YEARLY STATUS REPORT - 2021-2022

Part A	
Data of the Institution	
1.Name of the Institution	SREE NARAYANA TRAINING COLLEGE NEDUNGANDA THIRUVANANTHAPURAM
• Name of the Head of the institution	Dr. SHEEBA P.
• Designation	PRINCIPAL
• Does the institution function from its own campus?	Yes
• Alternate phone No.	9497851643
• Mobile No:	8075615407
• Registered e-mail ID (Principal)	sntcned@gmail.com
• Alternate Email ID	principalsntc@gmail.com
• Address	SREE NARAYANA TRAINING COLLEGE NEDUNGANDA
• City/Town	TRIVANDRUM
• State/UT	KERALA
• Pin Code	695 307
2.Institutional status	
• Teacher Education/ Special Education/Physical Education:	Teacher Education
• Type of Institution	Co-education

• Location	**Rural**
• Financial Status	**UGC 2f and 12(B)**
• 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)	**principalsntcned@gmail.com**
3.Website address	<u>SREE NARAYANA TRAINING COLLEGE</u>
• Web-link of the AQAR: (Previous Academic Year)	<u>https://www.sntrainingcollege.edu.in/public/uploads/cms/iqac/1661324143--AQAR%202020-21.pdf</u>
4.Whether Academic Calendar prepared during the year?	**Yes**
• if yes, whether it is uploaded in the Institutional website Web link:	<u>https://www.sntrainingcollege.edu.in/public/uploads/cms/academics/1660664205--academic%20calendar%202021-22_compressed.pdf</u>

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	07/01/2022	1,00,000

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)

* As part of the preparation of guidelines for the Teacher Education Curriculum envisaged by National Education Policy 2020 IQAC of Sree Narayana Training College took an initiative for organizing Three Day National Level Residential Workshop titled Teacher Education-

Compilation of Proposal For NEP 2020 Based Curriculum in collaboration with the National Institute of Open Schooling (NIOS) and Vidyabhyasa Vikasa Kendram Kerala. * Timely submission of AQAR 2020 -21 * Organised "R.Sankar Memorial Webinar Series: Unto the Pinnacle of Cognition" for the qualitative enhancement of prospective teachers in various curricular and co- curricular aspects. * Encouraged the faculty members to organize seminars and webinars under different clubs and associations in order to enrich the teacher competence and potential of student teachers. * Took initiative in preparing Academic and Administrative Audits both internally and externally and consolidated the report

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
All faculty members will submit proposals to various funding agencies to get funding for upgradation of knowledge and facilities	Industries Entrepreneu rship Development Club(EDC) provided Financial Assistance with Rs 10,000/-
For the overall development of the students, a series of webinars were planned	Five webinars were organized as part of the webinar series titled "R Sankar Memorial National Webinar series: Unto the Pinnacle of Cognition" The student teachers were able to imbibe fund of knowledge and information on various subjects such as Sree Narayana Gurus educational ideas, energy management, Educational psychology, teacher qualities, water conservation etc
• Planned to encourage students and faculty to join online learning courses	Students and faculty members registered in online platforms
Planned to apply for N.S.S Unit for the college, to the state government	• Students and faculty members registered in online platforms • State government has sanctioned funded unit for Sree Narayana Training College. The state level inauguration of the N.S.S units at Training colleges was officially inaugurated by Dr. R Bindu, Minister of Higher Education and social justice at Sree Naryana Training College on 9th March 2022
Planned to provide rigorous training for the student teachers to clear various Teacher Eligibility tests during the academic year	There was a huge hike in the various teacher eligibility tests. 133 students have cleared various cleared various tests including SET, K TET, C TET and NET.
Planned to sought permission from the Anchutengu Grama	The authorities of Anchutengu Grama panchayath rendered

Panchayath to organize community service for the rural population under the leadership of UBA Cell	necessary support for organizing programmes 0n 2nd May 2022. The programmes were officially inaugurated at ward 2 of the Panchayath
Organization of Webinar series initiated by the College Union in collobaration with all optional subjects	The college Union "ANWAYA" took the initiative under the leadership of staff advisor Dr. Viji V. The official inauguration of the Webinar series titled "PRABUDDA-Embracing the New Normal" was on 16th May 2022. The webinar series provided an insight on multi dimensional subjects including Gender Sensitization, Constitutional laws, Online Teaching Strategies, Employability skills required for the generatives, Intellectual Property Rights etc. the prospective teachers, the future nation builders were able to organize 7 successful seminars during the academic year.
Designing and implementation of Management Information System (MIS) for quality improvement.	The institution designed specifications required for the development of MIS and submitted to the Management.

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	20/05/2023

14.Whether institutional data submitted to AISHE

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

15.Multidisciplinary / interdisciplinary

Sree Narayana Training college is affiliated with the university of Kerala and hence the college follows the curriculum prescribed by the University. The institution is prepared to provide a holistic multidisciplinary Education for society and thereby uphold the mission of the institution *"Enlightenment Through Education "*. Since the programmes offered by the institutions are prepared by the University, the designing of the programme of study has been limited to the institutional level. However, the institution is practicing innovative strategies in the curricular transaction through Value oriented courses and community extension services that focuses on a multi-disciplinary form of education. The flexibility in the selection of practical activities and minor research project works in the B. Ed. The curriculum provides ample opportunity for the same. The prospective teachers are encouraged to initiate various minor projects related to education from multidimensional subjects. The value-oriented programmes offered by the institutions as a best practice of the institutions try to embed the holistic development of human personality by integrating the values laid down by all holy scripts irrespective of caste, color, or creed. Apart from the value-based courses and minor projects, the institution is planning to implement more and more action research with special reference to the rural community where the institution is located. The action researches which aims to deal with the issues and challenges that require immediate attention are to be identified by the prospective teachers so as to encourage them to develop a social consciousness among themselves. As an initial step in this regard, the institution is already conducted a number of community-oriented surveys and campaigns on various issues and also organized remedial programmes in the form of community extension services. The student empowerment programme, SEP offered by the institution under the best practice is one such initiative that focuses on the multi-faceted development of the community as well as the overall development of student teachers as prospective teachers.

16.Academic bank of credits (ABC):

The University of Kerala is in the process of implementing of National Education Policy (NEP 2020)and accordingly, suitable action will follow.

17.Skill development:

Sree Narayana Training College, being a professional educational institution, provides the utmost care for value orientation and vocational education competencies in the concerned field. Though not directly in alignment with NSQF(National Skills Qualifying Frameworks) suggested by the Ministry of India, the institution offers various certificate courses and programmes to enhance soft skills and vocational education competencies among student teachers. As part of the skill enhancement programme, the institution offers certificate courses and soft skill training, communication skill development, and a certificate course in Vedic Mathematics, to enhance mathematical and computational skills. Apart from the various certificate courses, the institution offers value-oriented programmes as a distinctive feature of the institution.

Various programmes organised as part of the SEP(Student Empowerment Programme) ensure the development that human values as well as various skills required for both the personal and professional life of a prospective teacher. Every year the programme adopts various practices in order to enhance the required skills such as community extension services, and the organisation of webinars, seminars and workshops that impose positivity among the learners. The community extension services organised under SEP, "*Snehapoorvam*" is intended to create and develop humanistic and ethical values among the student teachers. The programme intends to provide a helping hand to the rural community where the institution is located.

The programme"*Aatmadarsanam*" organised by the college is purely an institutional performance in distinctiveness related to the vision of the institution, upholds the development of human values of truth, righteous conduct, peace, love, universal brotherhood, internationalism and civic values among student teachers.

One good practice of the institution pertaining to skill development in view of NEP, 2020

Student Empowerment Programme (SEP)

The Student Empowerment Programme (SEP) focuses on the overall development of the students including their skills and values. SEP is organised into two dimensions

1. Activities that foster the development of the students.

2. Activities that foster the development of the community.

The activities that foster the development of students include the organisation of skill development workshops and seminars. The programmes that foster the development of a community include "snehapoorvam" which provides social and economic support for the needy in the community.

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

The Indian Knowledge System (IKS) characterizes three outcomes the creation of new knowledge, wisdom to use the right knowledge in the right time and place, and skill sets to get the proper results of knowledge in real life are part of the Teacher Education System. The curriculum envisaged by the University of Kerala is equipped to obtain the above-said outcomes through the appropriate integration of various curricular strategies in the teaching-learning process. The medium of instruction suggested in the curriculum allows ample opportunity for the students to develop and use the knowledge and skills they acquired in the classroom environment. The majority of the theoretical and practical knowledge is transacted through both English and Mother tongue. Irrespective of the nature of the subject, the curricular contents are usually taught in both languages by the teacher educators. Also, the students are permitted to submit the required assignments in both languages too. The examination conducted by the University as well as the internal examination of the college also permits the students to attend the examination either in English or their mother tongue. In order to preserve and transform Indian knowledge, language, and culture the institution initiatives a number of activities every year.

The celebration of days of importance in the institution including cultural events enhances the integration of the Indian Knowledge system in the teacher education curriculum. The major celebration of Onam, the celebration of Malayalam Bhasha Dinam, Inter optional Manuscript Magazines in regional languages. Intercollegiate and Intra collegiate contributions are held as part of curricular exercises are part of human values etc. The organization of cultural fests and art fest fests will help the students to acquire knowledge and performance about various art forms in India. Along with this, the revised B.Ed. the curriculum also provides an opportunity for knowing Indian traditional Art forms and the role of various art forms in the transaction of the curricular contexts in a classroom

situation. The curriculum is enriched with both visual and performing arts and in order to enrich the prospective teachers, a one-day workshop is usually arranged every semester to provide adequate opportunity for the student teachers to get familiar with the art forms.

Institutional Practice in the integration of Indian Knowledge System in view of NEP

The organization of Workshops on Art and Aesthetic Education based on Indian Traditional Art forms is one of the institutional practices. The institution tries to provide a one-day Workshop session by external experts in order to get a deeper understanding of Art Education and theatre practice for prospective teachers.

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

Outcome-based education clearly focuses and organizes everything in our education system around what is essential for all students to be able to do successfully at the end of the learning experiences. It promotes the participation of all stakeholders to design and develop outcomes.

Institutional Initiatives to transform the curriculum towards outcome-based education (OBE): The institution has taken every possible effort to transform the B. Ed. Curriculum towards OBE. The institutional outcome-based education has been designed in accordance with the vision and mission of the institution. It is in alignment with the curricular vision prescribed by the University of Kerala and the curriculum envisages the empowerment of prospective teachers with value embedded and competency-based teacher education curriculum, to equip them to be professionally competent, adaptable, and socially committed to meet the challenges in a knowledgeable society. The outcome-based education always follows Programme Learning Outcome (PLO) and Course Learning Outcome (CLO) of the programme. Both outcomes are achieved through curricular transactions involving School-based and college-based activities and also through extracurricular co-curricular activities involving community-oriented services. In order to ensure the attainment of the expected outcomes through various problems and activities, the following attributes were prepared:

- Pedagogical content knowledge

- Adaptability

- Ability to develop innovative teaching strategies

- Technological competency

- Professional ethics and commitment

- Acquisition of professional and personal skills

- Competency in evaluation practices

Efforts made by the institution to capture the Outcome Based Education in Teaching-learning Process

The following efforts were made by the institution to capture the OBE in the teaching-learning process:

- Provision of Resource talks, Seminars on various aspects of education in the contemporary Scenario

- Organization of Workshops for enhancing skill-based training for the students.

- Organization of institutional visits to supplement the first-hand experiences

- Opportunities for competitive programmes

- Applying innovative strategies in classroom-oriented action research.

Outcome-Based Education practice in view of NEP 2020

Provision of Resource Talks and Seminars: The institution organizes Resource talks for prospective teachers to enrich their competencies in various aspects of education. The Resource session is organized as webinars and seminars. The resource talks organized on multidimensional aspects including curricular and other aspects ensure qualitative enhancement of a teacher. The participatory learning approach provided during the session provides learning experiences in a different way.

20.Distance education/online education:
The institution does not offer distance education of any kind. But the institution owes the possibility of offering distance learning programmes in various certificate courses as short-term programmes.

Extended Profile

2.Student	

2.1 Number of students on roll during the year	**197**

File Description	Documents
Data Template	View File

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

File Description	Documents
Data Template	View File

2.3 Number of seats earmarked for reserved categories as per GOI/State Government during the year:	**40**

File Description	Documents
Data Template	View File

2.4 Number of outgoing / final year students during the year:	**96**

File Description	Documents
Data Template	View File

2.5Number of graduating students during the year	**197**

File Description	Documents
Data Template	View File

2.6	**97**
Number of students enrolled during the year	

File Description	Documents
Data Template	View File

4.Institution

4.1	**6.25**
Total expenditure, excluding salary, during the year (INR in Lakhs):	
4.2	**60**
Total number of computers on campus for academic purposes	

5.Teacher

5.1	**12**
Number of full-time teachers during the year:	

File Description	Documents
Data Template	View File
Data Template	View File

5.2	**0**
Number of sanctioned posts for the year:	

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 the 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.

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

• A Three-day National level Residential workshop on Teacher Education- Compilation of Proposals for NEP 2020-based Curriculum, was conducted from 07.05.2022 to 09.05.2022 to prepare guidelines for the structure of the teacher education curriculum in light of National Education Policy 2020.

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

• ICT-assisted learning is used for effective curriculum delivery.

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	A. All of the above

Faculty of the institution Head/Principal of the institution Schools including practice teaching schools Employers Experts Students Alumni

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

1.1.3 - While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) for all programmes offered by the institution, which are stated and communicated to teachers and students through Website of the Institution Prospectus Student induction programme Orientation programme for teachers	B. Any 3 of the Above

File Description	Documents
Data as per Data Template	<u>View File</u>
URL to the page on website where the PLOs and CLOs are listed	<u>1. https://www.sntrainingcollege.edu.in/public/uploads/cms/academics/1643381847--PLO.pdf 2. https://www.sntrainingcollege.edu.in/public/uploads/cms/academics/1653234392--B.Ed.%20curriculum_2019%20scheme_complete-001-compressed.pdf</u>
Prospectus for the academic year	<u>View File</u>
Report and photographs with caption and date of student induction programmes	<u>View File</u>
Report and photographs with caption and date of teacher orientation programmes	<u>View File</u>
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	<u>View File</u>
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	<u>View File</u>
Academic calendar showing time allotted for optional / electives / pedagogy courses	<u>View File</u>
Any other relevant information	<u>https://www.sntrainingcollege.edu.in/public/uploads/cms/academics/1660664205--academic%20calendar%202021-22_compressed.pdf</u>

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

105

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

105

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

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

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

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

5

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

5

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 for Semester I students provide prospective teachers with 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 real-life scenarios.**

- **School Internshipis 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

- **Sree Narayana Training College implements the curriculum of the University of Kerala.**

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

- **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.**

- **During Practice teaching, classes were taken for students studying in CBSE, ICSE, and State syllabus.**

- **Demonstration classes were conducted for 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, the USA, the UK, Finland, and Canada, with special emphasis on secondary curriculum approaches, is also transacted to the students in an effective manner.**

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

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

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

- **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 in their pedagogic and educational subjects with innovative ideas and have 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 responsibilities, and skills among prospective teachers.**

- **Faculty Members are very particular about building a value-based, society-centered, ethically sound, and professional research culture among our students. The faculty themselveslead 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.**

- **Webinars are conducted to instill professional competency in students. The students are encouraged to take initiative in organizing webinars and seminars for the qualitative improvement of their own competencies.**

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	`No File Uploaded`

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
`97`

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	View File

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

1

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

1

File Description	Documents
Data as per Data Template	View File
Certificate of EWS and Divyangjan	View File
List of students enrolled from EWS and Divyangjan	View File
Any other relevant information	No File Uploaded

2.2 - Honoring Student Diversity

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

As an entry-level test, every year, the institution conducts a TAS-Teacher Attitude Scale which measures the attitude of students towards the profession. The self-introduction session for the student teachers in the initial phase helps to explore the presentation skill of the prospective teachers. The kind of inhibition, if any is properly monitored by the teacher educators. The student profile which records the socio-economic status of a student enables the institution to provide necessary help including financial and personal assistance. The class PTA held at the beginning of the academic session,helps the faculty members of respective classes to interact with the students and parents personally. During the initial phase of the course, the students are provided with a number of sessions on profession and professional ethics by eminent resource persons and it helps future teachers to build up a proper career aspiration. The talent hunt organized as part of an extracurricular activity also plays a major role in identifying the innate talents and potentials of the student teachers. From the academic point of view, the content knowledge analysis during the initial phases helps to identify the academic competence of the students. Proper remedial strategies were adopted by teachers.

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	View File

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

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

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

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

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.

Multiple modes and approaches are adopted by Teacher Educators that cater to the needs of the student teacher. The mode depends on onthe content and individual learning. Experiential learning strategy is provided during the Pre-practice teaching phase and during the Internship. Discussion, Demonstration, and Criticism classes are all giving live experience to students on how to handle classes. Internship, School Induction Programme is also providing live and real experiences to the students. Microteaching sessions are simulated learning situations through which students acquire different teaching skills. Seminars, Assignments, debates, etc. give chance for participatory learning. While planning lessons for the

Internship, Discussions, Criticism, etc. there is much chance for brainstorming, problem-solving, and acquiring many critical skills. Classes had to be conducted online during the pandemic. The internship was done online as schools were also closed. Student teachers make use of ICT during the Internship and in the preparatory phase. Video recording and script writing are all part of the modes practiced as the syllabus demands these skills also to be imbibed by the students. The capacity Building Programme which is mentioned in the syllabus helps students to enhance their communication, soft skills, problem-solving skills, etc. thereby increasing their mental capacity.

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

6

File Description	Documents
Data as per Data Template	[View File](#)
Link to LMS	https://sangeetha2021.gnomio.com/
Any other relevant information	[View File](#)

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

193

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

2.3.4 - ICT support is used by students in various learning situations such as Understanding theory courses Practice teaching Internship Out of class room activities Biomechanical and Kinesiological activities Field sports	**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://fliphtml5.com/zjrve/buye
Any other relevant information	View File

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

The institution offers mentoring in a very fruitful way. Students are randomly selected and put in groups under the supervision of a mentor, who is a faculty of the institution. Students, who belong to different categories in terms of their abilities when coming together and working as a team under the guidance of the mentor. The team members help each other in their cognitive as well as skillful

activities. Together they participate in SUPW Activities, Arts, etc. Students, who are weak in communication and other curricular and co-curricular activities are helped by their peers to perform well. Many times, the mentor turns out to be a counselor who deals with their personal issues and would guide them to lead a stress-free life. Keeping in view how to improve the knowledge base of students, cognitive activities such as healthy discussions, and debates on current affairs in the field of education is also a part of mentoring. Student teachers also get an opportunity to know each other so deeply that they come to understand their peer's abilities and weaknesses. This would become the root cause for the improvement of one's character, skills, abilities, etc.

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

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

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

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

The teaching-learning process in Sree Narayana Training College is well planned and executed in order to assure that it fosters

creativity, innovativeness, intellectual and thinking skills, empathy, life skills etc. among students.Ms. Divyasree S. won the First Prize for the Video making Competition for COVID-19 Awareness under Unnat Bharat Abhiyan at the RCI level, on 15 August 2021.An intimation regarding the Video Making Competition for UBA Institutions under selected themes related to COVID-19 was received as an email communication to the college on 07 July 2021. This was conveyed to the student teachers. Ms. Divyasree S. was passionate about video making and the development of e-content. She planned to develop a video on COVID-19 Awareness as part of the competition.On 13 August 2021, the college received an email from UBA communicating that the entry for Video Making Competition submitted by Ms. Divyasree S. from the college had won the First Prize at the RCI Level and made it to the National Level Competition. On the 75 th Independence day on 15 August 2021, UBA officially declared the result.The YouTube link of the prize-winning video is attached.

https://youtu.be/YYUHr4EDTPU

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)	All of the above

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

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

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

2.4.3 - Competency of effective communication is developed in students through several activities such as Workshop sessions for effective communication Simulated sessions for practicing communication in different	**All of the above**

situations Participating in institutional activities as 'anchor', 'discussant' or 'rapporteur' Classroom teaching learning situations along with teacher and peer feedback

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

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

All of the above

File Description	Documents
Data as per Data Template	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

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

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 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

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	View File

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 makes effective preparations in planning and executing the Internship Programme, which is the crux of the Teacher Education Programme. Details regarding, the internship are given to the school Principals and Teachers which becomes a good orientation for them about the changes in the curriculum. Student teachers are also given orientation at the college for handling classes, the conduct of school-based practicals, and ways of assessment. Student teachers are also informed about their rapport with the mentor teacher at school and how to establish a bond of professionalism and cognitivism. They are also told to observe teachers' classes and learn different ways of teaching. Students are also given an idea about how to do assessments of their students, evaluate each other's work, and evaluate themselves. 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

96

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

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

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

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.

Monitoring mechanism during internship is ensured by the institution. During Internship Phase-1, students' classes are observed thrice by the concerned optional teacher and once by the general faculty. School teachers and principal continuously monitor the efforts put in by the trainee and also observe their performance in classes. Peer and self-evaluation also become a part of the assessment. Peer evaluation is made based on a schedule and self-

evaluation is descriptive in nature. After every lesson students do self-reflection and at the end of the day, they make diary writing. During the Second Phase also students are strictly monitored by the different people concerned. Optional teachers observe their classes three times and general teachers once. School teacher and principal also make their observations and give weightage to the classes observed. Self and Peer evaluations are also done here. Peer evaluation is the criteria based and self-evaluationhelps them to evaluate themselves. Apart from evaluating their own classes, they also write down the major events of the day in the diary. During the First and Second Phases of the Internship, Physical Education Director observes the Physical Education and Health Education Classes and makes comments, and gives due weightage.

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

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

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

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

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

2.5 - Teacher Profile and Quality

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

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	[View File](#)

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

8

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

1

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

12

File Description	Documents
Copy of the appointment letters of the fulltime teachers	[View File](#)
Any other relevant information	[View File](#)

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

Teachers Participate in Orientation and Refresher Courses which help them to become professionally updated as these Inservice programs are rich in knowledge wise and deal with current developments and issues in Education. Memberships in educational bodies and research organizations and participation in the programmes organized by them help teachers to keep abreast of the latest facts and developments in the field of education. Organizing and attending Seminars, Workshops, Conferences, etc. help teachers to share and interact with their counterparts of other institutions and this promotes effective discussions with regard to policies and regulations in the educational scenario. Teachers play different roles in these programmes as Organising Committee Members, Panelist, etc. which makes them more competent. Any clarifications with respect to academic and administrative functions are also sought through social networks and other media. Seeking other resources both in online and offline mode also helps teachers to keep pace with recent developments. Research-related activities in the college help teachers to find out new strategies to be adopted, to solve issues, and to be updated. During the academic year, the institution organized a three-day National residential workshop on "Teacher Education- Compilation of proposals for NEP 2020 based curriculum in association with NIOS and VVK.

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

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 at 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. Ineach semester two internal examinations are conducted- a midsemester 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 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	View File

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	Five of the above

performance Provision of improvement opportunities Access to tutorial/remedial support Provision of answering bilingually

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

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

After finalizing the internal marks, the teacher-in-charge of the examination consolidates the marks list and is displayed 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 resubmits 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.

All activities of the college are scheduled in the Academic Calendar and so is Internal Evaluation. 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 is 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 on 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 their timely completion of it.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 their timely completion of them.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

2.7 - Student Performance and Learning Outcomes

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

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	[View File](#)

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	No File Uploaded

2.7.4 - Performance of outgoing students in internal assessment

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

95

File Description	Documents
Number of students achieving on an average 70% or more in internal assessment activities during t	No File Uploaded
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, 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 toward 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 programs. 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 skills,s and self-confidence.

Example: Results of teacher eligibility tests

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

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

Nil

RESEARCH AND OUTREACH ACTIVITIES

3.1 - Resource Mobilization for Research

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

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)

2	

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	**Three 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	**Three of the above**

try-outs Material and procedural supports

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

3.2 - Research Publications

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

1

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

3

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

12

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

197

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

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

197

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

197

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	View File

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.

As part of the community living camp, the student teachers organized a training session for the people in the locality in the preparation of Swadeshi products as an income-generating programme for the villagers. The programme enables future teachers for realizing the need for providing self-help skills for society. the wall painting done by the student teachers for the nearby Anganwadi enabled them to get first information about the basic amenities and the essential requirements for a preschool. The majority of the children who attend the Anganwadi In the locality are from for social economic status and the need for learning requirements in a preschool environment encourages the students to prepare learning materials

for the Anganwadi. Thus, the student teachers have prepared picture charts to learn the alphabet for the students in the forthcoming outreach activity. Along with this student teachers of the institution suggested some measures to collaborate with the pre-primary and Anganwadi for the benefit of the students coming from socio-economic backgrounds in the coming years. The Inter College competitions conducted as part of environmental Day celebrations aroused awareness and affinity towards the measures to deal with environmental issues in the current scenario.

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	[View File](#)

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

4

File Description	Documents
Data as per Data Template	[View File](#)
Appropriate certificates from the awarding agency	[View File](#)
Any other relevant information	**No File Uploaded**

3.4 - Collaboration and Linkages

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

4

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

4

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

11

File Description	Documents
Data as per Data Template	View File
Copies of the MoU's with institution / industry/ corporate houses	View File
Any other relevant information	View File

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 a well-designed administrative block and various other rooms and facilities such as smart rooms, Multipurpose hall/auditorium, seminar halls,IT lab, Method labs, cooperative store, playground, etc. Classrooms are spacious, furnished, and ventilated. The college is equipped with fully functional furnished labs for IT and other departmental laboratories as per the norms of NCTE. The reading corners are set up in all the departments. IT lab is provided with all teaching aids; OHP, Slide Projector, Television, Video Player, LCD Projector, Video Camera, Computers, Audio Systems, etc., The campus is Wi-Fi enabled along with a LAN facility. The library has a seating capacity of 75 users. The students have all the facilities for games and sports. The Multi-purpose hall is used as a venue for organizing various college functions and community activities having a seating capacity of 225 persons. Within the hall, there is a performance stage complete with lighting, and an LCD Projector. A multi-purpose hall is also a place for indoor activities like Yoga Practice, Competitions, CelebrationsBaseball and other indoor sports. Adequate infrastructure is provided for indoor and outdoor games and extra-curricular activities. The fitness center offers access to a no of equipment for physical exercises.

File Description	Documents
List of physical facilities available for teaching learning	[View File](#)
Geo-tagged photographs	[View File](#)
Any other relevant information	[View File](#)

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

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

10

File Description	Documents
Data as per Data Template	[View File]
Geo-tagged photographs	[View File]
Link to relevant page on the Institutional website	https://www.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)

2.37

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

4.2 - Library as a Learning Resource

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

The institution has a full functional library with more than11000 books,newspapers,journals,magazines,theses, e-journals, e-newspapers, e-books etc. The library is digitlised with access to thousands of academic books, journalsand other reference materils at anytime. The college library includes a browsing center also.The library has provision for OPAC facility.A reading space having a seating capacity of 50 students is available in the library. The college has a digital library which helps the students in accessing the resources at anytime.It is functional with the LIBSOFT software.The college has a G-suite account which is accessible to both faculty members and students. The college has N-LIST programme subscription which extend access to 6000+ e-journals,1,99,500+ ebooks etc.Every year new books are purchased considering the changes of the curriculum.

Library Resources at a glance

Books

Magazines

Journals

Periodicals

Video Cassettes

Audio Cassettes

E- information resources

OPAC Search

Circulation

Clipping

Bibliographic Compilation

References

Information Display and Notification

Photocopying

Computers &Printer

File Description Documents

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://www.sntrainingcollege.edu.in/library-details.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

Sree Narayana Training College has a fully functional equipped library.The college owns a digital library system which provides the students and teachers with remote access to a great number of e-resources including Inflib net. The library has an OPAC facility which facilitates the easy access of books and other materials in the college library. All the work related to issues and returns has been computerized. All the books are bar-coded. The college is using Libsoft, which is an integrated ,multi-user,user-friendly, library management software package encompassing all aspects of effective library management. Libsoft is a Windows / Web based software and it runs in any Windows environment and hence, it has an excellent Graphical User Interface. This software covers all areas within the preview of Libsoft for efficient Information Management and at the same time provides a precious space for all its members to have access to these resources at their fingertips. The e-resources include e-books, e-journals, e-newspapers, e-theses, e-Resources of Online Courses, Career Sites, e-contents etc.

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	[View File](#)

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

File Description	Documents
Data as per Data template	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)

0.82

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

919

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	https://nlist.inflibnet.ac.in/collegeadmin/vnusages.php
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	View File

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 ofthe teaching-learning processes. Both the students and teachers are using the available facilities for effective teaching and learning. The campus is wifi enabled with 8 smart classrooms. Both the faculty members and students are provided with internet facilities through wifi. The wi-fi facility is updated on 4/12/2021 by adding one more connection with 100 Mbps. The college has a G-suite platform which makes online

education more feasible. All are giving training in the use and application of ICTs in both teaching and learning processes. Special training on ICT is arranged during the pandemic period to equip all with improved technical skills. The students are given special training in blog creation. The classrooms are equipped with Desktop PCs, LCD projectors, wi,-fi, etc. e-learning resourcesinclude the N-lIST database, Shodhganga, etc. The college has a YouTube channel.

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

4.3.2 - Student – Computer ratio during the academic year

3:1

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	View File

4.3.3 - Available bandwidth of internet connection in the Institution (Leased line) Opt any one:	C. 250 MBPS - 500MBPS

File Description	Documents
Receipt for connection indicating bandwidth	No File Uploaded
Bill for any one month during theacademic year indicating internet connection plan, speed and bandwidth	No File Uploaded
Any other relevant Information	No File Uploaded

4.3.4 - Facilities for e-content development are available in the institution such as Facilities for e-content development are available in the institution such as Studio / Live studio Content distribution system Lecture Capturing System

(LCS) Teleprompter Editing and graphic unit

File Description	Documents
Data as per Data Template	**No File Uploaded**
Link to videos of the e-content development facilities	https://www.sntrainingcollege.edu.in/education-technology-lab.php#lg=1&slide=1
List the equipment purchased for claimed facilities along with the relevant bills	**No File Uploaded**
Link to the e-content developed by the faculty of the institution	https://youtu.be/Quc-qjhliLI
Any other relevant information	**No File Uploaded**

4.4 - Maintenance of Campus and Infrastructure

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

2

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	View File

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: - The persons 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://www.sntrainingcollege.edu.in/policy-documents.php
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	Five fo 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	**Five/Six of the above**

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

5.1.3 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees	**B. Any 3 of the above**

04-07-2023 10:21:12

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	View File

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)	**One of the above**

File Description	Documents
Data as per Data template	View File
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	View File
Report of the Placement Cell	View File
Any other relevant information	View File

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
42	**197**

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).

14

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)

41

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 conducted on 15/02/2022. The swearing-in ceremony was conducted online on the same day in the afternoon. The College Union 2021-22 'Anwaya' was formally inaugurated by Dr. K.L. Vivekanandan, State Information Commissioner, Kerala State Information Commission, and the Arts Club of the college were inaugurated by Sri. Aswath Lal, cine artist. The College Union played a proactive role in the institutional functioning and contributed to students' welfare through programmes and celebrations like National Teachers' Day, Independence Day, Onam Celebration, literacy day, Mother's Day, and webinar series titled "PRABUDDHA- Embracing the New Normal" on various topics. The student union conducted a two-day Ekaswara on the 1st and 2nd of April 2022.

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

16

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

5.4 - Alumni Engagement

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

Sree Narayana Training College, Nedunganda established in 1958, had a registered Alumni Association (Registration No. SN(TVM/TC/393/2022)) which was started in the year 2004. The members of the Alumni association were very strong in organizing and participating in various activities which enrich the curriculum as well as various other activities. Every year, Alumni association conducts Alumni Day in the second Saturday of January every year on regular basis and it was marked as the most memorable one in the mind of our students as well as our alumni members. On the Alumni day, various cultural activities both by Alumni members and students, . In 2020, Alumni meeting, introduced Best Alumni of the Year Award in the name of late Dr. K. R. Sivadasan, our Alumni and Former Professor & Dean, Faculty of Education, University of Kerala. Various merit awards were also given to the achievement of Alumnimembers in various fields. Alumni Association had contributed to the infra structural deveopment of the college to the maximum.

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	Five/Six of the above

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	

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.	View File

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

The members of the Alumni association is strong in organizing and participating in various activities which enrich the curriculum as well as various other activities. The association is an active agent forincorporating the inputs from alumnus all over Kerala, India and abroad. Regular meetings of the association have contributed to the growth and development of this institution in re-defining the curriculum process, teaching-learning constructs, assessment techniques and also issues pertaining to the profession. . All these valuable recommendations made us organize community engagement

programs, various talks on innovative practices in Pedagogy, innovative strategies to promote attitude towards self /others, and develop effective assessment methods.Alumni members who are working in practice teaching schools are supporting the student teachers of our college are supporting for practicing teaching, for completing their school based programmes. Also they act as a guide to our students to perform best in the practical examination. They contribute towards Art Education and NAAC work of the college.The alumni members are giving Awards to the best Performers of the college. These awards were distributed on the Alumni Day.

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, and 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 influenced the world as a whole and our vision. Our educational perspective has a great impact onhis writings and preaching. We strive to uphold our motto and make it sound and distinguished. Our value-based education helps the younger generation to rejuvenate and bloom the future generation. Thereby, the institution realizes the vision of "ENLIGHTENMENT THROUGH EDUCATION" Our MISSION is " 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 teacher's non-teaching staff, students along with the support of PTA, Alumni, and Former teachers association always strive 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 of teachers and student representatives withspecific objectives to achieve the vision of the college. As a part of the decentralization policies of the college, 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 the smooth functioning of the college by taking 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 student council shares the responsibility of conducting various curricular,co-curricular, and extracurricular activities such as the celebration of festivals, functions, sports day, teachers' day, etc. Alumni members also collaborate with the Institution by rendering Resource support. PTA is also well supported with respect 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 students in 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 utilizes the funds each expenditure is audited and submitted the utilization certificate and audited statement to UGC in due course. Moreover, periodical audits by the Accounts 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 is done both externally and internally. Internal auditing is done by the IQAC and external auditing is done by the 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	View File

6.2 - Strategy Development and Deployment

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

During the academic year, a number of strategic plans were designed. As part of the National Education Policy (NEP 2020), the

institutions decided to formulate ideas for moving towards Integrated Teacher Education Programme (ITEP). As an initiative in this regard, the college decided to organize a National level workshop on Teacher Education Programme based on NEP 2020. Accordingly, the institution in collaboration with Vidyabhyasa Vikasa Kendra, Kerala and the National Institute of Open Schooling (NIOS) organized a Three Day National Level Residential Workshop on the topic "TEACHER EDUCATION COMPILATION OF PROPOSALS FOR NEP 2020 BASED CURRICULUM." The workshop was organized with the help of the Management of the institution at Sivagri Convention Centre from 7/5/22 to 9/5/22. The workshop intended to develop a frame Work for Teacher Education Curriculum based on NEP 2020 and Teacher Education from various states participated in the programme. The faculty members as well as non-teaching staff were assigned various duties which were done properly. As the end product of the workshop, the Teacher Educators proposed a framework of Teacher Education Curriculum based on NEP 2020 submitted to the chairman, of NCTE. The programme enabled the institution to acquire basic experiences regarding NEP.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	https://www.sntrainingcollege.edu.in/public/uploads/cms/iqac/1671188912--6.2.1.pdf
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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 recognized by NCTE and is affiliated with 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 staff is appointed by the management according to Kerala Service Rules. The governing body of the college includes Manager as the employer and he deploys various responsibilities of the college 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 the staff Council, College Council, administrative staff, IQAC, and academic coordinator. The staff advisor is responsible for carrying out the activities of the Student Council. The IQAC of the institution deploys duties very well by making strategic plans and taking quality initiatives for the institution.

File Description	Documents
Link to organogram on the institutional website	https://www.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	Three/Four of the above

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

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

The academic matters of the institution are decided by the Principal in discussion with the members of the staff council. Here staff council play a major role in the decision-makingprocedure. During the academic year, the organization of Community Living Camp decided to organize as a non-residential camp on account of the restrictions

of the Covid Pandemic. The members of the staff council unanimously agreed to the point and the Staff Advisor was assigned the charge of organizing a non-residential Community Living from 14/12/21 to 18/12/21. The Staff Advisor conducted Student Council Meetingsin which the programmes to be organized, scheduling of the programme, duty list for the students and teacher in charge and arrangements for food and refreshments were discussed and based on the suggestions of the student council, every programme was scheduled. Followed by proper planning and preparation, the camp started on 14thDecember with the inaugural session and all the programmes were implemented as per the schedule. During the Valedictory Session, the student co-ordinator evaluated the performance of the camp and presented a brief report of the camp by highlighting the major objectives attained by the student teacher

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	[View File](#)

6.3 - Faculty Empowerment Strategies

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

The institution implements welfare schemes for both teaching and non-teaching staff. All the government schemes such as the Provident Fund, Gratuity, Communication Of Pension, Maternity Leave, Earned Leave Increment, Health Fund Scheme, and permission to attend Faculty Development Programme such as refreshing and orientation courses for teachers. Training programmes for non-teaching staff etc are made available by the college for the staff. Apart from the government schemes, the institution provides financial/material assistance to temporary staff including peons and sweepers.

LIST OF WELFARE MEASURES

? Financial support to peon while resigning from their job due to health issues.

? Financial support to watchman for meeting medical treatment.

? Provision of free wi-fi facility to all staff.

? Provision of dress materials for peons and watchmen during the festival season.

? Provision of fitness Centre for physical exercises.

? Recognition and rewards for teaching and non-teaching staff for their remarkable achievements in professional competence including Ph.D and other meritorious positions

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

2

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

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

3

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

4

File Description	Documents
Data as per Data Template	View File
Copy of Course completion certificates	View File
Any other relevant information	View File

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

The institution follows the UGC regulations on minimum qualifications for appointment of teachers and other academic staff in colleges and measures for the maintenance of standards in higher education regulations 2018 together with all amendments made therein from time to time.

Teaching Staff

1. All teaching staff is assessed through annual confidential reports and performance appraisals.

2. The performance of faculty members is assessed according to the annual self-assessment for the Performance-Based Appraisal

System (PBAS) by the University of Kerala.

3. Promotions are based on the PBAS for UGC for Career Advancement Scheme(CAS).

4. The PBAS proforma filled by the faculty members are checked by IQAC and the principal.

5. Faculty members whose promotions are due are required to appear before the screening cum selection committee.

Non-teaching Staff

1. Non-teaching staff is also assessed through the annual confidential report and annual appraisal.

2. The performance appraisal document submitted by the non-teaching faculty will be received by the principal.

3. The placement and promotion will be according to the rules and regulations of Kerala service rules.

The confidential reports of both teaching and non-teaching staff are forwarded to the Manager by the Principal for placement orders of employees.

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 mechanisms for both internal and external audits of 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 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. The 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	View File

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

.01

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

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

The 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 the 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 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	**No File Uploaded**
Any other relevant information	**No File Uploaded**

6.5 - Internal Quality Assurance System

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

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 the 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 programaims per government policies.

6. Academic and administrative audit report.

7. Organization of webinars/seminars for quality enhancement.

Quality Initiation during the year: The college has registered Young Innovators Programme (YIP), Kerala,a specially designed programme under Kerala Development and Innovation Strategic Council (K-DISC)to empower future innovators in Education.

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 is 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 semesterplans submitted by the faculty are reviewed and suggest 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 analysisis 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	View File

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	View File
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	View File
Any other relevant information	No File Uploaded

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

File Description	Documents
Data as per Data Template	View File
Link to the minutes of the meeting of IQAC	https://www.sntrainingcollege.edu.in/public/uploads/cms/iqac/1682274711--IQAC%202021-22_merged%20(1).pdf
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	No File Uploaded
• 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

The institution focuses on incremental improvements in Academic and Administrative domains through a number of quality initiative programmes. The initiatives are implemented in consultation with the Management and Internal Quality Assurance of the institutions.The library resources and facilities have been improved a lot since the previous accreditation with special reference to e-learning resources. Students' involvement in N-List has been encouraged by creating institutional email ID for all the students and are encouraged to use the N-List resources to the maximum. 105 Educational Research Theses at the M.Ed. level have been added to the library stock as a gift from the former faculty of the institution. Digital Library System has been introduced using the software "Libsoft Solutions" where students can access all types of resources from the customized repository. Apart from this, the annual addition of subject materials including books and journals is maintained systematically.As part of digitalization, A Management Information System (MIS) is developed by the institution.As part of the digitalization, Punching System has been installed in the college since the previous accreditation process.

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

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 possesses 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 a 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 of electricity is produced per day and is utilized by the institution. The institution is committed to maximizing energy conservation procedures through various measures. During the initiation of the course, the newly admitted students are given directions for the proper utilization of electronic devices in the institution. The institution always emphasizes the use of Power LED bulbs and power-efficient equipment to save energy to the maximum. The Energy Club organized a resource talk on Energy Conservation in the Domestic Sector, in association with Energy Management Centre, Govt. Of Kerala. The college also organized webinars and intercollegiate competitions in association with International Plastic Bag Free Day.

File Description	Documents
Institution's energy policy document	View File
Any other relevant information	View File

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

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 the nature club 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 students are given instructions to keep the campus green and clean. During the year, the Physical Science Association organized webinar on

Environmental Statutes on Solid and Plastic Waste Management in association with International Plastic Bag Free Day.

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

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

File Description	Documents
Documentary evidence in support of each selected response	[View File](#)
Geo-tagged photographs	[View File](#)
Income Expenditure statement highlighting the specific components	[View File](#)
Any other relevant information	[View File](#)

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

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

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

SNTC had taken a number of strategies to ensure a healthy, clean, and pollution-free environment on the campus. As part of the clean campus initiatives, students are given awareness of the importance of cleanliness in and around the individual, and the practical measures are implemented under the guidance of sooryakanthi nature club. Every year, the club organizes cleanliness programmes inside the campus as well as outside the campus including beach cleaning at Varkala tourist places, 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 were 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 on the campus are tagged with name boards. The students arealways encouraged to use reusable materials including carrying bags, bottles, tiffin boxes, etc, thereby limiting 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	[View File](#)

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	View File
Income- Expenditure statement highlighting the specific components	View File

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

0.64

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

The institution had taken efforts to use local resources to the maximum for the benefit of the students. The majority of the activities were planned as part of the curricular and co-curricular activities. During the community living camp, the Fire and Rescue Station, Varkala organized an awareness cum demonstration class for the student teachers. The class included first aid measures for various situations, domestic safety measures, and disaster management techniques. Anchuthengu Fort, the protected monument by the Archeological Survey of India is located near the institution and during the year, the students and teachers of Social Science optional subject visited the fort as part of curricular activity. The college organizes the visit as a regular practice of social science optional subject as a part of the field visit in the

curriculum.

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

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

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

7.2 - Best Practices

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

1. **Student Empowerment Programme. SEP**

Objective: Integrated development of the student teachers.

Context: To enhance the organizational capacity of the student teachers during the post covid period, Institution encouraged the student to organize a webinar series under the leadership of college Union 2021.

The Practise:The programme was started as a series under the title embracing the new normal organized during the month of 2022. The webinar series started from 16.05.2022 to 30.05.2022.

Evidence of success

The student teachers were able to perform various roles in the organization team well along with improvement in technical skills and competencies.

Problems encountered and resources required

Network issues and the availability of digital resources were the major problems.

2. SNEHAPOORVAM

Objective: to develop social consciousness among student teachers

The context: The covid-19 pandemichad affectedthe economic conditions of the weaker sections of society.

The practice: The institution had provided lunch for the inmates of two institutions - an old age home and an orphanage managed by Karunalayam, a registered Organisation located at Attingal.

Evidence of success: College Union had taken a decision to start a noon meal programme for the patients and poor people at a government thaluk hospital, Varkala every weekend.

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

7.3 - Institutional Distinctiveness

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

Aathmadarsanam 2021-22

During the academic year, Sree Narayana Study Centre organised a series of programmes. As part of Aathmadarsanam. On 23.06.2021, in association with Sri. R. Sankar MemorialTalk Series "Unto the Pinnacle of cognition" organised a webinar on Sree Narayana Guru's concept of Temples as Paragons of Education. Dr Prathibha P.R., Assistant professor, Sree Narayana College Chempazhanthy, delivered the resource talk. On 31.07.2021, during the valedictory session of the R. Sankar Memorial webinar series Dr. M. Jayaprakash, Director of College Development Council, University Of Kerala and Syndicate member of Sree Narayana Guru Open University delivered a resource talk on Educational Philosophy of Sree Narayana Guru. On 07.12.2021, Sree Narayana Study Centre organised an explanation class on Daivadasakam for the newly admitted students and Sri. Praveen R., Assistant Professor in Malayalam Education delivered the resources talk.

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