a NAAC visit for the 3rd cycle of Accreditation.
Starting of new Value Added Courses	A new Course is started as part of Value Added Activities on skill enhancement-'Science for Competitive Examinations'
Exploring more avenues and opportunities of Digital World and Online media.	Organized more than 50 Webinars and Academic deliberations in Online Platforms. Both Staff and Students are enthusiastically attained digital exposures through various online platforms like Google Classrooms, MOODLE, You tube etc. for Curricular, Co-curricular and Extracurricular interventions. Utilizing technology fruitfully and benefiting with Blended learning and flipped classrooms during the Pandemic.
More ICT enabled facilities for online teaching, examination and communication	Under Process, yet to be completed.
Preparation of Academic Calendar, College Calendar and Annual Teaching Plans.	Academic Calendar was prepared and uploaded in the college website. According to it, important events, curricular, co-curricular, Extracurricular and extension activities were prepared. It was also decided that each Head of the Department (HoD) would plan departmental calendar related to classes accordingly. College Calendar 2020-'21 was prepared and the copies were distributed among students and staff members. Annual Teaching Plans, Semester

	Plans and weekly plans were prepared and routine works were scheduled and implemented as per the plans.
Enhancement of academic result and hiking the percentage of winners in Teacher Eligibility Tests during the course itself.	Academic attainment was enhanced to 96.95%. 72 students have cleared various Teacher Eligibility Tests.
Programmes for physical and mental fitness of students and teachers.	Yoga & meditation classes to students & teachers. • Exercise practices in the fitness centre. • Practiced Yoga & meditation. • Conducted several expert Talks.
Instigating Research Interest and Attitude among student teachers.	IQAC has rendered Resource support for 'One Day Seminar on Minor Research Projects' and 'Preparing Tools to assess Learner's Performance' organized by Project Wing of the College for Semester III students. As the part of practical and practicum, students were carried out different problem based studies related different threat area like challenges in education, environmental issues, value education, cyber threat, Health issues and so on. All the teachers were engaged different research activities like Research guidance, PhD, Major Projects, Minor Projects, organization of seminars, workshops, community surveys and so on.
Enhancement of Faculty participation in Career Advancement activities including Publication in Reputed Journals, Participation and Paper presentation in Seminars, Submission of proposals for Major/Minor Research Projects	Seven faculty members have successfully completed the Refresher Courses at UGC-HRDC. Many Staff Members published their Research Articles in reputed journals. Faculty members have published a total of 17 research papers in Peer

etc.	Reviewed Journals this year; 4 papers in UGC notified Scopus indexed journals, 10 research papers in conferences/seminars/workshops proceedings and 2 chapters in various Edited Books. Two Faculty Members have submitted their Ph.D. Thesis to University and waiting for Doctoral viva.
Effective functioning of various Clubs with a view of Value addition among students	The functioning of eleven clubs of the college - Nature Club, Literary Club, Entrepreneurship Club, Sree Narayana Study Centre, Career Guidance Cell, Women's Study Unit, IT Club, Movie Club, Gandhi Study Unit, Health Club and Energy Club was well effective and much appreciated by different stake holders.

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

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
Management	24/12/2021

14.Whether institutional data submitted to AISHE

Part A

Data of the Institution

1.Name of the Institution	SREE NARAYANA TRAINING COLLEGE, NEDUNGANDA, THIRUVANANTHAPURAM, KERALA
• Name of the Head of the institution	Dr. SHEEBA P.
• Designation	Principal
• Does the institution function from its own campus?	Yes
• Alternate phone No.	04702602353
• Mobile No:	9497851643
• Registered e-mail ID (Principal)	sntcned@gmail.com
• Alternate Email ID	principalsntc@gmail.com
• Address	Sree Narayana Training College, Nedunganda P.O., Thiruvananthapuram PIN- 695 307
• City/Town	Varkala
• State/UT	Kerala
• Pin Code	695307

2.Institutional status

• Teacher Education/ Special Education/Physical Education:	Teacher Education
• Type of Institution	Co-education
• Location	Rural
• Financial Status	Grants-in aid

• Name of the Affiliating University	**University of Kerala**
• Name of the IQAC Co-ordinator/Director	**Dr. SANGEETHA N.R.**
• Phone No.	**09895395892**
• Alternate phone No.(IQAC)	**9446944781**
• Mobile (IQAC)	**09895395892**
• IQAC e-mail address	**sntcned@gmail.com**
• Alternate e-mail address (IQAC)	**principalsntc@gmail.com**
3.Website address	www.sntrainingcollege.edu.in
• Web-link of the AQAR: (Previous Academic Year)	https://sntrainingcollege.edu.in/public/uploads/cms/iqac/1642254389--NAAC%20-AQAR%202019-'20.pdf
4.Whether Academic Calendar prepared during the year?	**Yes**
• if yes, whether it is uploaded in the Institutional website Web link:	https://www.sntrainingcollege.edu.in/public/uploads/cms/academics/1658923117--Academic%20Calendar.pdf

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	**B++**	**83%**	**2004**	**03/05/2004**	**02/05/2009**
Cycle 2	**B**	**2.93**	**2013**	**05/01/2013**	**04/01/2018**

6.Date of Establishment of IQAC	**05/01/2004**

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

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
Dr. Viji V.	Best Paper Award (BPA) Project – Contingency grant. File No. KSCSTE/ 215/2020-BPA. Council (P) Order No. 17/2021 /KSCSTE dated 11/01/2021	Kerala State Council for Science, Technology and Environment	07/01/2021	1,00,000
Entrepreneurship Development Cell, Sree Narayana Training College	Industries Entrepreneurship Development Club(EDC) – Financial Assistance File - District Industries Centre, Thiruvananthapuram No. DICTVM/1119 /2019-R Dated 29/01/2021	District Industries Centre, Thiruvananthapuram, Govt. of Kerala	09/03/2021	10,000
Dr. Smitha S.	Major Research Study	Kerala Women's Commission	12/03/2020	50,000

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	6	
• 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)

During the academic year, the IQAC has made significant contributions to the functioning of the institution even in the midst of a pandemic • Initiative in curriculum modification in Association with Board of Studies University of Kerala • Organisation of international national and state-level seminars/webinars on multi-dimensional topics. • Institutional website modification with advanced level specifications. • Designed a management information system and the proposal was submitted to management. • Registered entrepreneurship development cell of the college with district Industries Centre Government of Kerala.

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
Submission of SSR and NAAC visit	Submitted five AQARs to NAAC and SSR submission is at the last stage. Eagerly waiting for a NAAC visit for the 3rd cycle of Accreditation.
Starting of new Value Added Courses	A new Course is started as part of Value Added Activities on skill enhancement-'Science for Competitive Examinations'
Exploring more avenues and opportunities of Digital World and Online media.	Organized more than 50 Webinars and Academic deliberations in Online Platforms. Both Staff and Students are enthusiastically attained digital exposures through various online platforms like Google Classrooms, MOODLE, You tube etc. for Curricular, Co-curricular and Extracurricular interventions. Utilizing technology fruitfully and benefiting with Blended learning and flipped classrooms during the Pandemic.
More ICT enabled facilities for online teaching, examination and communication	Under Process, yet to be completed.
Preparation of Academic Calendar, College Calendar and Annual Teaching Plans.	Academic Calendar was prepared and uploaded in the college website. According to it, important events, curricular, co-curricular, Extracurricular and extension activities were prepared. It was also decided that each Head of the Department (HoD) would plan departmental calendar related to classes accordingly. College Calendar 2020-'21 was prepared and the copies were distributed among students and staff

	members. Annual Teaching Plans, Semester Plans and weekly plans were prepared and routine works were scheduled and implemented as per the plans.
Enhancement of academic result and hiking the percentage of winners in Teacher Eligibility Tests during the course itself.	Academic attainment was enhanced to 96.95%. 72 students have cleared various Teacher Eligibility Tests.
Programmes for physical and mental fitness of students and teachers.	Yoga & meditation classes to students & teachers. • Exercise practices in the fitness centre. • Practiced Yoga & meditation. • Conducted several expert Talks.
Instigating Research Interest and Attitude among student teachers.	IQAC has rendered Resource support for 'One Day Seminar on Minor Research Projects' and 'Preparing Tools to assess Learner's Performance' organized by Project Wing of the College for Semester III students. As the part of practical and practicum, students were carried out different problem based studies related different threat area like challenges in education, environmental issues, value education, cyber threat, Health issues and so on. All the teachers were engaged different research activities like Research guidance, PhD, Major Projects, Minor Projects, organization of seminars, workshops, community surveys and so on.
Enhancement of Faculty participation in Career Advancement activities including Publication in Reputed Journals, Participation	Seven faculty members have successfully completed the Refresher Courses at UGC-HRDC. Many Staff Members published their Research Articles in

and Paper presentation in Seminars, Submission of proposals for Major/Minor Research Projects etc.	reputed journals. Faculty members have published a total of 17 research papers in Peer Reviewed Journals this year; 4 papers in UGC notified Scopus indexed journals, 10 research papers in conferences/seminars/workshops proceedings and 2 chapters in various Edited Books. Two Faculty Members have submitted their Ph.D. Thesis to University and waiting for Doctoral viva.
Effective functioning of various Clubs with a view of Value addition among students	The functioning of eleven clubs of the college - Nature Club, Literary Club, Entrepreneurship Club, Sree Narayana Study Centre, Career Guidance Cell, Women's Study Unit, IT Club, Movie Club, Gandhi Study Unit, Health Club and Energy Club was well effective and much appreciated by different stake holders.

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

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
Management	24/12/2021

14.Whether institutional data submitted to AISHE

Year	Date of Submission
2020-'21	27/01/2022

15.Multidisciplinary / interdisciplinary

16.Academic bank of credits (ABC):	
17.Skill development:	
18.Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)	
19.Focus on Outcome based education (OBE):Focus on Outcome based education (OBE):	
20.Distance education/online education:	

Extended Profile

2.Student

2.1	**199**
Number of students on roll during the year	

File Description	Documents
Data Template	View File

2.2	**100**
Number of seats sanctioned during the year	

File Description	Documents
Data Template	View File

2.3	**20**
Number of seats earmarked for reserved categories as per GOI/State Government during the year:	

File Description	Documents
Data Template	View File

2.4	**99**

Number of outgoing / final year students during the year:

File Description	Documents
Data Template	[View File]

2.5Number of graduating students during the year	**95**

File Description	Documents
Data Template	[View File]

2.6 Number of students enrolled during the year	**100**

File Description	Documents
Data Template	[View File]

4.Institution

4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	**13,98,195**
4.2 Total number of computers on campus for academic purposes	**37**

5.Teacher

5.1 Number of full-time teachers during the year:	**16**

File Description	Documents
Data Template	[View File]
Data Template	[View File]

5.2 Number of sanctioned posts for the year:	**12**

Part B

CURRICULAR ASPECTS

1.1 - Curriculum Planning

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

Different steps followed by Sree Narayana Training College, Nedunganda for planning and/or reviewing, revising curriculum, and adapting it to the local context are as follows:-

• Annual Academic Calendar is prepared according to the University Calendar, specifying available dates for significant activities.

• Every department prepares Semester Plan, allotting term-wise topics to be taught.

• Syllabus of each subject for the academic session is provided to the students.

• Theory & Practical classes are held according to the Timetable and is conveyed to the students. Necessary changes are incorporated in the light of the COVID pandemic scenario where the classes are conducted in online mode.

• Mid-Semester and Model Examinations are conducted to check whether the students have acquired knowledge as outlined in the objectives of the curriculum.

• To review and revise the curriculum, the college organized a Web Conference Series on 'Addressing Ways of Implementation of B.Ed. Curriculum in the COVID-19 Pandemic Scenario', in collaboration with Board of Studies (PASS) in Education, University of Kerala.

• Feedback is collected from stakeholders on curriculum delivery, and necessary steps are taken for improvement after analysis.

• ICT-assisted learning is also used for effective curriculum delivery in the online mode.

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

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

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

1.1.3 - While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) for all programmes offered by the institution, which	B. Any 3 of the Above

are stated and communicated to teachers and students through Website of the Institution Prospectus Student induction programme Orientation programme for teachers

File Description	Documents
Data as per Data Template	View File
URL to the page on website where the PLOs and CLOs are listed	1.PLO- https://sntrainingcollege.edu.in/program-out-come.php 2. CLO- https://sntrainingcollege.edu.in/course-learning-outcome.php
Prospectus for the academic year	View File
Report and photographs with caption and date of student induction programmes	View File
Report and photographs with caption and date of teacher orientation programmes	View File
Any other relevant information	No File Uploaded

1.2 - Academic Flexibility

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

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

6

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

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

5

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

5

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

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

100

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

100

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

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

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

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

0

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

0

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

• Curriculum and Course Orientation to Semester I students provides the prospective teachers a thorough awareness of the knowledge, skills, attitude, competence, and commitment to face the challenges of the 21st century.

• Curriculum and pedagogic courses incorporate the latest trends in learning and pedagogical theories that touches various domains of the subject concerned, considering the local- cultural- historical-environmental and educational dimensions of Kerala and its divergent demands in the teacher education process.

• Pedagogic Content Knowledge (PCK) and its contemporary version of Techno-Pedagogic Content Knowledge (TPCK) Analysis are delivered by the faculty in a fruitful manner to make the students capable of applying the learned concepts and competencies in the real-life scenario.

• School Internship, is conducted in two phases to lead to the development of a broad range of perspectives, professional capacities, teacher sensibilities, and skills among the prospective teachers.

• Microteaching practices included in the curriculum equip

prospective teachers in developing their teaching skills.

· The students are well directed and oriented to take Minor
Research Projects as part of their curricular work.

· The students are encouraged to do Socially Useful and Productive
Work (SUPW) to enhance their skills and nurture their passion.

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

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

• The School Induction programme is conducted to provide the
student-teachers an opportunity to have primary experiences with
the functioning of the school.

• Sree Narayana Training College implements the curriculum of the
University of Kerala

• The functioning of various Boards of School Education and the
different systems of assessment are familiarized to the students
through the efficient transaction of the curriculum. The teaching
practice in the COVID pandemic period was conducted online and
classes were taken for students studying in CBSE, ICSE and State
syllabus.

• Demonstration classes for the students.

• Moreover, the curriculum of each subject includes the
development of a proper value system

• Value inculcation is also made by means of the activities of

various clubs functioning in the college.

- Besides, a comparative perspective of education worldwide, based on the school systems in Japan, USA, UK, Finland and Canada, with special emphasis to secondary curriculum approaches are also transacted to the students in an effective manner.

- An International Webinar entitled 'TIME TO SHAPE THE FUTURE OF EDUCATION' was conducted on 25 September 2020 in the Google Meet platform to highlight the role of education in acting as an instrument for changing the minds, civilizations, and the world.

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

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

- In Sree Narayana Training College, the students are well directed and oriented to take Minor Research Projects as part of their curricular work. During the fourth semester, students complete and submit Research Reports on their pedagogic and educational subjects with innovative ideas and having a high impact on policy making.
- School Internship, which is conducted in two phases, leads to the development of a broad range of perspectives, professional capacities, teacher sensibilities, and skills among the prospective teachers.
- Faculty Members are very particular in building a value-based, society-centered, ethically sound, and professional research culture among our students. The faculty themselves lead by example and serve as role models to the students to understand the real spirit of professionalism as a teacher.
- Students are encouraged to present papers in seminars.
- The need for possessing professionalism and professional ethics is conveyed to the students through various means of

classroom instruction so as to provide quality education and inculcate good values among the learners.

- Student teachers got the opportunity to serve as evaluators in the Eureka examination conducted by the Sasthra Sahithya Parishad
- Webinars are conducted to instill professional competency in students.

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

1.4 - Feedback System

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

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

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

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

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

100

2.1.1.1 - Number of students enrolled during the year

100

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

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

40

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

40

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

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

0

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

0

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

2.2 - Honoring Student Diversity

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

Teacher education is a professional course and hence students with varied interests, subject of study, talents, socio economic strata and differently abled are come under a single umbrella for the course. As an entry level test, every year, the faculty of Educational Psychology conducts a TAS- Teacher Attitude Scale which measures attitude of students towards the profession. After the analysis of the tests, students with below average attitude towards the profession are given individual counselling session. If the profession is not selected by the students according to their aptitude, teacher educators consult with the parents to take their own decisions. Counselling sessions and mentoring programmes in small groups enabled student teachers to develop interest towards the profession. During the academic year 2020-21, majority of the classes were online and hence telephonic counselling were made available for them s. Apart from this, students with learning difficulties were given additional online classes and suggestions through the mentoring group through online. Students who opt mother tongue as optional subject have difficulty in learning general subjects and hence given remedial classes through online. The student admitted under Divyangan category (Visually challenged) was given recorded classes on various subjects.

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

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

File Description	Documents
Data as per Data Template	No File Uploaded
Relevant documents highlighting the activities to address the student diversities	View File
Reports with seal and signature of Principal	View File
Photographs with caption and date, if any	No File Uploaded
Any other relevant information	View File

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

Whenever need arises due to student diversity	

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

2.2.4 - Student-Mentor ratio for the academic year

10:1

2.2.4.1 - Number of mentors in the Institution

10

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

2.3 - Teaching- Learning Process

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

The teachers educators adopt a multiple mode approach to teaching-learning, which includes the nurturing and cultivation of the skills and values of the learners, thereby shaping their integrated personality. The strategies adopted in the transaction of the B. Ed. curriculum included Lecture-cum-Discussion/Narration, Co-operative and Collaborative Learning, Book Review and Reflection/Intellectual Discourses, Class Observation-Documentation-Analysis, Online teaching, Virtual

Tours, Preparation of e-content, online examination through google form (Multiple choice questions),Monument Visit, Brain storming, Asssignment, Individualized Learning, Meaningful Verbal Expression, Seminars, Webinars, Practicum, Practical works, SchoolInternship, Workshop, Self-Learning, Problem Based Learning, Demonstration classes, etc. With a view to move away from theoretical discourses through lectures alone, the student teachers are required to be engaged in these various kinds of learning experience/modes of learning engagements. The various methods adopted by the teacher educators differed based on the nature of the subject. Thus the teacher educators incorporated a wide variety of strategies and learning processes for transacting the content in an efficient manner.

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

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

16

File Description	Documents
Data as per Data Template	View File
Link to LMS	https://sangeetha.gnomio.com/enrol/index.php?id=15
Any other relevant information	View File

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

199

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

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

File Description	Documents
Data as per Data Template	View File
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	View File
Geo-tagged photographs wherever applicable	View File
Link of resources used	https://docs.google.com/presentation/d/1Mwf0TfFcUqGwC7Zhc_CMD2SwVwdLGzZE/edit?usp=drivesdk&ouid=106424330520077539118&rtpof=true&sd=true
Any other relevant information	**No File Uploaded**

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

At the beginning of the academic year, the first-year students are divided into groups and one mentor teacher is assigned the responsibility of mentoring one group at the ratio of 1:10. The

same mentor continues to mentor the student for the two years of his/her course. Mentors conduct a meeting with their mentees once a month or as and when required, to discuss their problems and issues related to their curricular, co-curricular, and extra-curricular activities. The mentor teachers spend quality time with the mentees with regard to their personal and academic problems both individually and collectively. The mentees were given proper guidance and counseling by the mentors. The mentor teacher tries his/her best to find solutions to any such issues arising in the student's life and informs the college authorities about the matter if need be. If a mentor teacher feels professionals' guidance and counseling to any students, we inform and invite the parents of the mentees to the Institution and have discussions about the well-being of the mentees. The minutes of the mentoring meetings held and the measures taken for promoting the welfare of the mentees had been recorded in the mentoring books maintained by the mentor teachers.

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

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

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

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

Sree Narayana Training College is affiliated to the University of Kerala and follows the curriculum prescribed by the University.A new thrust in the field of Educational Technology, Pedagogic and Techno-pedagogic Content Knowledge Analysis, Evidence-based Performance Evaluation, Development of Teacher competencies, Entrepreneurship in education and, Development of professionalism are incorporated in the curriculum.

The teachers adopt a multiple mode approach to teaching-learning. Based on a single theme, the developing of a video for 5 to 10 minutes duration is done by the students, which includes video scripting, shooting, editing and uploading in blog/you tube.The strategies adopted include Lecture-cum-Discussion/Narration, Co-operative and Collaborative Learning, Focused Reading and Reflection/Intellectual Discourses, Observation-Documentation-Analysis, ICT Enabled Learning/Virtual Tours, Requirement Based Learning / Individualized Learning, Multi-Disciplinary Learning, Meaningful Verbal Expression, Seminars, Case Studies, Workshop /Dramatization / Miming, Self-Learning, Problem Based Learning, etc.

The sequence of mental experiences-pedagogical-instructional-experiential contexts felt/received/undergone by the student-teacher are Intellectual dilemma, Cognitive challenge, Controlled listening, Disequilibrating and accommodation, Reflective intellectual discourses, Contemplative self-expression, Verbal and conflict management, Narrative expression of self-experiences, Field based mental imagery formation, Collective expression of consensus point and the like constitute the learning process.Thus the teacher educators incorporate a wide variety of strategies.

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

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)	Seven/Eight of the above

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

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

Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement

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

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

All of the above

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

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

All of the above

activities Performance tests Oral assessment Rating Scales

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

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

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

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

**in preparatory arrangements
Executing/conducting the event**

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

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

All of the above

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

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

The institution has to get sanction from the Government for availing schools of Internships. The institution had done necessary correspondence regarding the matter and the sanction letter from DEO listing different schools was received. By consulting with School authorities, permission was sought through proper channels on the number of trainees to be sent for Internship and the subject requirements. As per the requirement of schools, trainees were appointed for the internship programme. In the Second stage, teacher trainees were deputed for a day for

collecting Portion and Timetable from schools. Prior intimation and convenience of school authorities were ensured on the matter. Student teachers were given the proper orientation and they were given permission to visit the concerned school. For the proper monitoring of the Internship Programme, a timetable was prepared for evaluation by Teacher Educators. According to the timetable, Teacher Educators visit the schools and a Weekly observation report was submitted to the college. Observation remarks as per the schedule and correction advice were done immediately after the observation of each class. After the completion of the Internship for the prescribed period, trainees had done reflection on the programme at college.

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

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

99

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

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

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

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

The proper monitoring of the Internship Programme is the collaborative effort by Teacher educators, School Teachers and Peer observation reports. The teacher educators including both optional subject teachers as well as general subjects teachers are required to observe the internship programme in a systematic way. Each optional subject teacher is required to observe 3 classes of each student teacher and general subject teachers are directed to observe one class for each student teacher. The report of the observation is recorded and is submitted to the Principal every week. The teacher educators provide feedback reports of the class to the concerned student teacher too. The peer group also make the feedback report of the classes they observe and are directed to submit the report to the concerned optional teacher as part of their practical work. The school teachers are required to check the lesson plans as well as teaching signed by the optional subject teachers before practising in the classroom. School teachers are directed to observe the classes and submit the report countersigned by the Head of the institution of schools to the teacher education institution. The internal evaluation marks are consolidated and submitted to the university.

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

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

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

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

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

2.5 - Teacher Profile and Quality

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

12

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

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

9

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

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

22

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

22

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

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

The faculty of the College always took an effort for updating professionally by engaging in different activities as part of the

professional enhancement, frequent in-house meetings are organized and discussions are conducted based on the current developments and issues in education. During the covid period, most of the in-house meetings were conducted online and a discussion was made with regard to National Education Policy (NEP) 2020. To discusses the various policies by NEP, 2020 with Special reference to changes and challenges of teacher education in the new technological scenario. The 1QAC of SN Training college took the initiative to organize a webinar and the institution collaborated with Sobha College of Teacher Education, Cherthala, and Vidyabhyasa Vikasa Kendra, Kerala to conduct the webinar in a truthful way. It was decided to conduct the webinar titled "EDUCATIONAL POLICY 2020 AND PARADIGM SHIFT IN RESEARCH scenario" and was organized as part of the webinar series- "INTELLENGENTIA BEYOND DISCIPLINES- CROss DISCIPLINARY COLLABORATION IN EDUCATION" by 1QAC On 22nd October 2020. The webinar was inaugurated by Sri A Vinod, member, monitoring8 committee of Education, govt of India. The discussions evolved the need for revitalizing research trends in Education in view of the National Education Policy

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

2.6 - Evaluation Process

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

As per the curricula of the B.Ed course of Kerala University, the internal evaluation is divided into three levels.

College Based Activities

School-Based Activities

Community-Based Activities

A . College Based

College-based activities include curricular, Co-Curricular, and Extracurricular activities. The college-level curricular works are related to the CE of the theory paper and the practical works. In

each semester two internal examinations are conducted- a mid-semester examination and a model examination for theoretical evaluation.

B. School Based

School-based activity includes initiatory school experience or school induction programme, school internship phase-I, and II. The school internship programme is evaluated through aspects like practicing the process of preparation of material, teaching, assessment, and evaluation and participating in all the academic activities of the school under direct supervision.

C . Community Based

The main community-based activity includes 5 days residential community living camp. The camp is evaluated by a schedule prescribed by the college and the feedback is collected from the students. Also, SUPW is internally evaluated by assessing the service and products developed by the students.

The internal marks awarded to the students are displayed and after considering their remarks, the final marks are uploaded to the university site.

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

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

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

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

After finalizing the internal marks, the teacher-in-charge of the examination consolidates the marks list and is displayed it on the notice board. The students are required to give a complaint request to the principal if anyone has a disagreement with their internal marks. The principal forward the complaint to the concerned teacher who is in charge of the paper. The teacher can discuss the marks with the student by showing the criteria used for evaluation and the marks allotted to each criterion. After the discussion, the concerned teacher resubmit the marks (if there is a change in marks) to the principal. The teacher in charge of the examination consolidates again and publishes the same on the notice board. If the complaint persists, the principal forward the complaint to the grievance redresses committee for further disposal of the complaint.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	View File
Any other relevant information	View File

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.

Academic Calendar schedules the conduct of Internal Evaluation too

along with other curricular activities. The tentative schedule of Internal Exams of both theoretical and practical aspects are included in it. The tentative dates of the Internal exams, Date of Question paper discussion and Marks Distribution, date of submission of practical works, dates of Internal marks display, dates of signing and uploading Internal Marks in the University website etc. are included in the Academic Calendar. Any unexpected change in the tentative schedule is discussed and rescheduled in the Staff Meeting. Strictly adhering to the Academic Calendar schedule reduces the panic of teachers and students regarding Internal Exams. The schedule of School Induction and Internships are also included in the Academic Calendar. It helps in the smooth conduct of the programmes and the timely completion of it.

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 performance of students was assessed in respect of both cognitive and professional attributes. The intellectual competency of a student teacher is assessed based on the various tasks related to internal and external examinations and practical works associated with each optional and core paper. The learning outcomes focus on developing skills and competencies

required for the profession. The theoretical knowledge and the content competency of the students are assessed through various tests including semester-wise unit tests, mid-semester examinations, model examinations, and annual examinations. The performance of each student is assessed and recorded by the faculty in charge of each paper. The report on the performance of students is submitted to the Principal and is uploaded to the University examinations portal of the college. The practical skills and competencies are assessed with respect to practicing Pedagogic Skills such as Criticism classes, micro-teaching classes, participation in Discussion lessons, participation in reflective practices, and also participation in capacity enhancement programs, seminar presentations, etc. All practical works are intended to develop the professional attributes of a future teacher which are essential for the present century education system.

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

2.7.2 - Pass percentage of Students during the year

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

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

Student performance is monitored strictly and continuously throughout the course to ensure the attainment of cognitive and professional attributes. Subject competency is assessed at every semester through assisgnments, seminar presentations, discussions, Internal Examinations. Timely progress of students at each session is also evaluated. Teacher qualities acquisition is also ensured by continuous practical sessions either in college or in schools. Different phases of Internship help to monitor the teaching competency of student teachers continuously and to understand the progress made by the students. Such a progressive type of evaluation done during the course of the study help us to understand about the progression made by students and the requirement of remedies for improvement. This monitoring helps the college to be in line with expected outcomes and help our students to achieve these. Further provisions are made to equip students attain competency and skills till the expected outcome is reached. The placement cell that functions in the college collaborate with various schools of the locality and they conduct placement drive. The selection of students as teachers for their institutions and feedback given are clear evidence of the vibrancy of our students.

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

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

100

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

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

The institution provides all possible efforts to enhance the learning skills and capability of student teachers. Being a professional course, especially in the teaching profession, the learners need multi-dimensional skills apart from theoretical content competency. When they enter the course, as an initial assessment, a series of activities are conducted by the mentor teachers to identify the learner's needs in different aspects. The TAS (Teacher Attitude Scale) implemented by the faculty of educational psychology identifies the attitude towards the teaching profession when they enter into the course. The engagement with field experience during the practice teaching period was found to be the session in which they reflect their attitudinal changes towards the profession The initiatives of students during the initial entry into the course were transferred to individuals with effective communication skills through various

curricular and co-curricular initiatives such as seminar presentations, pedagogical skill practices, participation in Thought of the Day Programmes and participation in capacity building programmes. It was also evident during their practice teaching sessions. The thought for the day program which deals with discussion on various issues and challenges in the present-day world found to be an exposure to develop their general awareness skills, effective communication skill,s and self-confidence.

File Description	Documents
Documentary evidence in respect to claim	View File
Any other relevant information	View File

2.8 - Student Satisfaction Survey

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

2

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

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

1.5

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

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

File Description	Documents
Data as per Data Template	View File
Institutional Policy document detailing scheme of incentives	**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	View File
Any other relevant information	**No File Uploaded**

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

File Description	Documents
Documentary evidences in support of the claims	View File
Details of reports highlighting the claims made by the institution	View File
Reports of innovations tried out and ideas incubated	View File
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

10

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

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

6

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

3.3 - Outreach Activities

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

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

13

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

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

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

100

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

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

100

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

100

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

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

The institution takes initiatives for organizing community extension practices as best practices of the college under the programme titled "Snehapoorvam". During the academic year majority of the activities planned as part of the strategic plan of the college have not been implemented on account of the covid pandemic. The outreach activities planned by the institution enable the students to sensitize themselves to social issues and encourage them to contribute to the development of the community. The college took the effort to prepare cloth masks for the villagers and Sri. V. Sasi, Deputy Speaker of the Kerala Legislative Assembly inaugurated the distribution of masks. The

staff members of Sree Narayana Training College donated a television set for a school student from the socio-economically backward community in the village and also donated an amount for providing food for patients at CFLTC at Nedunganda. All these services have inspired the student teachers of the institution and they themselves took an initiative and donated an amount collected from students for an orphanage situated at Kollam during the lockdown period. Thus the institution is always ahead to inculcate social commitment and service to humanity among the prospective students as envisioned in the institutional mission.

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

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

0

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

3.4 - Collaboration and Linkages

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

1

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

1

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

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

0

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

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

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

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

The college has an excellent infrastructure.The college has a well designed administrative block and various other rooms and facilities for the students such as class rooms , Multipurpose hall/auditorium, seminar halls ,IT lab, Method labs, co-operative store etc.It has provided well equipped furnished labs for IT separately and other departmental laboratories as per the norms of NCTE. Each section of students has separate classrooms and facilities. Class rooms are well furnished and ventilated. Air conditioned IT lab is provided with all teaching aids, OHP, Slide Projector, Television, Video Player, LCD Projector, Video Camera,Computers,Audio Systems, etc., in order to ensure overall development of students. The wi-fi facility is provided to both faculty members and students. The students have all the facilities for games and sports. Adequate infrastructure are provided for indoor and outdoor games and extra-curricular activities. The college building has made more provisions for the expansion. Other facilities consists of Seminar Halls, Fitness center, library etc.

File Description	Documents
List of physical facilities available for teaching learning	[View File](#)
Geo-tagged photographs	[View File](#)
Any other relevant information	**No File Uploaded**

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

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

12

File Description	Documents
Data as per Data Template	View File
Geo-tagged photographs	View File
Link to relevant page on the Institutional website	https://sntrainingcollege.edu.in/education-technology-lab.php
Any other relevant information	**No File Uploaded**

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

6.01

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

4.2 - Library as a Learning Resource

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

The institution has a full functional library with more than10000 books, e-journals, e-newspapers, e-books etc. The library is digitlised with access to thousands of academic books, journalsand other reference materils at anytime. Every year new books are purchased considering the changes of the curriculum and students' needs.

Library Resources at a glance

- **Books**
- **Magazines**
- **Journals**
- **Periodicals**
- **Video Cassettes**
- **Audio Cassettes**

- ○ **E- information resources**
- ○ **OPAC Search**
- ○ **Circulation**
- ○ **Clipping**
- ○ **Bibliographic Compilation**
- ○ **Reference**
- ○ **Information Display and Notification**
- ○ **Photocopying**
- ○ **Computers & Printer**
- ○ **Internet Facility**
- ○ **Inter-library borrowing**
- ○ **75 Seating Capacity Reading Room**
- ○ **Bar coded facility**
- ○ **New arrivals display**

File Description	Documents
Bill for augmentation of library signed by the Principal	[View File](#)
Web-link to library facilities, if available	https://sntrainingcollege.edu.in/library.php
Any other relevant information	**No File Uploaded**

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

The college has facilitated the subscription of N-LIST for remote access to online resources. This helped to handle the disruption caused by pandemics to a great extent. Remote access to e-resources with individual User IDs and passwords made it freely accessible for both students and teachers. The students and faculty members were able to access e-books, e-journals, and e-articles for learning, teaching, and research-based activities. The library strengthened its remote login facilities to provide uninterrupted access to e-Resources. Immediately after the completion of admission processes, the students were given this facility under the guidance of a faculty in charge. They were given effective training regarding the use of N-LIST resources.

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

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

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

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

0.13

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

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

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

37

File Description	Documents
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the academic year with seal and signature of both the librarian and principal	View File
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	http://sntc.libsoft.net
Any other relevant information	View File

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

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

4.3 - ICT Infrastructure

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

The college has ICTs for the smooth conduct of the teaching-learning processes. Both the students and teachers are using the available facilities for effective teaching and learning. All are giving training in the use and application of ICTs in both teaching and learning processes. The students are given special training in blog creation. The classrooms are equipped with

```
Desktop PCs, LCD projector, wi,-fi, etc. e-learning resources
include the N-lIST database, Shodhganga, etc. The college has a
YouTube channel. The college is equipped with a language lab and a
Computer lab also. The digital repository of the institution
includes PPTs, e-books, e-journals, audio clips, video clips, etc.
```

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

4.3.2 - Student – Computer ratio during the academic year

1:5

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

4.3.3 - Available bandwidth of internet connection in the Institution (Leased line) Opt any one:	
4.3.4 - Facilities for e-content development are available in the institution such as Facilities for e-content development are available in the institution such as Studio / Live studio Content distribution system Lecture Capturing System (LCS) Teleprompter Editing and graphic unit	

File Description	Documents
Data as per Data Template	View File
Link to videos of the e-content development facilities	https://sntrainingcollege.edu.in/education-technology-lab.php
List the equipment purchased for claimed facilities along with the relevant bills	View File
Link to the e-content developed by the faculty of the institution	https://www.youtube.com/channel/UC_1HcE-o7PoSB_5jE96vvSQ
Any other relevant information	View File

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)

0.1976

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

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

Sree Narayana Training College has established transparent and robust procedures for the utilization and maintenance of all physical, academic, and support facilities and is well communicated among all the concerned stakeholders. Even though the college has an efficient management representative to support and monitor its functioning, the management decentralizes all academic and administrative matters by constituting various committees consisting of teachers and student representatives with specific objectives to achieve the vision of the college. For maintaining

and utilizing Physical /Academic Resources we have a well-prepared plan. There is a Committee to monitor the same. The Committee is headed by the Principal and the members including teaching and non-teaching are assigned charges to monitor the day-to-day activities. Various Resources In Charge are the respective members.

The detailed procedures and related policies for maintaining & utilizing Physical /Academic Resources are as follows: - Resources In Charge including Physical & Academic are monitoring the utilization and maintenance of Resources. Each Department Head is ensuring the availability of resources in the respective department. The procedure adopted for the utilization and maintenance of the resources is detailed in the Policy document of the institution.

File Description	Documents
Appropriate link(s) on the institutional website	https://sntrainingcollege.edu.in/public/uploads/cms/policy-documents/1643384691--infrastructure.pdf
Any other relevant information	View File

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

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

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

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

Nine or more of the above

File Description	Documents
Geo-tagged photographs	View File
Any other relevant information	**No File Uploaded**

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

A. All of the above

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

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

5.2 - Student Progression

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

Number of students placed as teachers/teacher educators	Total number of graduating students
7	95

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

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

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

10

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

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

72

File Description	Documents
Data as per Data Template	View File
Copy of certificates for qualifying in the state/national examination	View File
Any other relevant information	View File

5.3 - Student Participation and Activities

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

The College Union/ Student Council provides support for the smooth functioning of the college by taking active participation in consultations and discussions along with the Principal and Staff Advisor of the institution for qualitative improvement of services to the students. Besides, the students' council shares the responsibility of conducting various curricular and co-curricular activities such as the celebration of festivals, functions, sports days, teachers' days, etc. The election to the college union was not conducted since the university did not accord sanctions due to the COVID-19 pandemic. But a selection of the office bearers except the University Union Counsellor was made for the smooth functioning of the college. The swearing-in ceremony was conducted online on 5th May 2021. The College Union 2021 'Aagneyem' was formally inaugurated by Sri. Murukan Kattakkada, Malayalam poet, and Arts Club were inaugurated by Sri. Indrans, the well-known Cine Artist on 18-05-2021. The College Union played a proactive role in the institutional functioning and contributed to students' welfare through programmes and celebrations like Mother's Day, virtual Ramadan Celebration, resource talk on 'Burning Lips To Daring Life', National Teachers' Day, Independence Day, Onam Celebration, literacy day, Hindi Divas, National Webinar on International Day of Peace, etc.

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

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

25

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

5.4 - Alumni Engagement

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

Sree Narayana Training College has non-registered but functional Alumni. There is a strong and active Alumni Association in the college. Meetings and get-togethers of the association are organized on a continuing basis. Alumni Members render their service in the curricular aspects as Resource Persons and in all other developmental activities as support pillars. Every year, the Annual Alumni Day is celebrated on the Second Saturday of January. An Executive Meeting of Alumni was conducted on 07/01/2021 in which it was decided to postpone the Annual Alumni Day(January second saturdayevery year)Celebration due to the COVID-19 pandemic. Even during the pandemic period, the Alumni Association, in collaboration with IQAC, organized a National level Webinar on the topic 'Education amidst COVID-19 Pandemic' on 12 June 2020. The inauguration was delivered by Dr. Bindu R. L., Dean, Faculty of Education, University of Kerala. The resource persons of the webinar were Dr. V. Manikantan Nair, Principal (Retd.), Government College, Attingal, and Dr. Asha J. V., Professor, School of Pedagogical Sciences, Mahatma Gandhi University. Both the resource persons were alumni of the college. Besides this, the college, in collaboration with Alumni Association and Lions Club, Varkala, organized a seminar on 'Mental Health for the students of the college.

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

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

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

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

3

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

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

College has a strong and active Alumni group which comes under the AlumniAssociation of Sree Narayana Training College. Meets and get togethers are organised on a continuing basis. Alumni Members do render their service inCurricular part as Resource Persons and in all other developmental activities as support pillars. In every year, we celebrate the Annual Alumni Day on theSecond Saturday of January .Various awards are instituted by the PTA of the College and by the former and present Faculty members as well as former students of this college for recognizing the achievements of students for securing highest marks in each subject and some other outstanding achievements in their academic and non-academic performances. The awards and endowments which constitute Cash prize and Certificates were distributed in the colourful function of Merit Day. Merit Day of this academic year was conducted on 15-03-2021 in which Sri. R. Sukesan, IPS was the chief guest. The different awards and its recipients for the year are as follows. Apart from alumi day, the institution encourages the batch wise meeting of the alumni members in the college as per the request of the members.

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

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

Sree Narayana Guru, our guiding spirit, a great visionary, saint, social reformer, spiritual leader, educationist propagated among the mass the ideal of 'One Caste, One Religion and One God for Man'. Guru stood for the enlightenment of the socially marginalized and his preaching's influenced the world as a whole and our vision. Our educational perspective has great impact on

his writings and preaching. We strive to uphold our motto and make it more sound and distinguished. Our value based education helps the younger generation to rejuvenate and bloom the future generation. Thereby, the institution realizes the vision on "ENLIGHTENMENT THROUGH EDUCATION"

Our MISSION

" To provide value embedded quality oriented education "

" To nourish the potentials of the future nation builders "

" To equip the student teachers to meet the challenges in the global education scenario "

" To Strengthen the Society Through Unity "

" To Render Selfless Service to the Humanity "

All activities initiated by the college are highlighting the vision and mission of the institution. The teachers non-teaching staff, students along with the support of PTA,Alumni,Former teachers association always striving to realize the vision and mission of the institution.

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

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

Sree Narayana Training College, Nedunganda is under the potential management of S. N. Trusts, Kollam. The management decentralizes all academic and administrative matters by constituting various committees consisting teachers and student representatives with

specific objectives to achieve the vision of the college. As a part of the decentralization policies of thecollege, work distribution is properly implemented with various Committees. Each committee is led by its Staff coordinators and Student Coordinators.Duties assigned to Staff are as per various positions 1. IQAC Coordinator 2. Staff Secretary 3. Staff Advisor 4. PTA Secretary 5. Club Coordinator 6.Library In charge 7. Research and Extension Coordinator 8. Magazine Editor 9. Alumni Association Secretary 10. Editor of Journal etc.The CollegeUnion/ Student Council provides support for smooth functioning of the college bytaking active participation in consultations and discussions along with the Staff Advisor and Principal of the institution for qualitative improvement of academic and administrative services to the students. Besides, the students'council shares the responsibility of conducting various curricular ,cocurricular and extracurricular activities such as celebration of festivals, functions, sports day,teachers' day, etc.Alumni members also collaborate with the Institution by rendering Resource support. PTA is also well supportive withrespect to the development of the college.

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

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

The Sree Narayana Training College Nedunganda is an aided college under the direct payment system of Govt of Kerala. Salaries of teaching and non-teaching staff are paid from govt exchequer through an online software called Service and Payroll Administrative Repository for Kerala (SPARK) and online and offline records are maintained and submitted to audit parties as and when required., The student fees are collected using Govt receipts and remitted to the treasury on a government account. Contingency grants are transferred to college online under proper documentation. E-grants and other scholarships are awarded to the students in an online mode. The college holds bill books and cash book contingency registers. The UGC grants are transferred to Canara bank and the purchase committee of the college utilises the funds and each expenditure is audited and submitted the

utilisation certificate and audited statement to UGC in due course. Moreover periodical audits byAccounts General, Kerala, Director Collegiate Education ,Dy Director Collegiate Education, and Sree Narayana Trust are conducted to ensure maximum transparency in accounts. Academic and administrative auditing are done by both externally and internally. The internal auditing is done the IQAC and external auditing is done by IQAC of the institution.

File Description	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	[View File](#)
Any other relevant information	No File Uploaded

6.2 - Strategy Development and Deployment

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

Due to the Covid pandemic scenario, the majority of the programmes as designed by Strategic Planning couldn't be effectively implemented. . The sudden change in the teaching-learning process during the pandemic demanded enhancement of technological competency of students as well as teachers. With a view to improving the technological competencies of the teachers and students, the institution decided to organize a programme on technological skills for the effective use of the online teaching-learning process. The IT club college took the initiative and planned a webinar series titled "Technoid: Dreams Comes True." Smt.Chitra S., faculty of General Education and Dr Dhanya B Chandran, Faculty of Natural Science were assigned the charge of coordinating the programme. The webinar series was organised in the form of a course with five different sessions. The programme was practised as a five-week duration course and started from 11/03/2021 to 09/06/2021. The course materials were arranged as five modules- e-learning and ICT integration in teaching, digital technique and blogging, E content development, e-learning tools and Moodle. In the review meeting of the strategic planning committee, it was decided to continue the programme as a continuous activity as a part of the student empowerment programme.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	https://sntrainingcollege.edu.in/public/uploads/cms/iqac/1658336840--6.2.1_compressed.pdf
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

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

Sree Narayana training college is under the management of S.N Trusts Kollam, which is one of the largest Educational Trusts in Kerala. The institution is under 2(f) & 12 B Act of UGC and is recognised by NCTE and is affiliated to the University of Kerala. The mode of appointment and the service conditions are according to the UGC regulations and Kerala University and NCTE norms. The administrative staffs are appointed by the management according to Kerala Service Rules. The governing body of the college include Manager as the employer and he deploys various responsibilities of the college and a Management Committee is constituted by the S.N. Trusts at the central level. For managing the institution in each district there is a Regional Development Committee (RDC) at the local level and the principal can access RDC for the support and assistance of the institution. Under the leadership of the principal, the college functions well with the assistance of staff Council, college Council, administrative staff, IQAC and academic coordinator. Staff advisor is responsible for carrying out the activities of student Council. The IQAC of the institution deploys duties very well by making strategic plans and taking quality initiatives of the institution.

File Description	Documents
Link to organogram on the institutional website	https://sntrainingcollege.edu.in/organogram.php
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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	One/Two of the above

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

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

Staff Council is a major decision-making body. Due to the outbreak of Covid-19, the implementation of the B.Ed. the curriculum was found to be in a crisis. In this context, the institution decided to request the Registrar, of the University of Kerala to organize an online discussion on the transaction of the B.Ed. curriculum in collaboration with the Board of Studies (Pass) in Education. The request was considered. On 15.06.2020, the Staff Council of the college decided to organize a web conference series on Addressing ways of implementation of B.Ed. curriculum in the Covid 19-pandemic scenario. It was decided to organize the conference in collaboration with the Board of Studies (Pass) in Education, the University of Kerala, and the Kerala University English Teacher Educator's forum (KUETEF). After taking the decision, various duties were assigned to the faculty members. The first phase was conducted on 17.06.2020. as a focus group video conference and the phase II video conference was conducted on 25th and 26th June 2020. Which provided an opportunity for teacher educators to express their views. Phase III was organized as a follow-up Discussion and training for student teacher representatives from the affiliated training colleges of Kerala University.

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

6.3 - Faculty Empowerment Strategies

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

Teachers & Non-Teaching Staff- Encouragement and Acknowledgement of various Professional and personal achievements

Students-Students' welfare funds utilizing for making them participate and present papers in seminars, Workshops, and students' Competitionsoutside college. Endowments are introduced for the students by the former and present faculty members of thecollege for outstanding achievements in their academic and non-academic performances. Not only that, the PTA and Alumni of the college reward students every year for their meritorious achievements. Health issues of students are also given major concern.

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

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

0

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

2

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

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

7

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

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

Sree Narayana Training College is Affiliated with the University of Kerala and is guided by the regulations formulated at the University level as per the NCTE norms. College is committed to building up a group of enthusiastic teachers for leading the future generation of the country. We provide holistic education with a view to enriching and empowering the multifaceted talents of future teachers. The experiences provided to the student teachers equip them to meet the challenges and changes in the global educational scenario. We strive to uphold our motto and make it more sound and distinguished. Sree Narayana Training College is affiliated with the University of Kerala and is guided by the regulations formulated at the University level as per the NCTE norms. By following the UGC regulation 2010 and amendments thereof, the institution monitors the performance appraisal system by submitting of Teacher Appraisal Proforma prepared by IQAC of the College with proof of performance by Faculty and Staff at the end of the academic year. The system includes a self-assessment methodology that inspires faculty and boosts professional knowledge and growth.

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

6.4 - Financial Management and Resource Mobilization

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

The institution has established a mechanism for both internal and external audits on financial transactions every year to ensure financial compliance. An internal audit is conducted by the internal auditor of the institution. It is mainly a pre-audit of major receipts and payments and a concurrent/post-audit of all other receipts and payments. Annual external auditing is conducted by the Deputy Directorate of Education, Kollam, and Accountant General Office Thiruvananthapuram. All the funds and grants received from various agencies are audited externally. The institution is under Sree Narayana Trust, Kollam and hence the trust conducts annual auditing of all the institutions under the Trust for the funds received from the management. All observations/objections of AG are communicated through their report. These objections are examined by separate committees of the institute. Chartered Accountant of the Institute conducts regular accounts audits and certifies its Annual Financial Statements. All Utilization Certificates to various grant-giving agencies are also countersigned by the CA.

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

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

0

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

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

The college is a govt. funded institution; Therefore, a substantial part of our financial needs is met with the finances made available by the state government. The college is registered under the 2 (f) and 12(B) sections of the UGC ACT 1956. Consequently, we receive regular grants from the UGC under various heads. . Besides the above sources of funds, special fees charged from the students also form a portion of our finances. As for as utilization of the received funds is concerned, We have a clear and transparent approach toward it. All the expenditures are incurred keeping in view the academic and infrastructural requirements of the institution. The funds received from the various government and non-governmental organizations are utilized strictly as per the instructions and conditions specified with the provision of funds. Likewise, the UGC grants are utilized in accordance with the regulation and guidelines issued by the UGC. In a nutshell, all the funds are utilized keeping in view the enhancement of the academic quality and strengthening of the infrastructure of the institute. The procedure for the optimum utilization of resources is specified in the specific document of the institution.

File Description	Documents
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	View File
Any other relevant information	**No File Uploaded**

6.5 - Internal Quality Assurance System

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

IQAC of SNTC focuses on imparting quality education through innovative and comprehensive education policies. It plays a significant role that encompasses all aspects of the institute's functioning. The following tasks have been performed by IQAC on regular basis for the quality assurance of the institution.

1. Improvement measures in teaching by regular inputs to all concerned based on student feedback.

2. Providing regular suggestions for improvement on the basis of an academic and administrative adult.

3. Providing inputs for best practices and extension activities for enhancing community services among students and staff.

The suggestion received from students and staff is discussed in the regular IQAC meeting held at college. The IQAC prepares, evaluates, and recommends the following activities as quality assurance strategies.

1. Annual Quality Assurance report.

2. Analysis of the student feedback

3. Action taken reports

4. Performance-based appraisal system (PBAS) for career advancement scheme(CAS).

5. New programmes as per government policies.

6. Academic and administrative audit report.

7. Organization of webinars/seminars for quality enhancement.

   Quality Initiation during the year

- The vollege has registered Entrepreneurship Development Cell of Sree Narayana Training College with District Industries Centre, under the Entrepreneurship Cell Programme of the Department of Industries and Commerce Government of Kerala.

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

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

IQAC monitor and review the teaching-learning process regularly. The teaching learning process of the institution periodically assessed by the IQAC by adopting various measures.

Academic review

At the beginning of the academic year, the annual academic calendar is prepared well in advance.

Preparation of semester plan

The lesson plan submitted by the faculty is reviewed and suggests appropriate modifications for scheduling the activities such as internships and practical examinations.

Student satisfaction survey

IQAC regularly conducts a semester-wise Student Satisfaction Survey and provides analysis of the result for enhancing the teaching-learning process.

Effective evaluation system

IQAC in collaboration with the internal curriculum committee of the college, schedules unit tests, and mid-semester and model examinations. The cell asses evaluate the result of the test and suggest remedial instructions if required.

Result analysis

Result analysis is done by the members of the internal curriculum committee and necessary steps are recommended to work towards improvement.

Evaluation and performance

The performance of both the teachers and students is evaluated on the basis of the appropriate criteria.

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

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

10

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

6.5.4 - Institution engages in several quality initiatives such as Regular meeting	**Four of the above**

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

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

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

1. Up gradation of Library Resources Enhancement of Digitalization activities 2. New Block of College Hostel

3. New Toilet Block with modern facilities from MLA fund

4. Implementation of Solar Panel connected Power Plant of 5 KW funded by UGC

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

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

The institution posess an efficient Energy Management System to ensure continuous and effective implementation of energy conservation measures. Some of the strategies adopted by the institution include Regular Maintenance, Optimizing Efficiency, Reducing Demand and Avoiding Wastage. The explanation of the strategies and instructions for the students as well as teaching and non-teaching staff are given in the policy document on Energy conservation. In 2016, Sree Narayana Training College Installed 5 Kwp solar grid connected Rooftop power plant, under "solar connect" Distributed generation through grid connected solar Rooftop Power plants of ANERT. Nearly more than 20 unit electricity is produced per day and is utilized by the institution. The institutionis committed to maximize energy conservation procedures through various measures. During the initiation of the course the newly admitted students are given directionsfor the proper utilization of the electronic devices in the institution. Students and faculty members havegiven adequate training for energy audit procedures for sustainable institutional and household energy conservation. the institution alwys emphasises the use of Power LED bulbs and power efficient equipments to save energy to the maximum.

File Description	Documents
Institution's energy policy document	[View File](#)
Any other relevant information	**No File Uploaded**

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

Sree Narayana Training College owes a systematic plan for the implementation of a waste management system in the institution. The Nature club of the institution takes initiative in this regard. Segregation of waste is the primary activity maintained by the volunteers. During the year the volunteers of nature club had put two types of bins in all classrooms for collecting plastic and biodegradable waste materials from each classroom. Every weekend the volunteers from each class will collect the same and will store it in the respective collection points in the college. From the collection point plastic waste materials are collected by Haritha Karma Sena of the ward and are disposed of at the collection center of the panchayath. As there is no provision for collecting e-waste at the ward level in the locality, e-wastes are collected from the institution by the volunteers and are delivered to the collection point of the district by the college authority. Biodegradable wastes are dumped in the compost pit inside the campus and the fertile manure is utilized for the vegetable garden maintained by the college. Along with this, students are given instructions to keep the campus green and clean.

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

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

Two of the above

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

7.1.4 - Institution has water management and

Three of the above

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

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

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

SNTC had taken a number of strategies to ensure a healthy, clean and pollution free environment in the campus. As part of the clean campus initiatives, students are given awareness on the importance of cleanliness in and around the individual and the practical measures are implemented under the guidance of sooryakanthi nature club. Every year, club organizes cleanliness programmes inside the campus as well as outside the campus including beach cleaning at Varkala tourist place, and on account of the pandemic, the cleaning programmes were limited inside the campus. As part of the plastic free campaigning, students were given training in cloth bag preparation. More than 90% of the students being females, strict measures were taken including incinerators for the disposal of sanitary napkins. The green cover policy of the college had taken initiatives in the form of gardening and tree plantation in and around the campus with the help of the department of Forest. Medicinal plants and Trees in the campus are tagged with name boards. The student are always encouraged to use reusable materials including carry bags, bottles, tiffin boxes etc and there by limits the production of pollutants in the atmosphere.

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

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

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

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

0.2

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

Sree Narayana Training College is situated in a rural village near Varkala. The socio- economic environment of the locality greately influnce the institution in different aspects. The prospective teachers are provided with various opportunities to interact with the community through community extension activities. We take

every effort to utilize the community resources for the welfare of the institutional growth. Anchuthengu Fort, the protected monument by the Archeological Survey of India is located near the institution and during the year, the students and teacher of Social Science optional subject visited the fort as part of curricular activity. Many of the community resources as well as community oriented practices were not explored during the year. The covid pandemic scenario was the major hindrance experienced by the college for accessing more community resources in this regard.

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

7.1.9 - The institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic sensitization programmes in this regard: The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff Annual awareness programmes on the Code of Conduct are organized	B. Any 3 of the above

File Description	Documents
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	View File
Web-Link to the Code of Conduct displayed on the institution's website	View File
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	**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. Student Empowerment Programme.

Objective

- **Integrated development of the student teachers in various aspects.**

    Context

The sudden change in the teaching learning process during pandemic demanded enhancement of technological competency of students as well as teachers . The IT club of college took the initiative and planned a webinar series titled "Technoid: Dreams Comes True."

The Practice

The programme was practiced as five week duration course and started from 11/03/2021 to 09/06/2021.

Evidences of success

All are able to apply technological competency in their actual classroom practice effectively.

Problems encountered and resources required

Network issues and device problems for the students.

2.Snehapoorvam

objectives of a practice

- To develop social consciousness among student teachers.

The Context

A large majority of the local people need social and personal guidance.

1. The practice

- Distributed cotton mask for the people in the ward.

- Contributed financial assistance for purchasing Television set to a deserving student.

- Participated in the covid-19 duty of Kerala Governement,.

- Donation for giving food for the inmates of CFLTC .

Evidences of success

- The college Union contributed financial assistance to an orphanage.

Problems Encountered

The lockdown was the major hindrance .

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

7.3 - Institutional Distinctiveness

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

Aathmadarsanam 2020-21

During the pandemic period programmes of Sree Narayana Study Center was very much limited. On 01.02.2021 Sri. Praveen R., faculty of Sree Narayana Training College delivered explanation of Daivadasakam, written by Sree Narayana Guru. On 20.09.2020, a National Level Webinar was organized on Sree Narayana Guru's Perspective on Education in the context of National Policy 2020. It was a collaborative venture of SREE NARAYANA TRAINING COLLEGE, SREE NARAYANA MISSION FOR LIFE EXCELLENCE (SMILE) &VIDYABHYASA VIKASA KENDRAM, KERALA. Webinar was inaugurated by Sri K. Sethuraman IPS and Sreemat Saradananda Swami, Treasurer of SMILE presided over the function. D.I.G. of Police.Prof. (Dr.) K. Jayaprasad, Former PVC, Central University of Kerala, Prof.(Dr.) M.A. Siddeek, Director, International Centre for SreeNarayana Guru Studies and Research, University of Kerala; Prof. (Dr.) M. V. Natesan, HoD,Incharge of Education,Sree Sankaracharya University of Sanskrit, Kalady and Shri. A. Vinod, Member, Monitoring Committee of Education, Govt. of India were the Resource Persons. .During the academic year, Sree Narayana Study Centre was not able to transact majority of the discussions and explanations of contents. Dr. Reetha Ravi H., Assistant Professor and staff coordinator of Sree Narayana Study Centre provide guidance for organizing all the programmes.

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