YEARLY STATUS REPORT - 2022-2023

Part A
Data of the Institution

1.Name of the Institution	SREE NARAYANA TRAINING COLLEGE NEDUNGANDA VARKALA THIRUVANANTHAPURAM, VARKALA
• Name of the Head of the institution	DR.SHEEBA P.
• Designation	PRINCIPAL
• Does the institution function from its own campus?	Yes
• Alternate phone No.	+91 04702602353
• Mobile No:	+91 9497851643
• Registered e-mail ID (Principal)	sntcned@gmail.com
• Alternate Email ID	principalsntc@gmail.com
• Address	SREE NARAYANA TRAINING COLLEGE
• City/Town	NEDUNGANDA, VARKALA
• State/UT	KERALA
• Pin Code	695307
2.Institutional status	
• Teacher Education/ Special Education/Physical Education:	Teacher Education
• Type of Institution	Co-education

• Location	**Rural**
• Financial Status	**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.	**9895395892**
• Alternate phone No.(IQAC)	**+91 9446944781**
• Mobile (IQAC)	**91 9895395892**
• IQAC e-mail address	**iqac@sntrainingcollege.edu.in**
• Alternate e-mail address (IQAC)	**dr.sangeetha@sntrainingcollege.edu.in**
3.Website address	www.sntrainingcollege.edu.in
• Web-link of the AQAR: (Previous Academic Year)	https://www.sntrainingcollege.edu.in/public/uploads/cms/iqac/1688489848--22810.pdf
4.Whether Academic Calendar prepared during the year?	**Yes**
• if yes, whether it is uploaded in the Institutional website Web link:	https://www.sntrainingcollege.edu.in/public/uploads/cms/academics/1687104273--academic%20calendar%202022-23..pdf

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 3	**A**	**3.20**	**2023**	**09/11/2023**	**08/11/2028**
Cycle 2	**B**	**2.93**	**2013**	**05/01/2013**	**04/01/2018**
Cycle 1	**B++**	**83%**	**2004**	**03/05/2004**	**02/05/2009**

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
Nil	Nil	Nil	Nil	Nil

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?	Nil	
• If yes, mention the amount		

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

Sree Narayana Training College (SNTC) has undertaken several significant institutional initiatives aimed at enhancing educational quality, fostering innovation, and promoting collaboration within the education sector. This report highlights key initiatives undertaken by SNTC, focusing on timely submission of SSR, guidelines for innovative curricular strategies, publication of innovative life skills strategies, signing of an MOU with the National Institute for Training and Educational Research, and the organisation of a national webinar series. 1. Timely Submission of SSR and Associated Preparations for NAAC Peer Team Visit: SNTC has prioritised the timely submission of the Self Study Report (SSR) and associated preparations for the National Assessment and Accreditation Council (NAAC) Peer Team Visit. This includes rigorous self-assessment, data collection, documentation, and quality enhancement initiatives to ensure compliance with accreditation standards. SNTC's proactive

approach towards accreditation reflects its commitment to continuous improvement and excellence in higher education. 2. Guidelines for the Implementation of Innovative Curricular Strategies: SNTC has developed comprehensive guidelines for the implementation of innovative curricular strategies, aimed at enhancing teaching-learning processes and promoting student engagement and achievement. These guidelines provide faculty members with practical frameworks and best practices for integrating innovative pedagogies, technology-enhanced learning, and experiential learning approaches into the curriculum. By fostering creativity and experimentation, SNTC empowers educators to deliver high-quality education that meets the evolving needs of learners. 3. Publication of a Book on Innovative Strategies in Life Skills by Student Teachers: SNTC has published a book showcasing innovative strategies in life skills education contributed by student teachers over the past five years. This publication serves as a valuable resource for educators, highlighting effective practices, case studies, and insights from the field. By recognizing and disseminating exemplary initiatives, SNTC promotes a culture of innovation and knowledge sharing among its academic community, contributing to the advancement of life skills education. 4. Signed MOU with the National Institute for Training and Educational Research: SNTC has signed a Memorandum of Understanding (MOU) with the National Institute for Training and Educational Research, fostering collaboration in research, capacity building, and professional development initiatives. This strategic partnership enables SNTC to access resources, expertise, and networks for enhancing educational quality and addressing emerging challenges in the field. By leveraging external partnerships, SNTC strengthens its institutional capacity and contributes to national-level initiatives in education. 5. Organisation of the National Webinar Series "Intelligentia Beyond Disciplines - Cross-Disciplinary Collaboration in Education": SNTC has organised a national webinar series titled "Intelligentia Beyond Disciplines - Cross-Disciplinary Collaboration in Education." This webinar series brings together experts, scholars, and practitioners from diverse disciplines to explore innovative approaches to interdisciplinary collaboration in education. By facilitating knowledge exchange and dialogue, SNTC fosters a culture of interdisciplinary learning and innovation, preparing educators to address complex challenges and opportunities in the 21st-century educational landscape.

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
For the overall development of the students, a series of webinars were planned	Students Union, IQAC, and Various Clubs and Subject associations organized a series of seminars and webinars
Accreditation process of the college	Successfully submitted SSR 2017-2022 and was accepted by NAAC
Construction of Mini Auditorium	Completed the construction Air conditioned Mini Conference Hall in the main building
Maintaining innovative and productive student output	Published a book on innovative life skill strategies contributed by student teachers of SNTC for the past 5 years through capacity building activity
Applying for Integrated Teacher Education Programme (ITEP)	The proposal was submitted to the Sree Narayana Trusts for further action

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

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
Sree Narayana Trust	06/05/2024

14.Whether institutional data submitted to AISHE

Year	Date of Submission
2021-22	17/01/2023

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 institution is prepared by the University, the design of the programmes of study has been limited at the institutional level. Being an affiliated college, the recognition and implementation of a course are under the purview of University and the University and the state government is in the initial stages of the implementation of NEP 2020 The college is also in the planning stages accordingly. The college is managed by Sree Narayana Trusts, Kollam, which has a number of affiliated colleges all over the state. As part of the Integrated Teacher Education Programme, the institution is ready to implement multidisciplinary and interdisciplinary courses in the teacher education programme with the adjoining affiliated college located at Varkala. In a move towards multidisciplinary curricular transformation, the institution is currently adopting and integrating certain initiatives in the existing structure of the course. The institution is practicing innovative strategies in the curricular transaction through value-oriented courses and community extension services that focus on a multi disciplinary form of education. The prospective teachers are encouraged to initiate various minor projects related to education in multidisciplinary subjects. The value-oriented programme offered by the institutions as a best practice tries to embed the wholistic development of human prosperity by integrating the values laid down by all as Holy Scripts, irrespective of caste, colour, 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 Student Empowerment Programme (SEP) offered by the institution under best practices is one such initiative that focus on the multi-faceted development of community as well as the overall development of student teacher as a prospective teacher.

16.Academic bank of credits (ABC):

The government of Kerala is in the initial stages of the implementation of NEP 2020. The Higher Education Council and the different universities in the state are on the verge of revamping the existing academic strucutre as per the recommendations of the policy. Hence, suitable action will be taken by the institution afterwards.

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 the NSQF(National skills qualifying

frameworks) suggested by the Ministry of India, institutions offer 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 in soft skill training, communication skill development, and 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 of human values as well as various skills required for the personal and professional lives of prospective teachers. Every year, the programme adopts various practices in order to enhance the required skills, such as the organisation of community extension services, webinars, seminars, and workshops that impose positivity among the learners. The community extension services organised under SEP and "Snehapoorvam" are intended to create and develop humanistic and ethical values among the student teachers. The programme "Atmadarsanam," organised by the college, is purely an institutional performance in distinctiveness related to the vision of the institution, which upholds the development of human values of truth, righteous conduct, peace, love, universal brotherhood, internationalism, and civic values among student teachers. 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 related to personality development skills, life skills required for personal and professional competence, technological competence skills, etc. 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), characterising three outcomes such as the creation of new knowledge, wisdom to use the right knowledge at the right time and place, and skill sets to get the proper results of knowledge in real life, is part of Teacher Education System. The curriculum envisaged by the University of Kerala is equipped to obtain the above-mentioned outcomes through

the appropriate integration of various curricular strategies in the teaching and 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 acquire in the classroom environment. The majority of theoretical and practical knowledge is transacted through both English and the mother tongue. Also, the students are permitted to submit the required assignments in both languages. The examination conducted by the university as well as the internal examination of the college also permit 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 initiates 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 into the teacher education curriculum. The major celebrations are Onam, the celebration of Malayalam Bhasha Dinam, and interoptional manuscript magazines in regional languages. The organisation of cultural festivals and art festivals will help the students acquire knowledge and perform about various art forms in India. Along with this, the revised B.Ed. curriculum also provides an opportunity to learn about 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, workshops are usually arranged for each semester to provide adequate opportunity for the student teachers to get familiar with the various Indian art forms. Integration of Indian Knowledge System in view of NEP 2020 The organisation of workshops on Art and Aesthetic Education based on Indian Traditional Art forms is one of the institutional practices.

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

The institution is affiliated to the University of Kerala and hence it will be under consideration of the University

20.Distance education/online education:

The institution does not offer distance education of any kind. But the institution has the possibility of offering distance learning programmes in various certificate courses as well as short-term courses.

Extended Profile

1.Student

2.1	205

Number of students on roll during the year	

File Description	Documents
Data Template	View File

2.2 Number of seats sanctioned during the year	**110**

File Description	Documents
Data Template	View File

2.3 Number of seats earmarked for reserved categories as per GOI/State Government during the year:	**57**

File Description	Documents
Data Template	View File

2.4 Number of outgoing / final year students during the year:	**95**

File Description	Documents
Data Template	View File

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

File Description	Documents
Data Template	View File

2.6 Number of students enrolled during the year	**108**

File Description	Documents
Data Template	View File

2.Institution	

4.1 Total expenditure, excluding salary, during the year (INR in	**9.96**

Lakhs):	
4.2 Total number of computers on campus for academic purposes	**60**

3.Teacher

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

File Description	Documents
Data Template	View File
Data Template	View File

5.2 Number of sanctioned posts for the year:	**16**

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

Sree Narayana Training College, Nedunganda, affiliated with the University of Kerala, meticulously follows the university's curriculum while ensuring its contextual adaptation. The institution's curriculum management involves several steps:

- **Firstly, a Curriculum Planning Meeting is held annually to review the past year's curriculum implementation and plan activities for the upcoming year based on University guidelines.**
- **An Annual Academic Calendar, aligned with the University Calendar and decisions from the planning meeting, is prepared and published to facilitate effective teaching, learning, and evaluation processes.**
- **Departments create Semester Plans and provide Semester-wise Syllabi to students, published on the college website, ensuring timely communication of curricular and extra-curricular activities.**
- **Timetables, developed by college leadership in consultation**

- with faculty, ensure structured delivery of theory and practical classes, incorporating ICT tools for enhanced learning experiences.
- Various teaching methods, including ICT-assisted learning, seminars, and group assignments, enrich the curriculum delivery, complemented by internal examinations and remedial classes to support student progress.
- Continuous assessment, feedback collection, and improvement measures form integral parts of the institution's curriculum management, ensuring quality education delivery and student development.

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

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

File Description	Documents
Data as per Data Template	[View File](#)
List of persons who participated in the process of in-house curriculum planning	[View File](#)
Meeting notice and minutes of the meeting for in-house curriculum planning	[View File](#)
A copy of the programme of action for in- house curriculum planned and adopted during the academic year	[View File](#)
Any other relevant information	[View File](#)

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

A. All of the Above

File Description	Documents
Data as per Data Template	[View File](#)
URL to the page on website where the PLOs and CLOs are listed	https://www.sntrainingcollege.edu.in/program-out-come.php
Prospectus for the academic year	[View File](#)
Report and photographs with caption and date of student induction programmes	[View File](#)
Report and photographs with caption and date of teacher orientation programmes	[View File](#)
Any other relevant information	[View File](#)

1.2 - Academic Flexibility

1.2.1 - Curriculum provides adequate choice of courses to students as optional / electives

including pedagogy courses for which teachers are available

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

6

File Description	Documents
Data as per Data Template	View File
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	View File
Academic calendar showing time allotted for optional / electives / pedagogy courses	View File
Any other relevant information	https://www.sntrainingcollege.edu.in/programme-offered.php

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

108

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

108

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

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

All of the above

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

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

6

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

6

File Description	Documents
Data as per Data Template	View File
Certificates / evidences for completing the self-study course(s)	View File
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.

The college conducts curriculum and course orientation to equip students with comprehensive knowledge, skills, attitudes, competence, and commitment necessary for 21st-century teaching. This orientation, coupled with effective curriculum transaction and pedagogic courses, shapes students into techno-pedagogically competent teachers, fostering a professional identity. Techno-Pedagogic Content Knowledge (TPCK) Analysis ensures students can effectively integrate technology into teaching.

Furthermore, the School Induction Programme in Semester I familiarises student-teachers with school environments and operations, while Semester III students receive orientation on Practice Teaching to understand their roles and engage in school activities, fostering professional capacities and sensitivities.

The institution organises school internships, guided by practicing schools, enabling students to apply acquired competencies and develop a diverse range of perspectives and skills. Additionally, students undertake Minor Research Projects and participate in classes and workshops on Art Education to enhance instructional strategies.

Microteaching practices and Socially Useful and Productive Work (SUPW) are integrated into the curriculum to develop teaching skills

and nurture students' passions. Community Living Camps further
enhance personal, social, and communication skills, promoting
democratic living and community engagement. Through these
initiatives, the institution ensures the holistic development and
preparedness of prospective teachers for diverse educational
settings.

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	[View File](#)
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, Nedunganda, provides students with
insights into diverse school systems through its School Induction
Programme. This initiative allows student-teachers to gain firsthand
experience of school functioning and learning facilities, fostering
familiarity with various educational boards and assessment methods.

The institution aligns its curriculum with the University of
Kerala's standards, emphasizing global perspectives in teacher
education. Students are prepared to meet the demands of 21st-century
teaching, catering to diverse learners worldwide.

Practice teaching exposes students to different curriculum
frameworks, including CBSE and State syllabi, enhancing their
pedagogical adaptability. Demonstration classes by school teachers
offer further exposure to varied teaching methods and value systems.

Furthermore, the curriculum emphasizes the development of a robust value system, integrating cultural, social, and moral foundations. Various clubs and activities within the college promote value inculcation.

A comparative study of education systems worldwide, focusing on countries like Japan, USA, UK, Finland, and Canada, enriches students' understanding of secondary curriculum approaches and learning outcomes, tailored to their chosen specializations.

During School Internships, students engage in diverse school activities, from classroom teaching to mentoring and event organization. This immersion prepares them to navigate the complexities of different school environments effectively.

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

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

Sree Narayana Training College offers a diverse range of learning experiences to foster holistic development in prospective teachers, encompassing curricular, co-curricular, and extra-curricular activities. These initiatives align with the institution's vision of providing value-embedded quality education.

Emphasis is placed on understanding the interconnectedness of learning experiences, preparing students for the professional field. Activities prioritize individual student attention and diverse needs, fostering teacher-pupil interaction and technical competency development.

The School Internship program, conducted in two phases, enhances students' perspectives, capacities, sensibilities, and skills through practical engagement in educational settings.

Research projects, integrated into the curriculum, stimulate curiosity and inquiry skills among students, guided by faculty to produce impactful reports with innovative ideas.

Professionalism and ethics are instilled through classroom instruction and faculty role modeling, emphasizing value-based, society-centered practices.

Sree Narayana Training College organizes seminars and webinars to keep students abreast of contemporary topics, enriching their knowledge and enhancing future professional competency. These initiatives reflect the institution's commitment to nurturing well-rounded, ethically sound educators.

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	[View File](#)

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

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

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

205

2.1.1.1 - Number of students enrolled during the year

205

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

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

38

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

38

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

10

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

10

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.

After the admissions process, an entry-level test is administered to understand the scholastic background of students. The learning needs of students are identified first, and then it becomes easy to provide the right sort of exposure and experience to students. An aptitude test is administered to assess their inclination to undergo

the professional education programme. Academic support is also
ensured to satisfy their learning needs. An orientation programme is
given to student teachers regarding the curriculum and co-curricular
aspects during the initial days themselves. The Thought for the Day
programme every morning during assembly helps students improve their
speaking skills and also helps them get updated knowledge. The
programme helps students speak on different current issues. This
also helps them in their career, when they appear for interviews and
other competitive exams while trying to get placed after the
programme. School Initiation programme helps them get acquainted
with the school environment, which would improve their attitude
towards the profession as a whole. This helps them build a positive
attitude towards the noblest profession of teaching. Every attempt
is made to ensure that students learning needs are satisfied until
they finish the programme and get placement.

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	[View File](#)

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

Two of the above

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

2.2.4 - Student-Mentor ratio for the academic year

10:1

2.2.4.1 - Number of mentors in the Institution

10

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

2.3 - Teaching- Learning Process

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

A variety of modes and approaches are adopted by Teacher Educators that make it very conducive for the student teachers to learn different concepts and imbibe the qualities and skills of a good teacher. The modes are all objective based and need satisfying ones. An experiential learning strategy is provided during the pre-practice teaching phase and during the internship. Discussion, demonstration, and criticism classes are all giving students rich and direct experience on how to handle classes. Internship, School Induction Programme are also helpful in sharing live and real experiences with students. Micro teaching 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 Internship, Discussion, criticism, etc., there is much chance for brainstorming, problem solving, and acquiring critical skills. Student teachers are also trained to make use of ICT during Internship and in the preparatory phase. Blog creation and Updation, Video Recording, Script Writing, Digital Album Making, Exposure to Curriculum Development, Content Mapping etc. are all parts of modes practiced, as syllabus demands these skills be imbibed by the students. Capacity Building Programme, Conscientization, etc. help students enhance their capabilities and problem solving skills.

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	View File

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

7

File Description	Documents
Data as per Data Template	[View File](#)
Link to LMS	https://classroom.google.com/c/NTIzMTA2Nzg1MDI0?cjc=3dhxdo7
Any other relevant information	No File Uploaded

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

205

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://kallyani98m.blogspot.com/2023/01/reflection-05012023-07012023.html?m=1
Any other relevant information	**No File Uploaded**

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

Mentoring is done very effectively in the institution. Students are put in heterogeneous groups and are under the supervision of a mentor, who is a faculty member of the institution. Here, random selection is done in the case of students and faculty members. Thus, students who belong to different categories in terms of their abilities come together and work as a team under the guidance of the mentor. The team members help each other in their cognitive abilities as well as skillful activities. Together, they participate in SUPW Activities, Arts, sports, 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 counsellor who deals with their personal issues and guides them to lead a stress free life. Keeping in view the improvement in the knowledge base of students, cognitive activities such as discussions and debates on current affairs in the field of education are also part of mentoring. Student teachers also get an opportunity to know about each other so deeply that they come to understand their peers abilities and weaknesses.

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

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	View File

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

Sree Narayana Training College actively encourages students to pursue various scholarship opportunities, with Dr. VIJI V providing guidance and support. Inspired by the college's encouragement, Hyfa Nasarkhan Shibi, an English optional student, applied for the Chief Minister's Student Excellence Award in 2022, ultimately securing a grant of one lakh rupees. This achievement underscores the college's commitment to facilitating students' academic and personal growth through proactive mentorship and support.The victory of Ms. Pooja Sudhan, securing the gold medal in the 81 kg category at the Kerala University Intercollegiate Boxing Championship 2022-2023 held at GV Raja Sports School, Trivandrum, reflects her exceptional athletic abilities and underscores the invaluable guidance provided by Sree Narayana Training College's Physical Education department. Despite specializing in Malayalam as her optional subject, Ms. Pooja Sudhan's aptitude for boxing was identified and nurtured by the college, setting the stage for her impressive achievement. Under the mentorship of Dr. Biju Sukumar, Assistant Professor in Physical Education, she got the opportunity to compete at the national level, marking a significant milestone in her athletic journey and offering promising prospects for her future career advancement.

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	[View File](#)
Any other relevant information	No File Uploaded

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

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

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

All of the above

File Description	Documents
Data as per Data Template	[View File](#)
Documentary evidence in support of each response selected	**No File Uploaded**
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

All of the above

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

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

All of the above

File Description	Documents
Data as per Data Template	View File
Samples of assessed assignments for theory courses of different programmes	View File
Any other relevant information	No File Uploaded

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

Institution makes effective plans in executing Internship Program, which is a key aspect of the Teacher Education programmeme. Details regarding, the internship is given to the school Principals and Teachers after getting consent from DEO, which becomes a good orientation for them about the changes in the curriculum. Student teachers are given orientation at the college for handling classes, peer evaluation, self reflection, and conducting school-based practicals and ways of assessment. They are also aware of the importance of using modern instructional strategies to be an effective, proficient, and expert teacher. Student teachers are also expected to have a good rapport with the mentor teacher at school and establish a bond. They aredirected to observe teachers' classes

and learn different strategies of teaching. Students are also given an idea about how to do assessments of their students, evaluate each other's work, and evaluate themselves. Student teachers aremade aware that they are being evaluated by school teachers, Principal, College principals, and Teacher educators. Feedback is given to Teacher Educators by the school authorities in person too, which isa form of assessment. Students really become a part of the school in conducting all programmes, including academic and cultural events.

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

95

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.

Systematic monitoring mechanism during internship are ensured and every step is taken to make the assessment objective-based and error free. During Internship Phase-1, students' classes are observed three times by the concerned optional teacher and once by the general faculty, and comments are made in the Observation schedule as per the guidelines the syllabus. Mentor teachers in schools and the principal continuously monitor the efforts put in by the trainee, observe their performance in class. Peer and self evaluation also become part of assessment. Peer evaluation is made on an Observation Schedule and self evaluation is descriptive in nature. After every lesson, students do self-reflection, and at the end of the day, they report the daily activities in a reflective journal. During the second phase, students are also strictly monitored by the people concerned. Optional teachers observe their classes three times and general teachers once. School teachers and Principal also make their observations. Self and peer evaluation are also done here. Peer evaluation is criteria based and self evaluation helps them to evaluate themselves. During the First Phase of Internship, Physical Education Director observes their Physical Education and Health Education Classes and makes comments and given 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)	All 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	[View File](#)

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	[View File](#)
Any other relevant information	[View File](#)

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

10

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	[View File](#)

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

11

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

11

File Description	Documents
Copy of the appointment letters of the fulltime teachers	[View File](#)
Any other relevant information	**No File Uploaded**

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

Teachers keep themselves updated through varied activities- such as in-service programmes, participants/paper presenters / resource persons in Seminars, Workshops, Conferences, Organisational

activities, Publications etc. These help teachers become professionally updated, as these programmes are rich in content and deals with current developments and issues in Education.. Faculty Members including Principal are members of Academic Council, Board of Studies , Faculty Board etc. of University of Kerala. Teachers are all members of the Curriculum Committee and Subject Conveners of the Curriculum Committee of B.Ed. syllabus of the University of Kerala. Teachers are also Research supervisors, which help them to be in pace with the latest research findings and developments in the area.. Research activities in the college including projects done by students, help teachers to find out new strategies to be adopted and to solve issues. Teachers also conduct projects for various agencies including UGC. Teachers make publications in Peer Reviewed Journals, Books, magazines, etc. This helps further discussion on areas of interest with other professionals across the world. Any additional clarifications with respect to academic and administrative function is also sought through social networks. Seeking other resources, both online and offline helps teachers keep up with recent developments.

File Description	Documents
Documentary evidence to support the claim	No File Uploaded
Any other relevant information	No File Uploaded

2.6 - Evaluation Process

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

Continuous Internal Evaluation is done systematically in the institution in each and every semester as per the Curriculum. The institution conducts Continuous Internal Evaluation of the students in both Theory and Practicals. Mid semester exams and model exams are mandatory in all semesters. Due weightage is given to the scores obtained in these exams while doing internal evaluation. Performance of student teachers during training is also evaluated continuously during Discussion classes, Demonstration, Criticism classes, during School Induction Program and the two phases of Internship. Such an evaluation is done by the team of optional and core paper teachers. Principal of the institution and the Mentor teacher of the school are also part of the evaluating team. Apart from assessing the teaching skills of student teachers, all practical work done by them given in the syllabus is also verified and evaluated internally. These practical works are evaluated by the concerned teacher of the

paper in which the work is done. Great support, guidance and support is meted out to students in the completion of the works. This enables them to maintain a high standard when doing the prescribed work. Thus, Continuous monitoring and evaluation are ensured in the institution.

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

File Description	Documents
Copy of university regulation on internal evaluation for teacher education	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	No File Uploaded
Any other relevant information	View File

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

The college has a well organized mechanism for Redressal of examination related grievances. After finalizing the internal marks, the teacher in-charge of the examination consolidate the marks list and is displayed on the notice board. If any student feels that the marks given to him in any paper are not just, he or she can make a

complaint to the principal. The principal forwards 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 criteria. After the discussion the concerned teacher resubmitted the marks (if there were any changes) 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 forwards the complaint to the grievance redress committee for further disposal of the complaint. The students have the freedom to use the suggestion box to put in a note of dissatisfaction with the internal examination mechanism. The principal and those in charge of faculty keep an eye on the overall procedure by conducting periodic meetings with the internal examination committee.

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, as is Internal Evaluation. Academic Calendar schedules the conduct of internal evaluations 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, the date of question paper discussion and mark distribution, the date of submission of practical works, the dates of internal mark display, dates of signing and uploading Internal Marks in the University website etc. are included in the academic calendar. Any unexpected change in the tentative schedule is discussed and rescheduled in the staff meeting. Strictly adhering to the Academic Calendar schedule reduces the panic of teachers and students regarding Internal Exams. The schedule of School Induction and Internships are also included in the academic calendar. It helps in the smooth conduct of the programmes and the timely completion of it. Even the visits of teacher educators in schools for internal assessment of classes are as per the schedule maintained. This is of utmost importance, as proper scheduling is essential for the smooth visit to schools for observation and the classroom sessions in college for the other batch.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	[View File](#)
Any other relevant information	[View File](#)

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.

In Sree Narayana Training College, all activities align with the stated Programme Learning Outcomes (PLO) and Course Learning Outcomes (CLO). Students' performance is evaluated on cognitive and professional attributes, including intellectual competency through various assessments. Learning outcomes emphasize skill and competency development for the teaching profession, assessed via tests and practical work. Curricular, co-curricular, and extra-curricular activities reflect PLOs and CLOs. Minor Research Projects foster innovation and policy impact, while Capacity Building Programmes enhance professionalism and creativity.

Microteaching practices boost teaching skills and confidence, while School Induction and Internship prepare students for school environments. Conscientization programmes and community activities raise awareness of societal issues. Flood relief, COVID-related activities, and visits to old age homes instill humanitarian values.

Practical experiences integrate technical competency for professional development. Awareness programmes, including Concept Maps and Digital Texts, enhance pedagogical knowledge. Students organize events, present papers, and compete, developing versatile skills. Motivational training, leadership, and mental health sessions supplement academic learning. Regular yoga and meditation promote mental hygiene and emotional stability.

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

2.7.2 - Pass percentage of Students during the year

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

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

Student performance is monitored strictly and continuously throughout the course to ensure the attainment of cognitive and professional attributes. Subject competency is assessed at every semester through assignments, seminar presentations, discussions, Internal Examinations and classroom teaching during internships. Teacher quality acquisition is 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 understand the progress made by the students. The micro teaching sessions, Criticism classes, different phases of internships, etc. help to understand the progress made by students in the acquisition of teaching skills. Such a progressive type of evaluation done during the course of the study helps us understand the progression made by students and the requirements for remedies for improvement. This monitoring helps the college stay in line with expected outcomes and helps our students achieve them. Further provisions are made to equip students to attain competency and skills until the expected outcome is reached. The Communicative English Course, Yoga Course, Soft Skill Training Course, and Vedic Mathematics are all planned value added courses given to students that help them reach the expected outcomes.

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

98

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

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

Assessment and performance reflect initially identified learning needs to a great extent. Efforts are made to cater to the learning needs of student teachers. Continuous evaluation helps the college to understand the needs of the students. Communication skills, knowledge acquisition skills, soft skills, teaching skills, etc. are often sharpened by the activities of the college. Value added courses offered by the college help the students acquire these skills that they lag behind. The Internship programme is divided into two phases and the preparatory phase of teaching in college makes the students promising teachers of the future. The different State level - National level seminars, competitions, and other conferences in which students are involved help them acquire communication and cognitive skills. Webinars were arranged by the college, which developed the organizing skills of students. The activities in association with the local community help them acquire social skills. After undergoing so much of training in college, students exhibit great confidence and courage. They become sound cognitively, mentally, physically, and psychologically as they step out of the institution after successfully completing the course. It is very much certain that they will mould the future citizens of the country with confidence and vigour.

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

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

Nil

RESEARCH AND OUTREACH ACTIVITIES

3.1 - Resource Mobilization for Research

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

1

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

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

1

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	[View File](#)

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

File Description	Documents
Data as per Data Template	**No File Uploaded**
Institutional Policy document detailing scheme of incentives	**No File Uploaded**
Sanction letters of award of incentives	**No File Uploaded**
Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	**No File Uploaded**
Documentary evidence for each of the claims	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

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

3.2 - Research Publications

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

website during the year

1

File Description	Documents
Data as per Data Template	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	View File

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

1

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	View File

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

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

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

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

200

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

9

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

200

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

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

The college, under its initiative titled "Snehapoorvam," excels in organizing community extension practices, fostering a culture of social responsibility among students. These outreach activities, conducted through various cells and clubs, sensitizestudents to societal issues and encourage their active involvement in community development.

Snehapoorvam, comprising the Nature Club, Health Club, and Energy Club, conducts awareness programmes, community surveys, and food donation drives, instilling a sense of social consciousness among students. Similarly, club activities by the Nature Club, Health Club, Gandhi Study Unit, and Energy Club prioritize community engagement, emphasizing sensitivity towards social issues.

During Community Living Camps, students dedicate a day to community service, organizing street plays, campaigns, and flash mobs addressing pertinent societal concerns. The NSS, inaugurated in 2022, marks a significant milestone for the college, pioneering social service initiatives within teacher education institutions in Kerala.

Furthermore, the college's participation in the UBA, as the first teacher education institution inthe University of Kerala to register, underscores its commitment to rural development. Through UBA, the college engages in various social service activities for select wards in the village, contributing to grassroots empowerment and sustainable progress. These concerted efforts nurture socially conscious individuals who actively contribute to the betterment of society.

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

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

0	
File Description	Documents
Data as per Data Template	**No File Uploaded**
Appropriate certificates from the awarding agency	**No File Uploaded**
Any other relevant information	**No File Uploaded**

3.4 - Collaboration and Linkages

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

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

9

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	**No File Uploaded**

3.4.3 - Institution has linkages with schools and other educational agencies for both academic	**Five/Six of the above**

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

File Description	Documents
Data as per Data Template	View File
Report of each activities with seal and signature of the Principal	View File
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

Sree Narayana Training College, nestled atop Nedunganda hill, boasts a well-equipped campus fostering academic excellence in line with its vision and strategic plans. Its modern facilities and resources ensure a quality educational experience, featuring a meticulously designed administrative block, smart classrooms, a multipurpose auditorium, IT labs, a library, and more. Classrooms are spacious, ventilated, and furnished to facilitate optimal learning and holistic development. Separate facilities cater to different student sections, encouraging resource sharing among faculties.

The institution prioritizes technological integration, offering a fully equipped air-conditioned IT lab and campus-wide Wi-Fi and LAN access. The library, automated with OPAC and Libsoft systems, accommodates 50 users, serving as a hub for intellectual pursuits. A multi-purpose auditorium with ICT facilities hosts various events and activities, seating 250 individuals and providing a stage with lighting and projection amenities.

Additionally, the college features an in-house reprographic centre

and ample infrastructure for indoor and outdoor sports and
extracurricular pursuits. Continual efforts are made to enhance
infrastructure, ensuring a conducive teaching-learning environment.
From academic necessities to recreational activities, Sree Narayana
Training College provides a comprehensive ecosystem for holistic
education and personal growth.

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://sntrainingcollege.edu.in/resources-more.php
Any other relevant information	No File Uploaded

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

1,37,715.00

File Description	Documents
Data as per Data Template	No File Uploaded
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 college library serves as a vital hub for students, offering over 15,000 books, periodicals, journals, and digital resources. Fully computerised with an OPAC and reprographic centre, it accommodates 50 students in a well-furnished reading space, open on all working days. A digital library, installed in 2020, grants access to vast online content, including e-books and e-journals.

Automated using an Integrated Library Management System (ILMS), the library features a barcode-based issue-and-return process and an online public access catalogue (OPAC) for book searches. Access to e-journals through the e-Shodhsindhu programme enriches its offerings, with new books regularly displayed for two weeks.

Students receive library membership upon admission, with services including reprographics and internet access via 10 systems with 100 Mbps and Wi-Fi. Remote access to e-resources is available 24/7 via Web OPAC. The centrally located library building fosters a conducive learning atmosphere, catering to both individual and group study needs. It subscribes to reputable journals, maintains a rich reference collection, and provides access to dissertations and project reports.

Overall, the library enhances learning through its extensive resources, modern facilities, and user-friendly services, facilitating academic excellence within the institution.

File Description	Documents
Bill for augmentation of library signed by the Principal	View File
Web-link to library facilities, if available	https://sntc.libsoft.net/
Any other relevant information	View File

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

students and teachers with remote access to a great number of e-resources. The OPAC facility allows for the easy browsing of books and subscribed e--Resources at anywhere, anytime. The college uses 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 that runs in any Windows environment and, hence, 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. Faculty and students use the digital library to access library resources. The e-resources include ebooks, e-journals, e-newspapers, e-theses, e-Resources of Online Courses, Career Sites, e-contents, etc. Along with the digital library system, the college has membership in N-List from 2010 onwards, where all the teachers and students have membership and can access e-resources at any time.

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	Four of the above

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

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

Nil

File Description	Documents
Data as per Data Template	**No File Uploaded**
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	View File

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

1230

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	**Nil**
Any other relevant information	**No File Uploaded**

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

Sree Narayana Training College prioritises cutting-edge technology, continually updating its ICT facilities for smooth teaching and learning processes. Over the past five years, extensive infrastructure investments have transformed classrooms into e-classrooms/smart classrooms, featuring six smart classrooms, two smart seminar halls, and a digitally equipped auditorium. The college boasts a well-equipped IT/computer lab with branded PCs, 500 Mbps internet connectivity, licenced software, and LAN Messenger across the campus.

Wi-Fi connectivity is accessible to all students and staff, with G-Suite accounts facilitating online education. Special ICT training, including blog creation, was provided during the pandemic. Classrooms are outfitted with desktop PCs, LCD projectors, and Wi-Fi, while the digital library grants easy access to resources like the N-LIST database and Shodhganga.

Moreover, the college maintains a YouTube channel and digital repository containing presentations, e-books, e-journals, audio, and video clips. A reprographic centre extends printing and copying services beyond class hours, ensuring students have access to study materials.

Regular maintenance includes computer formatting, antivirus installation, and website upkeep by Octilus Technologies, along with the installation of College Management Information Systems. These efforts underscore the college's commitment to leveraging technology for enhanced educational experiences.

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

5:2

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	[View File]
Bill for any one month during theacademic year indicating internet connection plan, speed and bandwidth	[View File]
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	**Nil**
List the equipment purchased for claimed facilities along with the relevant bills	[View File]
Link to the e-content developed by the faculty of the institution	**Nil**
Any other relevant information	**No File Uploaded**

4.4 - Maintenance of Campus and Infrastructure

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

7,11,471.00

File Description	Documents
Data as per Data Template	**No File Uploaded**
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, under the auspices of Sree Narayana Trusts in Kollam, stands committed to cultivating a cohort of dedicated educators driven by passion and guided by our institution's core values. Our educational ethos, deeply rooted in these values, serves as a beacon, empowering the next generation of learners to excel.

Central to our mission is the transparent management of our resources, which is facilitated by robust procedures and oversight mechanisms. Through a well-structured management system and the diligent work of various committees, we ensure that every resource is efficiently utilised and meticulously maintained.

Department heads and designated resource-in-charges play a pivotal role in this process, monitoring resource availability and functionality, promptly alerting authorities to any issues. Procedures are in place to secure permission for resource usage, with regular inspections conducted to address repair and maintenance needs.

Urgent repairs are swiftly addressed, prioritising the seamless functioning of essential equipment. Additionally, annual maintenance checks are conducted to uphold the quality and longevity of our resources. Thorough documentation and feedback mechanisms ensure

accountability and transparency at every stage.

This meticulous approach underscores our commitment to providing an environment conducive to learning and growth, reinforcing our reputation for excellence in education.

File Description	Documents
Appropriate link(s) on the institutional website	https://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	**All of the above**

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

5.1.2 - Available student support facilities in institution are Vehicle Parking Common	**Nine or more of the above**

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

File Description	Documents
Geo-tagged photographs	[View File](#)
Any other relevant information	**No File Uploaded**

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

File Description	Documents
Data as per Data Template for the applicable options	[View File](#)
Institutional guidelines for students' grievance redressal	[View File](#)
Composition of the student grievance redressal committee including sexual harassment and ragging	[View File](#)
Samples of grievance submitted offline	[View File](#)
Any other relevant information	**No File Uploaded**

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

insurance (Health/Accident)

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

5.2 - Student Progression

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

Number of students placed as teachers/teacher educators	Total number of graduating students
1	94

File Description	Documents
Data as per Data Template	View File
Reports of Placement Cell for during the year	**No File Uploaded**
Appointment letters of 10 percent graduates for each year	**No File Uploaded**
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).

4

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	**No File Uploaded**
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	**No File Uploaded**

5.3 - Student Participation and Activities

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

Student council is the elected representatives as per the rules and regulations directed by University of Kerala. They works in a single mind along with the Staff Advisor for student expression, assistance in daily affairs, activities, etc. They act for the advancement of the college along with the administrators and conduct various programmes in the college for the academic as well as co-curricular activity. Some of the activities they conduct in the college are Webinar series, Mother's Day, Ramsan Day Celebration, World No Tobacco Day, National teachers Day, Independence Day, Onam Celebration, International Literacy Day, Hindi Divas, International Day for Peace, Kerala Piravi dinam, Freshers Day, National Friendship day food donation programme 'Snehapoorvam', Friday meals etc. In addition to these programmes the Union is concentrating on the stress relief activities such as Film festivals and sports and arts day celebration, Five day Residential Camp which includes

personality development programmes, citizenship development programmes, extension activities etc. In fact the council is presenting a perfect leadership quality for every academic year and promising as responsible prospective teachers.

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	[View File](#)

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 2004. The members of the alumni association were very strong in organizing and participating in various activities that 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 is 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 Alumni members 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 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

All of the above

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

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

3

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

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

Sree Narayana Training College, Nedunganda, established its Alumni Association in 2004 (Registration No. SN(TVM/TC/393/2022). This association, known for its strong organizational prowess, actively enhances the college's curriculum and extracurricular activities. Since 2008, they've celebrated Alumni Day on the second Saturday of January, fostering annual reunions.

Spanning Kerala, India, and abroad, the association incorporates alumni input to redefine the college's educational landscape. Their regular meetings have restructured curriculum processes, teaching methodologies, and assessment techniques. This collaboration birthed community engagement programs, pedagogical discussions, and innovative assessment methods.

Two significant contributions stand out: 1. Academic Support: Alumni actively aid student teachers with practical teaching in schools, guide them through examinations, and contribute to curriculum development through resource sharing. 2. Awards: The Alumni instituted awards recognizing outstanding performers, including Best Outgoing Student, Union Member, Alumni of the Year, and subject-specific awards like Best Science or Mathematics Teacher.

Their support serves as a beacon of motivation for current students, fostering a culture of excellence and continual improvement.

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.

The institution operates under a democratic governance model, ensuring participation from all stakeholders. Responsibilities are delegated through the governing body, management committee, RDC, and Principal, who further distribute them among various levels of college functionaries. Decision-making bodies like IQAC, the Staff Council, and the College Council shape institutional policies and oversee their implementation. This inclusive approach fosters institutional growth with the wholehearted support of human resources.

The institution's perspective plan encompasses several key objectives:

- Securing grants from governmental and non-governmental sources.
- Enhancing infrastructure.
- Embracing digital learning through ICT resources.
- Establishing PG departments and research centers.
- Pursuing national and international recognition through grants and awards.
- Forming collaborations with educational organisations.
- Implementing skill development resource centres.
- Mobilising funds and projects through diverse organisations.

Involvement of Teachers in Decision-Making:

• Relatively considerable administrative and academic autonomy Participation of teachers in various governing bodies to formulate plans and procedures.

• Opportunity for developing and implementing innovative teaching and learning strategies. • Teachers play a laudable role in other committees and cells.

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, affiliated with the University of Kerala and accredited by NAAC with an A grade, emphasises decentralization and participatory management in both academic and administrative spheres. Various committees and cells oversee the college's smooth functioning, involving stakeholders at all levels.

At the governing council level, responsibilities are decentralised among the Management Committee, Regional Development Committee (RDC), and College Principal. Institutional decisions are deliberated under the Principal's leadership, involving staff, students, and stakeholders.

The Principal, in consultation with bodies like IQAC, Staff Council, and College Council, allocates duties among staff and students. Cells are formed according to regulatory norms, ensuring broad representation.

Faculty members participate in committees nominated by the Principal and governing body, fostering academic and professional development. The Academic Coordinator guides curricular activities, while staff advisors oversee extracurriculars in collaboration with the college union.

Students actively engage in various activities, participating in decision-making bodies like IQAC. Their involvement ensures holistic development and organizational contribution.

Non-teaching staff have defined roles in bodies and committees, contributing to policy formulation. Their input is valued in

decision-making processes. Overall, decentralization and participatory management characterise the institution's governance approach, promoting inclusivity and collaboration.

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 the Govt. of Kerala. Salaries of teaching and non-teaching staff are paid by the government 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 government receipts and remitted to the Treasury on a government account. Contingency grants are transferred to the college online under proper documentation. E-grants and other scholarships are awarded to the students in online mode. The college holds a cash book contingency register. The UGC grants are transferred to Canara Bank, and the purchase committee of the college utilises the funds. Each expenditure is audited, and the utilisation certificate and audited statement are submitted to UGC in due course. Moreover, periodical audits of Account 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 (expert panel from the University of Kerala) and internally (IQAC).

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

In line with its commitment to quality enhancement, the IQAC has been organizing a National Webinar series for the past two years, with the initiative continuing despite the challenges posed by the COVID-19 pandemic in 2019.

The latest installment, "Intelligentia Beyond Disciplines: Cross-Disciplinary Collaboration in Education – 2022-23 Phase III," was a collaborative effort between IQAC, various departments, and clubs within the college. Its primary objective was to broaden the perspectives of students through multidimensional discussions. Faculty members were actively involved in ensuring the success of the series, which commenced on September 30, 2022, inaugurated by Mr.Adoor Prakash, Member of Parliament.

The webinar series featured engaging discussions led by experts from diverse fields. Dr. Sangeetha N.R. extended a warm welcome to the audience, followed by a keynote address from Sri. Aji S.R.M. Prof. Dr. Ramakrishnan spoke on "Teacher Leadership: The Art of Awakening & The Act of Optimism," while subsequent sessions covered topics such as Drug-Free Education, Health and Nutrition, Climate Change, and Teacher as a Reflective Practitioner. Resource persons included Sri. Ravindran, Mrs. Pinky Nair, Mr. Sujith Surendran, and Dr. Issac Paul. Invaledictory session, Sri. Aji S.R.M., provided a fitting conclusion to this intellectually stimulating series.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	https://www.sntrainingcollege.edu.in/strategic-plan.php
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, managed by Sree Narayana Trusts

Kollam, a prominent educational entity in Kerala, operates under the purview of the UGC's 2(f) & 12 B Act, recognized by NCTE and affiliated with the University of Kerala.

- Teaching faculty appointments and service conditions adhere to UGC regulations and Kerala University/NCTE norms. Administrative staff are appointed following Kerala Service Rules. The college's governing body, led by the Manager, oversees various responsibilities, with a Management Committee formed by Sree Narayana Trusts at the central level.
- Regional Development Committees (RDCs) at the district level support institution management, accessible to the principal for assistance. College operations, guided by the principal, benefit from staff and college councils, administrative staff, IQAC, and academic coordinator.
- IQAC ensures institutional quality through strategic planning and initiatives, with regular meetings and representation from all members as per NAAC recommendations. Academic and administrative oversight falls under the purview of IQAC, with the Internal Curriculum Committee, led by the Academic Coordinator, monitoring academic activities.
- The Staff Advisor oversees the Student Council's activities. Overall, the college functions efficiently under structured governance and dedicated leadership, fostering academic excellence and student welfare.

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	Five/Six 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.

Sree Narayana Training College efficiently manages its governing bodies to oversee both academic and extracurricular activities. The principal, alongside the IQAC, guides these bodies to ensure proper execution of their functions. Academic coordination falls under the purview of the academic coordinator, while the college union's staff advisor oversees extracurriculars. In the 2022-23 academic year, the staff council decided, during a meeting on December 8, 2021, to assign the staff advisor, Dr. Chitra S., the task of organising a Community Living Camp for second-year students as a curricular activity.

The staff advisor, with input from the college union, planned activities for the camp, scheduled from December 12 to 16, 2022. For each session, duties were assigned to student teachers and faculty members. The camp commenced on December 12, with various activities conducted under faculty guidance. The sessions included awareness classes, community services, Zoomba, cultural events, and recreational activities. The camp concluded on December 16 with a valedictory session, including evaluations and presentations. Throughout, collaboration between staff and students ensured the success of the camp, reflecting the college's commitment to holistic education.

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

6.3 - Faculty Empowerment Strategies

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

All the government schemes, such as the Provident Fund, Gratuity, Communication of Pension, Maternity Leave, Earned Leave Increment, Health Fund Scheme, and Permission to AttendFaculty Development Programmes such as refresherand orientation courses for teachers, are ensured by the college.Training programmes for non teaching staff, etc., are made available by the college to 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 the staff, attend workshops and conferences for career advancement

For children's education, the non-teaching staff

Provision of financial aid to domestic staff on the job due to health issues.

Festival advance

Financial support to domestic staff for medical treatment.

Travel allowance for non teaching staff for official and unofficial purposes.

Salary advances are given to domestic staff if necessary.

Material Benefits

Provision of free wi-fi facilities to all staff.

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

Provision of a fitness centre for physical exercises.

Emotional Support

Staff Grievance Redressal Cell to address the issues and grievances of the staff

Recognition and awards

Recognition for remarkable performance in a career, both for teaching and non teaching staff.

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

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

0

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

2

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

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

1

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

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

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

Teaching Staff

1. All teaching staff are assessed through an annual confidential report and performance appraisal.

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 the UGC Career Advancement Scheme (CAS).

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

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

Non teaching Staff

1. Non-teaching staff are also assessed through an annual confidential report and an 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 the Kerala Service.

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

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 maintains a robust system of financial accountability through regular internal and external audits. Internally, audits are overseen by the institution's internal auditor, focusing on pre-audit scrutiny of significant financial transactions, along with concurrent and post-audit assessments of all other receipts and payments. This ensures adherence to financial protocols and identifies any discrepancies promptly.

Externally, annual audits are conducted by the Deputy Directorate of Education in Kollam and the Accountant General's Office in Thiruvananthapuram. These audits encompass all funds and grants received from external sources, providing an independent evaluation of financial compliance.

Furthermore, as the institution operates under the auspices of the Sree Narayana Trusts,Kollam, the trust conducts its own annual audits for all institutions under its purview. This includes thorough examinations of funds allocated by the management, ensuring transparency and accountability in financial matters.

By employing a multi-tiered approach to auditing, encompassing both internal and external scrutiny, the institution demonstrates its commitment to financial integrity and compliance with regulatory standards. Such rigorous oversight safeguards against financial impropriety and reinforces trust among stakeholders.

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

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

0

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

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

The college efficiently mobilises funds and resources through its Internal Finance Committee. Income sources include the PD Account, management support, governmental and non-governmental sponsorships, alumni contributions, and individual/group sponsorships for cultural events. Utilisation of Funds: 1) The Finance Committee/ Purchase Committee monitor optimum utilization of funds for various expenses 2) The Finance Committee/ Purchase Committee members seek quotations from vendors for the purchase/maintenance of equipments. 3) The quotations are verified by the Finance committee/ Purchase Committee. 4) The Finance Committee/ Purchase Committee ensure that all expenditures fall within the budget. Resource Mobilization Policy: Purchase 1) The budget for the academic year is prepared by

the Finance Committee/ Committee before the financial year begins. office staffs, 2) The budget includes recurring expenses including salary of temporary Guest lectures, stationary expenses and day to day maintenance cost. 3) The budget is submitted for approval from RDC. 4) Institutional auditors verify and certify financial statements every year Grants received by the college are audited by external auditors, Management, Government and Accountant General, Govt. of Kerala. This strategic approach ensures effective utilisation of funds and resources, enhancing the institution's academic and research capabilities.

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 a regular basis for the quality assurance of the institution:.

1. Improvement measures in teaching include regular input from all concerned based on student feedback.

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

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

The suggestions received from students and staff are 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 System (CAS).

5. New programmes as per government policies.

6. Academic and administrative audit report.

7. Organisation of webinars / seminars for quality enhancement.

8. Suggestions for infrastructure facilities and academic support systems.

9. Recommendations for the smooth conduct of NAAC visit cycle 3

10. Monitoring of the preparatory works for NAAC assessment and accreditation Cycle 3.

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.

IQ AC monitors and reviews the teaching and learning process regularly. The teaching and learning process of the institution is periodically announced by the IQAC by adopting various measures.

1. Academic review : At the beginning of the academic year, the annual academic calendar is prepared well in advance.

2. Preparation of the semester plan : The semester plan submitted by the faculty is reviewed and suggests appropriate modifications for including activities such as internships and practical examinations.

3. Student satisfaction survey: IQACregularly conducts a semester-wise student Student Satisfaction Survey and provides analysis of the results to enhance the teaching and learning process.

4. Effective evaluation system : IQAC, in collaboration with the internal curriculum committee of the college, schedules unit tests, mid semester and model examinations. The cell assesses and evaluates the result of the test instruction, if required.

5. Result analysis: The performance of both the teachers and students is evaluated on the basis of the appropriate criteria.

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

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

17

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	Four of the above

of AQARs (only after 1st cycle) Academic Administrative Audit (AAA) and initiation of follow up action Collaborative quality initiatives with other institution(s) Participation in NIRF

File Description	Documents
Data as per Data Template	**No File Uploaded**
Link to the minutes of the meeting of IQAC	https://www.sntrainingcollege.edu.in/public/uploads/cms/iqac/1696608180--IQAC%20MINUTES_merged.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	View File
• Supporting document of participation in NIRF	**No File Uploaded**
Feedback analysis report	View File
Any other relevant information	**No File Uploaded**

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

The institution emphasizes incremental improvements in Academic and Administrative areas through various quality initiative programmes, implemented in consultation with Management and Internal Quality Assurance.

In the Academic Domain, upgrades in library resources, particularly e-learning materials, have been prioritised. Students are encouraged to utilise N-List resources, with institutional email IDs provided for access. Additionally, 105 educational research theses at M.Ed. level have been added to the library, along with a Digital Library System using "Libsoft Solutions" software. Regular additions of

subject materials are maintained, and a Learning Management System via G Suite has been introduced for online teaching.

In the Administrative Domain, E-Governance initiatives include the development of a Management Information System (MIS) for digital record-keeping of admissions, curricula, faculty, students, and administrative staff. A Punching System for attendance has been installed. Plans include further digitization efforts by the Internal Quality Assurance Cell for administrative and academic resources.

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, optimising Efficiency, Reducing Demand and avoiding Wastage. The explanation of the strategies and instructions for the students as well as teaching and non-teaching staff is 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" which distributed generation through grid connected solar Rooftop Power plants at ANERT. Nearly more than 20 units of electricity are produced per day and utilised by the institution.

Energy club Training College plays a major role in streamlining ways of energy conservation among student teachers and hasorganised a number of programmes as well as for the effective management of energy utilisation in the institution.

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.

The institution implements waste management strategies based on the 3R's principle: Reduce, Reuse, and Recycle. This involves minimising waste generation, maximising reuse after segregation and cleaning, and recycling materials where possible. Both liquid and solid waste, including biodegradable and non-biodegradable components, are managed efficiently to maintain a clean and healthy campus environment.

1. Solid Waste Management: Non-biodegradable waste like paper and plastics is replaced with reusable items, while glass, paper, and metal waste are sold for recycling. The Nature Club oversees waste management, organising segregation and collection activities. Volunteers place bins in classrooms for plastic and biodegradable waste, which is then collected and disposed of appropriately.

2. Liquid Waste Management: Liquid waste from sanitary facilities is channelled into septic tanks across campus and repurposed for gardening and watering trees, ensuring efficient use of resources.

3. E-waste Management: Obsolete electronic devices are disposed of through vendors to prevent environmental harm. This includes computer systems, monitors, CDs, printers, and battery cells.

Through these comprehensive waste management practices, the institution strives to maintain a clean, hygienic, and environmentally sustainable campus.

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	Three 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	No File Uploaded

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

File Description	Documents
Income Expenditure statement highlighting the specific components	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

The campus prioritizes cleanliness and environmental sustainability through various initiatives. Cleanliness programmes, including beach cleaning at Varkala, are organised, along with plastic-free campaigns and cloth bag training. Measures like incinerators for sanitary napkins are in place. The green cover policy involves gardening and tree planting, with medicinal plants tagged for identification. Students are encouraged to use reusable materials to reduce pollution, with many utilising public transport.

Efforts to automate academic and administrative practices are ongoing to reduce paper usage. The campus boasts diverse greenery, including edible fruit trees and medicinal gardens, maintained alongside energy-efficient gadgets. A 5kWp rooftop solar power plant is installed, complemented by awareness posters on energy and water conservation. Rainwater harvesting systems are in place.

Regular awareness sessions cover energy consumption, cleanliness, and environmental protection for all students. Outreach activities like beach cleaning and tree planting promote sustainable practices. The Unnat Bharath Abhiyan conducts classes on a healthy environment, while annual energy audits refine conservation policies.

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

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

File Description	Documents
Videos / Geotagged photographs related to Green Practices adopted by the institution	View File
Circulars and relevant policy papers for the claims made	View File
Snap shots and documents related to exclusive software packages used for paperless office	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)

.33367

File Description	Documents
Data as per Data Template	**No File Uploaded**
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 college maximizes local resources to enhance student learning experiences. Nearby, the renowned Sivagiri Mutt offers the "Athamadarsanam" programme, supplemented by sessions from the Gurukulam. The community library and cultural centre near Kayikkara, dedicated to poet Kumaranasan, host various cultural events attended by student teachers.

The Golden Island, in proximity to the college, provides valuable biodiversity exposure for Natural Science student teachers through surveys conducted by the Department of Biodiversity, Kerala Government. During community living camps, the Fire and Rescue Station in Varkala conducts regular classes on first aid, domestic safety, and disaster management.

Students of Social Science visit the nearby Anchuthengu Fort annually, a protected monument under the Archaeological Survey of India, as part of their curriculum. Additionally, the Light to Blind institution, located nearby and managed by the South Kerala Diocese Varkala, serves as a hub for student teachers to learn inclusive classroom strategies for visually impaired students.

These local resources offer diverse learning opportunities, from cultural immersion to practical training, enriching the educational journey of students.

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	**A. All of the above**

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

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

Sree Narayana Training College focuses on the holistic development of its student teachers, aiming to cultivate a positive attitude towards the community and foster their personal and professional competence. With the objectives of community upliftment and teacher empowerment, the college has implemented two key programmes over the past five years: Student Empowerment Programme (SEP) and Snehapoorvam.

The SEP originated from a UGC-funded remedial teaching programme in 2010, initially targeting socio-economically disadvantaged students. Expanding beyond the project's scope, the college broadened its reach to include all students, focusing on holistic personal development encompassing emotional, physical, intellectual, moral,

and social aspects.

Snehapoorvam exemplifies the college's commitment to community engagement. Teachers and students collaborate to support the nearby rural coastal village of Nedunganda, predominantly inhabited by socially and educationally disadvantaged groups. Annual activities are organized to benefit the coastal community, aligning with the institution's ethos of social responsibility and community empowerment.

These initiatives demonstrate the college's dedication to nurturing well-rounded individuals and fostering meaningful community relationships. Through SEP and Snehapoorvam, Sree Narayana Training College promotes the holistic growth of its student teachers while actively contributing to the betterment of the surrounding community.

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

Sree Narayana Training College is dedicated to providing aspiring teachers with value-centred education to equip them for global challenges, aligning with its vision of "Enlightenment Through Education." A distinct feature of the college is its emphasis on spiritual enhancement among students.

Aathmadarsanam, a continuous programme for the past five years, embodies this commitment. Organized by the Sree Narayana Study Centre in collaboration with the Regional Development Committee, it encourages student teachers to explore the teachings of Sree Narayana Guru. This includes visits to Sivagiri and classes on his philosophy, facilitated by faculty and saints from Sree Narayana Mutt and Gurukulam, Sivagiri.

Programme objectives include orienting student teachers towards social, spiritual, and human values, developing responsible citizenship and good manners, enhancing tolerance, religious faith, and cultural development.

Aathmadarsanam covers various aspects, including explanations of values and religious values, discussions on integrating religious values from holy books such as the Geeta, Quran, and Holy Bible andteachings of Sree Narayana Guru.

Though participation in Aathmadarsanam is voluntary, it offers students a profound opportunity for personal and spiritual growth. Through this programme, Sree Narayana Training College continues its mission of providing value-oriented education that nurtures well-rounded individuals capable of contributing positively to society.

File Description	Documents
Photo and /or video of institutional performance related to the one area of its distinctiveness	**No File Uploaded**
Any other relevant information	**No File Uploaded**