



SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

SREE NARAYANA TRAINING COLLEGE

SREE NARAYANA TRAINING COLLEGE, NEDUNGANDA VARKALA

THIRUVANANTHAPURAM

695307

www.sntrainingcollege.edu.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

April 2023

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Sree Narayana Training College, Nedunganda, established in 1958, by Sree Narayana Trusts, recognized under sections 2(f) and 12(B) of UGC Act is a pioneer Teacher Education institution affiliated to the University of Kerala. The Sree Narayana Trusts is a non-profitable charitable trust registered in 1952. It is driven by the motto ***One Caste, One Religion, One God for Man***- the words of the great visionary spirit, Sree Narayana Guru. The college is situated in the hilltop near the serene beauty of Arabian sea and is surrounded by West Coast Canal, India's first National Waterway No.3. The world-famous pilgrimage centre Sivagiri, Varkala, and the majestic architectural marvel, Anjengo Fort, located in a picturesque setting, are very close to the college.

The college was first accredited with B++ in 2004 and in the year 2013, it was reaccredited with B grade with the highest score **2.93**. The college partners with MHRD in the programme **Unnat Bharath Abhiyan** (UBA) and is the only teacher education institution in Kerala to take initiatives for the implementation of UBA programmes for the immediate community. In the year 2022, the Government of Kerala has inaugurated the functioning of **National Service Scheme** (NSS) for teacher education institutions for the first time in Kerala at Sree Narayana Training College. A number of outreach programmes are continuously organized by the college in collaboration with NSS, UBA and various clubs of the institution, in order to make the students conscious about their social responsibility. Sequel to the NAAC peer team recommendations, the college office has been computerized by introducing College Management Information System (MIS).

The Snehapoorvam project implemented by the college for the upliftment of the rural community offers an array of service-oriented activities. In the year 2019, the college constructed Women's Hostel funded by UGC.

The technological upgradation of the college, after the COVID-19 Pandemic, in teaching learning activities has marked the quest for excellence in the field of Teacher Education. The technological scenario of the college has proved to be successful by including a blended learning strategy.

Vision

The college envisions quality education by integrating the ethics and sense of social consciousness and commitment among prospective teachers. Hence the college strives to uphold the motto '**Enlightenment through Education**' as the vision of the college, as preached by Sree Narayana Guru.

Mission

The college is committed

Sree Narayana Training College, Nedunganda is committed

- 1) To provide value embedded quality education.
- 2) To equip the student teachers to meet the challenges in the global scenario.

- 3) To maintain an environment of excellence in education through technological advancement, effective pedagogy and method of evaluation.
- 4) To nourish multidimensional global competencies of future nation builders.
- 5) To foster scientific spirit of inquiry, professionalism and research skills among future teachers.
- 6) To instill the spirit of selfless service to humanity.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- The institution comes under the management of Sree Narayana Trusts that offers diversified services in the field of education as well as in the society
- Highly reputed with the 65 years of establishment and excellent support from the management
- Good reputation for high quality teaching learning experiences for overall development of prospective teachers
- Equal emphasis to co-curricular and value-oriented programmes
- Well qualified and experienced faculty with 100% of the permanent faculty having Ph.D. in Education
- Excellent performance in academic achievement at the University level with more than 98% pass percentage
- Encouragement to guest faculty for pursuing Ph.D. and attaining higher qualifications
- Constant feedback system from students and stakeholders
- Achievement in placements of students in various reputed schools and other organizations
- Achievements of faculty in various professional organizations and governing bodies of the University
- Supportive and registered Alumni Association which renders services in every aspect
- Established cooperative society
- Eco-friendly practices
- Support from funding agencies such as UGC, ICSSR, KSCSTE, Kerala Women's Commission, Energy Management Cell, Industries Department of Kerala etc.
- Collaboration with reputed institutions and organizations

- Opportunities for job placement for students
- Well-advanced Laboratories
- Well-furnished hostel facility for girls
- Wide range of curricular, co-curricular and outreach activities
- Optimum utilisation of resources
- Concern and facilities for differently abled students
- Highly transparent administration of the college, with admission procedures strictly following government rules
- High achievement in Teacher Eligibility Tests such as KTET, CTET, SET, NET etc.

Institutional Weakness

- Since the course curriculum is as per the University of Kerala, the academic flexibility is limited
- International and National collaborations and linkages are limited
-
- Delimitation in transportation and accessibility as the location of the institution is too interior to the rural area
- Lag in the appointment of faculty due to Government Policies
- Difficulty to introduce new courses due to the limitations imposed by Government policies
- Inadequate number of supporting staff

Institutional Opportunity

- Collaborations and linkages with institutional and National organizations/ institutions of reputation
- Focus on Research Activities and collaborations
- Very strong and active Alumni to support collaborations and exposure for overall development

- Involving more faculty members in research oriented programmes
- Co operation of people in the locality for community extension services.
- Preparing students in competitive exams and skill training
- Developing skill based courses and Incubation centre
- Due to locational specifications, great opportunity to provide education for underprivileged and social economically weaker sections of the society
- Academic engagement with retired faculty.
- Moving away from stand alone college of B.Ed to a Multidisciplinary institution through adjoining with multidisciplinary college of the management.
- Available external support of blended learning specialists.

Institutional Challenge

- Keeping pace with the changes in the teacher education system
- Enhancing language and communication skills of students from backward and remote areas
- Participation in Faculty Development Programmes during the rigid curricular schedule
- Equipping the institution for initiating multidisciplinary courses and integrated programmes
- Organising programmes on Continuous Professional Development
- Providing seed money for research initiation
- Attitude of entrants towards the teaching profession
- Complex processes involved in the approval of new programmes

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The college ensures effective curriculum delivery through annual academic calendar preparation, time-table preparation, conducting internal examinations, conducting curriculum planning meeting and collection of

semester wise feedback from students. For the fruitful planning and implementation of the activities to be performed during the upcoming academic year, a meeting is conducted in the college with all the stakeholders prior to the commencement of classes. PLOs and CLOs for all programmes offered by the institution are communicated to teachers and students. Accordingly, curriculum and course orientation to Semester I and III students, School Induction Programme etc. are conducted every year. Also, webinars, workshops, web conferences etc. are organised for teachers. The college offers Value Added Courses conducted by experts and faculty with a duration of 30 hours each. From 2017 to 2019, three courses were offered namely Certificate Courses in Vedic Mathematics, Soft Skills and Yoga. During 2020 and 2021, two more courses were offered namely Certificate Courses in Communicative English and Science for Competitive Examinations. Altogether, 362 students completed value-added courses during the last 5 years. The college encourages students to undergo self-study courses, both in the online and offline modes, by giving provisions in the timetable, providing well-equipped computer and library facilities and academic guidance. The college provides opportunities for the students to acquire knowledge, skills, values and attitudes through curriculum and course orientation, effective transaction of curriculum, School Induction Programme, school internship, minor research projects, conducting workshops, and implementation of micro teaching practices. The functioning of various Boards of School Education are familiarized to students through efficient transaction of the curriculum, taking classes for school students studying different syllabi, inviting teachers from various boards for demonstration classes, familiarizing the school systems in different countries, and making the student teachers actively participate in various activities in practice teaching schools. The professionalism of the students is enriched by providing variety of experiences like teaching practices, skill development classes, research projects, webinars etc. Structured feedback on the semester wise curriculum from all the stakeholders is collected, thoroughly analyzed and immediate and appropriate action is initiated by the college to address the difficulties faced.

Teaching-learning and Evaluation

Teaching learning process is the focus of the Teacher Education Programme. The college contributes to the enhancement of professional competency and wisdom of the future teachers in the global scenario by integrating both indigenous and imparted knowledge. The students are enrolled to the programme through a transparent, well administered mechanism by following the norms and policies of the governing bodies of state and central government. Appropriate interventions are implemented by the college to cater the needs of students from diverse background. As the *Induction Programme* to the course, to identify and address various learning needs of the students, varying measures are adopted by the college such as entry level attitude test, content competency test, self-reflective programmes, personal counselling techniques, mentoring etc. As part of the technological competencies, digital learning resources are prepared by both the teachers and students. The college owes an institutional G Suite account as a Learning Management System. The college provides access to digital resources for the students through institutional N- list account and digital library. To enhance participation in self-study courses as part of digital learning, college provides adequate facilities for the students. Apart from this, additional resource classes and workshops are organized for the prospective teachers as a blending strategy during every academic year. Thus, the teaching learning strategy ensures collaborative, experiential and participative learning modalities.

A wide range of skill development programmes are organized through the integration of both curricular and co-curricular strategies. The most important skills focused by the institution include techno-pedagogic skills and life skills, and are imparted to students through systematic planning and preparation. Well qualified and experienced teachers with 80% of them having Ph.D. in Education is yet another advantage of the college. The teachers adopt both quantitative and qualitative measures for evaluation process as prescribed by the curricular objectives. Appropriate internal evaluative measures are undertaken and is always in tune with the CLOs and

PLOs of the programme. Appropriate grievance redressal mechanisms are adopted by the college to monitor and regulate the evaluation process. The college produces a prestigious result of almost 100% pass every year.

Infrastructure and Learning Resources

The college has a well-maintained campus with a tranquil environment, located on the shore of Arabian sea on the hilltop of Nedunganda. The institution has a well-defined plan for enhancing the facilities needed to support the teaching and learning activities. The institution is equipped with modern facilities and learning resources to achieve academic excellence according to its vision, mission and strategic plan. SNTC continues to excel in its commitment to teaching, learning, research and extension services. The college has a built-up area of 2589.51 sq. m in 3 structures.

- A well-designed administrative building and a number of other amenities, including the Principal's room, Office room, Staff room, IQAC room, Smart Classrooms, Multipurpose Hall/ auditorium, Seminar Halls, IT lab, Method labs, Co-operative Store, SUPW room, Fitness Centre, Library, Washrooms, Rest rooms, Playground and Garden.
- A well-equipped Computer Lab having 25 computers with internet facility, printer, and necessary softwares.
- College Management Information System (MIS)
- Fully automated central library with full time browsing centre including 30 computers.
- Wi-Fi networking with 500 Mbps bandwidth.
- Effective modern ICT resources like LCDs in multipurpose auditorium, seminar halls, technology lab, Reprographic centre and classrooms.
- Interactive boards, visualizers, TV, Educational CDs are also made available to faculty members and students.
- Online Public Access Catalogue (OPAC) terminals are available in the library.
- Membership in N-List digital resources.
- Library has a reading space having a seating capacity of 50 students.
- Well-equipped laboratories in the departments of Physical Science and Natural Science.
- Well-furnished hostel facility with occupancy of 30 students.
- Ensures that the infrastructure facilities meet the requirements of the differently abled students.
- Recreational facilities like gymnasium, yoga centre, along with sports facilities like cricket, football,

basketball, table tennis and badminton.

- 5 kW roof top solar system.
- Rainwater harvesting system, tube well and public water system are set to meet the water requirements of the institution.
- Full-fledged media studio for e-content development

The regular maintenance and upkeep of the infrastructure facilities and equipment is done through annual maintenance system. Adequate budget is allocated for the augmentation and maintenance of the infrastructure facilities.

Student Support and Progression

Students are the prime factors in the educational system and hence the institution pays utmost care in catering the needs of the students. In order to enhance the skills and capabilities, an array of programmes is organised by the institution. Each year, the college offers a number of Webinars, Workshops and Seminars to enhance the academic, organizational and technical skills of the student teachers. The college maintains a grievance redressal cell constituted as per the guidelines of UGC and adequate measures are taken by the committee to resolve the grievances, if any. The college provides nominal amount of financial assistance to eligible students from economically and socially backward sections. The college provides adequate facilities for the students including recreational facility, first aid, safe drinking water, hostel, separate rest room for boys and girls, gymnasium etc. In the year 2022, the college has started *NSS* (National Service Scheme) funded by the Government of Kerala.

The institution also provides proper guidance to students for preparing for various teacher eligibility tests. There is remarkable performance in the pass percentage of Teacher Eligibility Tests including KTET, CTET, NET and SET. The college ensures representation of students in different bodies of the college such as students' union, membership in various cells/ committees/ clubs. Every year, the student teachers are given opportunity to take initiatives in organizing student workshops/ seminars and webinars and thereby develops the organization skills among prospective teachers. The college has a registered *Alumni Association (Reg. No. SN TVM/TC/393/2022)* and the college conducts Alumni Day every year on the Second Saturday of January. The Alumni contributes a lot in the form of various endowments and awards including the award for the Best Outgoing Student and Best Union Member of the academic year and are presented to the winners on the Alumni Day. Based on the donations from alumni members, an Alumni fund is maintained, whose interest is utilised for college welfare activities. Thus, the Alumni Association plays a significant role on nurturing the development of the institution to a large extent.

Governance, Leadership and Management

The college adheres to the words of the great saint Sree Narayana Guru, "*Enlightenment through Education*" as the vision stated by the college. The institution emphasizes provision of value embedded quality

education through the implementation of technological advancement, effective pedagogy and method of evaluation, and thus nourishes the multidimensional global competencies of future teachers. The college decentralizes its functioning with regard to the decisions of the governing body, which constitutes the Management, RDC (Regional Development Committee), Principal, teaching and administrative staff, students, parents and all stake holders related to quality enhancement of the institution. The college maintains transparency in the financial functions by conducting annual auditing process undertaken by Sree Narayana Trusts, Deputy Directorate of Collegiate Education, Kollam, Accountant General Audit and Internal Audit process by the chartered accountant. The college prepares Strategic Plan regularly based on the vision and mission of the institution and core values, and is prepared in consultation with all the stake holders concerned. The college ensures the effective functioning of all the bodies in terms of policy making and implementation. The institution strictly adheres to the norms and regulations of UGC, NCTE, State Government and University in maintaining the appointment and service condition of the staff.

As part of e-governance, the college implemented Management Information System (MIS) in the year 2022 and Biometric Digital attendance system from 2015 onwards. The administrative aspects of the system are digitalized through the government portals, and the admission procedures and examination system of students are managed by the software developed by the University of Kerala.

During the last five years, all the teachers have successfully completed orientation and refresher courses within the time limit. The IQAC of college took initiatives to conduct curricular and co-curricular enrichment activities for students, regularly monitor and evaluate the performance of students as well as teachers and administrative staff, prepare annual academic and administrative audit reports, AQAR etc., and organize quality enhancement programmes for both teaching and non-teaching staff. The college takes appropriate welfare measures for students, teaching and non-teaching staff.

Institutional Values and Best Practices

As part of the institutional values and social responsibilities, the college adopts environment friendly practices such as energy conservation, rainwater harvesting, waste management, green practices etc. The institution has implemented a 5 kW **Rooftop Solar Power Plant** in the year 2017, with the financial aid from UGC. The college has constructed Rainwater Harvesting System in the year 2010, with the financial aid from the state government. Being on a hilltop, the college is frequently faced with water scarcity and hence, apart from the public water supply resources, the college has constructed a tube well in the year 2021 with the financial aid from the ground water department, Government of Kerala. In order to enhance the energy conservation policy of the college, the management plans to upgrade the solar power plant system with more panels.

The college follows separate policies for disposing solid waste, liquid waste, e-waste and plastic waste. A **Biogas Plant** is set up in the college. The plastic waste of the campus is properly collected by Harithakarmasena of the local panchayat. The college takes initiative in maintaining green auditing and energy auditing at regular intervals. The college is situated in a rural coastal village near Anjengo and hence, the extension services and activities of UBA are organized in collaboration with the panchayat. The institution, as part of the quality initiative, organized two best practices.

- 1) The **Student Empowerment Programme (SEP)** focuses on the overall development of the students by integrating various activities and programmes through curricular, cocurricular and extracurricular activities.
- 2) '**Sneha poorvam**' programme intended to provide different services in the immediate community including

awareness campaign, community surveys, training sessions, rendering a helping hand in the form of food donation and community services such as environment protection activities.

The institution is distinct from the other teacher education institutions by providing a value embedded programme for the students named '*Athamadarsanam*'. The programme offers value-oriented philosophical thoughts, rooted on Guru's philosophy, imbibed from Indian culture and tradition, irrespective of caste, colour, religion etc. These programmes are organized under the initiatives of Sree Narayana Study Centre of the college.

Research and Outreach Activities

The institution encourages teachers and students to organize activities related to research, innovation and outreach. The college has been sanctioned with research projects funded by ICSSR, Industries Department of Government of Kerala, Kerala Women's Commission, Kerala State Council for Science, Technology and Environment (KSCSTE) etc. The college has conducted periodic National level, State level and Regional level Seminars and Conferences for encouraging students and faculty to publish articles and establish collaboration for research activity. The faculty members have bagged awards for their paper presentations in research conferences at various levels.

From 2006 onwards, the college publishes 'Gurujyothi Research and Reflections' (ISSN: 0976-0865), the biannual peer-reviewed journal, approved by the University of Kerala. Majority of the faculty members in the college have published research papers and articles in UGC Care listed journals and other reputed peer-reviewed national and international journals, chapters in edited books and papers in National and International conference-proceedings during the last five years. More than 25% of the teachers are recognized as approved guides by the University of Kerala.

The extension and outreach activities organized by the college sensitize the students towards social issues and inculcate values and commitment to the society. The active role in the flood relief programmes during the Kerala Flood 2018, involvement in COVID-19 prevention initiatives such as preparation and distribution of masks and sanitizer for the villagers nearby the college, economic support for online educational facilities during the COVID period, financial support for orphanages and CFLTC during the pandemic period, online awareness campaigns etc. constitute the significant outreach activities organized by the college within the past five years. Majority of the activities are integrated with the curriculum and part of Student Empowerment Programmes (SEP) of the college. The college organized a community-based programme named 'Snehapoorvam', which intends to provide a helping hand for the needy people.

Collaboration with various institutions including government and non-government organizations such as SCERT, SIET, SIEMAT, special education institutions, skill development centres, local self-government initiatives etc. helps the prospective teachers to develop a more realistic perspective on the learning experiences

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SREE NARAYANA TRAINING COLLEGE
Address	SREE NARAYANA TRAINING COLLEGE, NEDUNGANDA VARKALA THIRUVANANTHAPURAM
City	TRIVANDRUM
State	Kerala
Pin	695307
Website	www.sntrainingcollege.edu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Sheeba P.	0470-2602353	9497851643	0470-2602353	sntcned@gmail.com
IQAC / CIQA coordinator	Sangeetha N.r.	0470-	9895395892	-	dr.sangeetha@sntrainingcollege.edu.in

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
-----------------------	--

State	University name	Document
Kerala	University of Kerala	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	20-06-1958	View Document
12B of UGC	20-06-1970	View Document

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
NCTE	View Document	03-06-2022	24	

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	SREE NARAYANA TRAINING COLLEGE, NEDUNGANDA VARKALA THIRUVANANTHAPURAM	Rural	1.46	2589.51

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BEd,Education	24	Degree	English,Malayalam	110	108

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	1				2				9			
Recruited	0	1	0	1	1	1	0	2	2	7	0	9
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				4			
Recruited	0	0	0	0	0	0	0	0	2	2	0	4
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				8
Recruited	3	1	0	4
Yet to Recruit				4
Sanctioned by the Management/Society or Other Authorized Bodies				3
Recruited	1	2	0	3
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	1	0	1	1	0	1	4	0	8
M.Phil.	0	0	0	0	1	0	1	1	0	3
PG	1	0	0	1	1	0	1	4	0	8
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	2	0	2
M.Phil.	0	0	0	0	0	0	1	0	0	1
PG	0	0	0	0	0	0	3	3	0	6
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	7	0	0	0	7
	Female	101	0	0	0	101
	Others	0	0	0	0	0
Certificate / Awareness	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	2	1	2	6
	Female	15	20	17	7
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	3	0	0	0
	Others	0	0	0	0
OBC	Male	4	6	3	2
	Female	57	44	55	66
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	16	29	23	17
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		97	100	100	98

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Sree Narayana training college is affiliated to the university Kerala and hence the college follows the curriculum prescribed by the University. The institution is prepared to provide a holistic Multidisciplinary Education for the society and thereby uphold the mission of the institution "Enlightenment Through Education." Since the programme offered by the institution is prepared by the University, the designing of the programmes of study has been limited at the institutional level. Being an affiliated college, the recognition and implementation of a course is under the purview of University and the University and the state government is in the initial stages of the
---	--

implementation of NEP 2020 and the college is also ahead of planning 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 Teacher education programme, with the adjoining affiliated college located at Varkala. In a move towards the multidisciplinary curricular transformation, the institution has been 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 focuses a multi disciplinary form of education. The prospective teachers are encouraged to initiate various minor projects related to education from multidimensional subjects. The value oriented programme offered by the institutions as a best practice of the institutions tries to embed the wholistic development of human prosperity by integrated the values laid down by all as Holy Scriptures irrespective of the caste, colour or creed. Apart from the value based courses and minor projects, the institution is planned 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 the best practice 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.

2. 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 of the state are at the verge of revamping the existing academic structure as per the recommendations of the policy. Hence, suitable action will be followed by the institution afterwards.

3. Skill development:

Sree Narayana Training College being a professional educational institution, provide utmost care for value orientation and the vocational education competencies in the concerned field. Though not directly in alignment with NSQF (National skills qualifying frameworks) suggested by Ministry of India, institution offers various

certificates courses and programmes to enhance soft skills and vocational education competencies among student teachers. As part of skill enhancement programme, the Institution offers certificate courses in soft skill training, communication skill development, certificate course in vedic mathematics, to enhance mathematical and computational skills. Apart from the various certificate courses, institution offers value oriented programmes as a distinctive feature of the institution. Various programmes organised as part of the SEP (Student Empowerment Programme) ensures the development that human values as well as various skill required for the personal and professional life of a prospective teacher. Every year the programme adopts various practices in order to enhance the required skills such as organization of community extension services, organisation of webinars, seminars and work shops 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 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 the skill development in view of NEP, 2020 Student Empowerment Program(Sep) The student empowerment program(SEP) focuses on the overall development of the students including the 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 includes 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 programs that foster the development a community includes "snehapoorvam" that provide social, economic support for the needy in the community..

4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using

The Indian Knowledge System (IKS) characterizing three outcomes such as creation of new knowledge,

online course):	<p>wisdom to use the right knowledge in right time and place and skill sets to get the proper results of knowledge in real life are part of Teacher Education System. The curriculum envisaged by the University of Kerala is equipped to obtain the above said outcomes through appropriate integration of various curricular strategies in the teaching learning process. The medium of instruction suggested in the curriculum allows ample opportunity for the students to develop and use the knowledge and skills they acquired in the classroom environment. Majority of the theoretical and practical knowledge are transacted through both English and Mother tongue. Also, the students are permitted to submit the required assignments in both languages too. The examination conducted by the University as well as the internal examination of the college also permit the students to attend the examination either in English or mother tongue. In order to preserve and transform the 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 Indian Knowledge system in the teacher education curriculum. The major celebrations are Onam, celebration of Malayalam Bhasha Dinam, Inter-optional Manuscript Magazines in regional languages. The organization of cultural fests and art fest fests will help the students to acquire knowledge and perform about various art forms in India. Along with this, the revised B. Ed. curriculum also provides opportunity for knowing Indian traditional Art forms and 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 organization of Workshops on Art and Aesthetic Education based on Indian Traditional Art forms is one of the institutional practices.</p>
5. Focus on Outcome based education (OBE):	<p>The institution has taken every possible effort to transform the B. Ed. Curriculum towards OBE. The institutional outcome based education has been</p>

designed in accordance with the vision and mission of the institution. It is in alignment with curricular vision prescribed by the University of Kerala and the curriculum envisages empowerment of prospective teachers with value embedded and competency based the teacher education curriculum, to equip them to be professionally competent, adaptable and socially committed to meet the challenges in a knowledgeable society. The outcome based education always follows Program Learning Outcome (PLO) and Course learning outcome (CLO) of the programme. Both the outcomes are achieved through curricular transactions involving School based and college based activities and also through extracurricular co curricular activities involving community oriented services. In order to ensure the attainment of the expected outcomes through various problems and activities the following attributes were prepared: Pedagogical content knowledge Adaptability Ability to develop innovative teaching strategies Technological competency Professional ethics and commitment Acquisition of professional and personal skills Competency in evaluation practices Efforts made by the institution to capture the Outcome Based Education in Teaching learning Process The following efforts were made by the institution to capture the OBE in teaching learning process: • Provision of opportunities for the students through through the organization of job fair. • Provision of Resource talks, Seminars on various aspects of education in the contemporary Scenario • Organization of Workshops for enhancing skill based training for the students to equip them to prepare for the global educational perspective. • Organization of institutional visits to supplement the first hand experiences • Opportunities of competitive programmes • Applying innovative strategies in classroom oriented action researches. Outcome Based Education practice in view of NEP 2020 The institution organizes Resource talks for the prospective teachers to enrich their competencies in various aspects of education. The Resource session are organized as webinars and seminars. The resource talk organized on multidimensional aspects including curricular and other aspects ensures qualitative enhancement of a teacher. The participatory learning approach provided during the session provides learning experiences in a different way.

6. Distance education/online education:

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

Extended Profile

1 Students

1.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
193	199	198	190	184
File Description		Document		
Institutional data in prescribed format		View Document		

1.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
100	100	100	100	100
File Description		Document		
Letter from the authority (NCTE / University / R		View Document		
Institutional data in prescribed format		View Document		

1.3

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

2021-22	2020-21	2019-20	2018-19	2017-18
40	40	40	40	40
File Description		Document		
Institutional data in prescribed format		View Document		
Central / State Govt. reservation policy for adm		View Document		

1.4

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

2021-22	2020-21	2019-20	2018-19	2017-18
96	99	98	91	90
File Description		Document		
List of final year students with seal and signat		View Document		
Institutional data in prescribed format		View Document		

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

2021-22	2020-21	2019-20	2018-19	2017-18
93	98	97	89	84
File Description		Document		
Institutional data in prescribed format		View Document		
Consolidated result sheet of graduating students		View Document		

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

2021-22	2020-21	2019-20	2018-19	2017-18
97	100	100	99	94
File Description		Document		
Institutional data in prescribed format		View Document		
Enrollment details submitted to the state / univ		View Document		

2 Teachers**2.1****Number of full time teachers year wise during the last five years..**

2021-22	2020-21	2019-20	2018-19	2017-18
13	12	12	12	12

File Description	Document
Institutional data in prescribed format	View Document
Copy of the appointment orders issued to the tea	View Document

2.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
16	16	16	16	16

File Description	Document
University letter with respect to sanction of p	View Document
Any other relevant information	View Document

3 Institution

3.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
6.25	3.52	3.79	3.49	3.80

File Description	Document
Audited Income Expenditure statement year wise d	View Document

3.2

Number of Computers in the institution for academic purposes..

Response: 60

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

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Planning

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

Response:

The institution ensures effective curriculum delivery through a well-planned and documentation process. Different steps followed by the institution for planning and/ or reviewing, revising curriculum and adapting it to the local context are as follows:-

- The Annual Academic Calendar is prepared according to the University Calendar prior to the commencement of the academic year, incorporating the decisions taken in the in-house curriculum planning meeting. Mid-course corrections and subsequent amendments are incorporated and periodical monitoring is done.
- Semester wise syllabus of each subject for the academic session is provided to the students. The curricular, co-curricular and extra-curricular activities are conveyed timely and made available to the students.
- Timetable is prepared prior to the commencement of the academic year by the principal of the college and the academic coordinator, in consultation with other faculty. Theory and Practical classes are held according to the timetable and is published in the college notice board.
- Internal Examinations like Class tests, Mid-Semester Examination and Model Examination are conducted to check whether the students have acquired knowledge as outlined in the objectives of the curriculum.
- ICT assisted teaching-learning processes are used for effective curriculum delivery. Conventional classroom teaching is blended with reasonable use of ICT to make the teaching- learning process more learner-centric. ICT assisted learning, experiential learning, participative learning & problem Solving method are also used for effective curriculum delivery.
- Remedial/ special classes are conducted for low achievers. Advance Learners are encouraged to do additional works and all students are made to solve previous years' University question papers.
- A curriculum planning meeting is held at the end of each academic year to review the implementation of the curriculum and for the fruitful planning and implementation of the activities to be performed during the upcoming academic year. Based on the prescribed curriculum by the University, each department plans its activities including scholastic and non-scholastic for the next year.
- Semester wise Feedback is collected from students on the effectiveness of curriculum delivery. After analysis of the feedback, necessary steps are taken for improvement.

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

1.1.2 At the institution level, the curriculum planning and adoption are a collaborative effort; Indicate the persons involved in the curriculum planning process during the last completed academic year 1. Faculty of the institution 2. Head/Principal of the institution 3. Schools including Practice teaching schools 4. Employers 5. Experts 6. Students 7. Alumni

Response: B. Any 4 of the above

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

1.1.3 While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes(CLOs) for all Programmes offered by the institution, which are stated and communicated to teachers and students through 1. Website of the Institution 2. Prospectus 3. Student induction programme 4. Orientation programme for teachers

Response: A. All of the above

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

1.2 Academic Flexibility

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

Response: 100

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

2021-22	2020-21	2019-20	2018-19	2017-18
6	6	6	6	6

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

2021-22	2020-21	2019-20	2018-19	2017-18
6	6	6	6	6

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

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

Response: 1.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
01	01	00	01	03

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

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

Response: 37.55

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

2021-22	2020-21	2019-20	2018-19	2017-18
97	100	58	55	52

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

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

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

Response: A. All of the above

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

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

Response: 1.76

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

2021-22	2020-21	2019-20	2018-19	2017-18
5	5	4	1	2

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

1.3 Curriculum Enrichment

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

Response:

To provide a fundamental or coherent understanding of the field of teacher education to the students, the college conducts Curriculum and Course Orientation, which gives the students a thorough awareness about the knowledge, skills, attitude, competence and commitment to face the challenges of the 21st century. The effective transaction of curriculum and pedagogic courses moulds them into techno-pedagogically competent teachers and develops teacher-identity required of a professional. The effective delivery of Techno-Pedagogic Content Knowledge (TPCK) Analysis prepares the student teachers to teach with technology, and enables them to apply the learned concepts and competencies in the real life scenario.

In order to provide the procedural knowledge that creates teachers for different levels of school education skills, the college conducts School Induction Programme during Semester I to provide the student-teachers an opportunity to have experiences with the functioning of the school and to acquaint with the school environment and its day-to-day functioning. Also, orientation to Semester III students on Practice Teaching is conducted to familiarize them with their roles in the practice teaching schools and participate in all the school activities. This makes the students aware of the professional capacities, teacher sensibilities and skills as teachers.

To develop the capability to extrapolate from what the student-teachers have learnt and to enable them to apply acquired competencies, the institution organises School Internship with effective co-operation from practicing schools. This leads to the development of a broad range of perspectives, professional capacities, teacher sensibilities and skills among prospective teachers. The students are oriented to take Minor Research Projects in a phased manner under the guidance of a supervisor. Classes and workshops on Art Education are conducted to help the student-teachers realize the role of art forms as transactional strategies in classroom instruction for enhancing learning and creativity.

In order to provide the essential skills/ competencies, the institution implements microteaching practices included in the curriculum so as to equip the prospective teachers in developing their teaching skills. The students do Socially Useful and Productive Work (SUPW) to enhance their skills and nurture their passion. This programme involved planning and executing productive work, developing social sensitivity, seeking support from the locality, sensitizing with dignity of labour, etc. Community Living Camp is organized

including programmes for the development of personal and social skills, social-relational sensibilities and effective communication skills, practicing democratic living, and providing chances for community work.

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

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

Response:

Sree Narayana Training College, Nedunganda familiarizes students with the diversities in school system. The School Induction programme is conducted to provide the student-teachers an opportunity to have primary experiences with the functioning of the school. This gives them an opportunity to acquaint with the school environment and its day-to-day functioning, and to see the learning facilities in the school.

The institution implements the curriculum of the University of Kerala in such a manner as to impart the idea of teacher education as a professional learning under a global canvas. The teacher of today is portrayed as one who possesses the skills and competencies needed for the 21st century to transact the content. The act of teaching not just confined to a local student, but even a student residing in the remotest corner of the world with widely varying interests and abilities. The functioning of various Boards of School Education and the different systems of assessment are familiarized to the students through the efficient transaction of the curriculum.

During practice teaching, classes were taken for students studying in CBSE and State syllabus. This was done to acquaint the students teachers with the pedagogical practices in various boards of school education.

School teachers from various boards of school education were invited to conduct demonstration classes for the students. The curriculum of each subject includes the development of a proper value system based on the cultural, social, political and moral bases of Indian society. Value inculcation is also made by means of the activities of various clubs functioning in the college.

A comparative perspective of education worldwide, based on the school systems in Japan, USA, UK, Finland and Canada, with special emphasis to secondary curriculum approaches, transactional strategies and learning outcomes, specific to one's chosen specialization, are also transacted to the students in an

effective manner.

During School Internship, besides classroom teaching, the students teachers actively participate in various activities in the practice teaching schools like mentoring, time-table preparation, student counselling, assessment of student learning through home assignments and tests, organizing academic and cultural events and maintaining documents. This prepares them well to be familiarized with the diversity in school system, as they undergo practice teaching in different schools during the third and fourth semesters.

In the midst of the pandemic situation and the changing lifestyles, the future of education also lies in question. But education still acts as an instrument for changing the minds, the civilizations, and the world. It is in this occasion that an International Webinar entitled 'TIME TO SHAPE THE FUTURE OF EDUCATION' was conducted on 25 September 2020 in the Google Meet platform. It was intended to highlight the role of education in acting as an instrument for changing the minds, civilizations, and the world. The resource person of the webinar was Ms. Urnaib Shamshad, Mentor in the New York Academy of Sciences, USA, PGT (Chemistry) in Ministry of Education (UAE).

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

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

Response:

Sree Narayana Training College organizes a variety of learning experiences for the students including curricular, co-curricular and extra-curricular experience in order to enhance an overall development of each prospective teacher. The various learning activities are intended to make them understand the interconnectedness of the learning experiences that enable to enhance the professional competency of the learner. During the academic year, all the activities planned were related to the vision and mission of the institution, that is, by upholding value embedded quality education through value oriented learning experiences. The institution takes much effort to enable students to develop understanding of the interconnectedness of the various learning engagements and to make them ready for the professional field.

The teaching learning experiences provided to students emphasized the development of a good teacher pupil interaction. Majority of the activities done focused on paying individual attention to students by

catering the diverse need of the students. The practical experiences provided to the students including teaching practices and skill development classes tried to integrate the technical competency of student teachers as a part of professional competency development in the present-day context. School Internship, which is a part of the curricular area of 'Engagement with the Field', conducted in two phases, led to the development of a broad range of perspectives, professional capacities, teacher sensibilities and skills among the prospective teachers.

The research project always improves the skill and curiosity of a teacher as well the learner. The proper guidance and evaluation strategies adopted by the institution, was able to kindle the spark of their inner spirit of inquiry. The true spirit of inquiry among teachers is the essential aspect of the noble profession. In Sree Narayana Training College, the students are well directed and oriented to take Minor Research Projects as part of their curricular work. During the fourth semester, students complete and submit research reports in their pedagogic and educational subjects with innovative ideas and having high impact in policy making.

The need for possessing professionalism and professional ethics is conveyed to the students through various means of classroom instruction so as to provide quality education and inculcate good values among the learners. Faculty Members are very particular in building value based, society centred, ethically sound and a professional research culture among our students. The faculty themselves lead by example and serve as role models to the students to understand the real spirit of professionalism as a teacher.

Numerous webinars were organised and successfully conducted by Sree Narayana Training College, Nedunganda, on multiple perspectives, for keeping the student teachers well updated in contemporary topics/ issues. These sessions helped the student teachers to develop their horizon of knowledge and information that necessitates the enhancement of professional competency in future teachers.

The achievement of students in qualifying tests of teaching eligibility is considerable in all years. Majority of students qualify in Teacher Eligibility Tests including NET, SET, C-TET, K-TET etc.

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

1.4 Feedback System

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

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

Response: A. All of the above

File Description	Document
Sample filled-in feedback forms of the stake holders	View Document
Paste link for additional information	View Document

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

Response: B. Feedback collected, analysed and action has been taken

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

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

Response: 98

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

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

Response: 85.5

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

2021-22	2020-21	2019-20	2018-19	2017-18
35	35	35	34	32

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

2.1.3 Percentage of students enrolled from EWS and Divyangjan categories during last five years**Response:** 1.02**2.1.3.1 Number of students enrolled from EWS and Divyangjan categories during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
3	1	1	0	0

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

2.2 Honoring Student Diversity

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

Response:

To identify the student diversity, various programs are organised by the college during the initial stages. Different categories of students with various needs are addressed through various activities. An Entry level Teacher Attitude test TAS (Teacher Attitude Scale), Talks by eminent professors and subject experts, self introduction of the candidates, socio economics status profile, class PTA organisation, content knowledge analysis of the student at the initial stages, talent hunt programs are some of the initiative adopted by the institution to identify and address students with the differential needs. At the entry level the teacher attitude test your test is administered by the faculty of Educational Psychology to identify their readiness and attitude towards the teaching profession. Usually the college organizes resource talks by eminent persons in the field of education during the initial stages of the course in order to motivate them to become the best teachers. During the initial phase of the course, the student teachers have to introduce themselves as an ice breaking session among themselves and teachers. The programme helps the teachers to identify the skills as well as inhibitions if any among the students. Apart from this, the teachers identify the students social economic status in order to provide adequate counselling to support any kind of economic as well as social encouragement. The beginning of the academic year is marked by a class PTA by the subject teachers and it helps to interact with the parents through an informal conversation and the process helps the teacher to identify the student a little more personally. To know the subject competence of the student teachers is, the optional teacher conduct a test on content knowledge analysis and based on the analysis adequate remedial strategies are adopted by the teacher to enhance there subject knowledge. The talent hunt programs organised as part of the ice breaking session organised by the teachers helps to know the

multi dimensional task and skills of the learners. All these programs are conducted during the initial phase of the course so that a teacher can assess a learner personally socially and academically and this helps the teacher to acquire their readiness to undergo such a professional course.

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

2.2.2 Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through 1. Mentoring / Academic Counselling 2. Peer Feedback / Tutoring 3. Remedial Learning Engagement 4. Learning Enhancement / Enrichment inputs 5. Collaborative tasks 6. Assistive Devices and Adaptive Structures (for the differently abled) 7. Multilingual interactions and inputs

Response: A. Any 5 or more of the above

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

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

Response: As an institutionalized activity in accordance with learner needs

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

2.2.4 Student-Mentor ratio for the last completed academic year	
Response: 19.3	
2.2.4.1 Number of mentors in the Institution	
Response: 10	
File Description	Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.3 Teaching- Learning Process

<p>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</p> <p>Response:</p> <p>Multiple modes and approaches are adopted by Teacher Educators that caters to the needs of the student teacher. The mode selected depends on the content, the objectives, the difficulty level of the content and the individual learning. The mode for the different topics is also highlighted in the syllabus. Teacher Educators either adopt that, if found effective or would move to the most appropriate modes of teaching. Sometimes a combination of different modes would be required to satisfactorily convey the topics to student teachers. Anyhow there will be a logic and a rationale in the selection of the mode of teaching. <i>Experiential learning strategy</i> is provided during Pre-practice teaching phase and during Internship. <i>Discussion, Demonstration, Criticism</i> classes are all giving live experience to students on how to handle classes. Internship, School Induction Program are also providing live and real experiences to the students. <i>Micro teaching sessions</i> are simulated learning situations through which students acquire different teaching skills. These classes by student teachers are video recorded which provides an insight later on for students about their skills in teaching. It also provides them a chance to understand their weaknesses though feedback is given by peers and teacher educator instantly. <i>Seminars, Assignments, debates</i> etc. give chance for participatory learning. Students prepare assignments themselves in groups and individually on topics assigned to them from syllabus and present papers based on these topics. Discussions also follow after the presentation where the presenter would clear the doubts raised by the students. Any interference from the part of the Teacher Educator would be an added advantage for the students. All doubts would be cleared in a better way by the teacher concerned. While planning lesson for Internship, Discussion, Criticism etc. there is much chance for brainstorming, problem solving and for acquiring many critical skills. Classes had to be conducted online during pandemic. Micro Teaching, Discussion lessons, Demonstration, Criticism classes were all conducted via Google Meet. Even Internship was done online as schools were also closed during the period. Blended learning mode was practiced even before that and is still helping teacher educators and students to the maximum. Student teachers too make <i>use of ICT</i> during Internship and in the preparatory phase. They use ICT while presenting Seminar papers too. <i>Video recording, Script writing</i> are practiced as syllabus demands these skills also to be imbibed by the students.</p>

Capacity Building Program which is mentioned in the syllabus helps students to enhance their communication, soft skills, problem solving skills etc. thereby increasing their mental capacity. Virtual tour had to be done as **Field Trips** were not allowed by the University during Pandemic. The students had the opportunity to learn about Virtual Tours, how to conduct it, and also were able to understand and experience the wonderful feelings of such a tour. Different modes of teaching are adopted simultaneously by the institution for different subjects and topics as the situation demands. This helps students acquire the knowledge and skills in a better, easy and effective way very interestingly.

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

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

Response: 34.43

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

2021-22	2020-21	2019-20	2018-19	2017-18
7	7	7	0	0

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

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

Response: 100

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

Response: 193

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

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

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

Response: B. Any 3 of the above

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

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

Response:

Institution offers mentoring in a very effective and appropriate way. Students who belong to different cultural, socioeconomic background and who are skillful in different areas when put in a group would facilitate each other. When guided and advised by a Mentor who can help them reach further ahead, things would become easy for them -educationally, socially, skillfully. Students are randomly selected and put in groups under the supervision of a mentor, who is a faculty of the institution. Students, who belong to

different categories in terms of their abilities when come together work as a team under the guidance of the mentor. The team members help each other in their cognitive as well as skillful activities. Together they participate in SUPW Activities, Arts etc. Students, who are weak in communication and other curricular and co curriculars activities are helped by the peers to perform well. Every year there is a retreat program, in which together they perform the activities which would give each of them a feeling of satisfaction and confidence to do better. The mentor would also guide them in areas where they mingle with colleagues and authorities with respect to their humbleness, respect and courtesy. Many times, the mentor turns to be a counsellor who deal with their personal issues and would guide them to lead a stress free life. They will be advised on how to reduce anxiety and fear in their personal and student life. Students are also made to attend classes by Psychologists. Seminars in these areas are also arranged so that students can attend that, talk to them personally and keep a mental stability. These students who belong to different family background, socio economic status etc. face many problematic issues including poverty, separated parents, alcoholic father, drug addicted members of family, divorcee themselves as most of the students are married. So mentoring and through the mentors counselling would help them find a reconciliation. They would also be advised about moving towards a career. They are often made to attend Career Guidance Program. On the initiative of the Guidance and Counselling Cell of the college, such program are also arranged in the college for the students. Placement Drive is also conducted as part of this where nearby schools approach to check the skills of our students and offer opportunities. Students who become selected are offered perks and salaries which help them to overcome their financial issues . Keeping in view on how to improve the knowledge base of students, cognitive activities such as healthy discussions, debates on current affairs in the field of education is also a part of mentoring. Student teachers also get an opportunity to know about each other so deeply so that they come to understand their peers abilities and weakness. This would become the root cause for the improvement of one' s character, skills, abilities etc. This would also put an end to many of their problems, which are personal or academic.

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

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

Response: A. Any 5 or more of the above

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

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

Response:

The teaching-learning process in Sree Narayana Training College is well planned and executed in order to assure that it fosters creativity, innovativeness, intellectual and thinking skills, empathy, life skills etc. among students. Two cases are discussed here, which showcase how these virtues are nurtured by teachers among students through the teaching- learning process, along with its impact on students.

CASE-1

Ms. Sruthy S. A. won the First Prize for the Paper Presentation on Action Research in the Inter Training College Research Paper Presentation Competition organized by Peet Memorial Training College, Mavelikara, on 18 September 2020.

Ignition : The student-teachers had to take up a Minor Research Project/Action Research/Case Study during the course on a socially, academically and contextually relevant topic. In order to acquaint the students with the minor research project, the college organized a training programme on 30 July 2020. The resource person was Dr. Smitha S., Assistant Professor in Sree Narayana Training College, Nedunganda. She delivered an eminent class on minor research project which included case study, action research and survey research. The session was highly effective and the students had a constructive engagement with the resource person. Ms. Sruthy S. A., a student of Sree Narayana Training College, while in search of an appropriate topic for her minor research project, was awakened to the lack of Malayalam literacy in students. She was shocked to find that, even though Malayalam is their mother tongue, many students did not know basic alphabets in the same. She had started this as merely a compulsory project, but it soon led her to a vital mission.

Extension : The main problem she saw among the students was that they did not know how to read and write the Malayalam alphabets accurately. The students' lack of knowledge of the Malayalam alphabets became apparent through class observation and going through their books. The main problem, as deduced, was that the students had not gotten a proper understanding of Malayalam since their primary classes. Hence, the problem was discussed with the supervising teacher of the project Dr. Sangeetha N. R., Assistant Professor in Sree Narayana Training College, Nedunganda, and an action plan called

'Othirineram, Orothirikaryam' was devised to properly address the issue.

With the help of the school teachers, students from high school who could not read or write the Malayalam alphabets were identified. Ten children attended the class, and they exactly followed the instructions given by the teacher. After the class, which extended up to 25 days, there was a general parents' meeting. The parents expressed their gratitude to Ms. Sruthy S. A. for enabling their children to read and write the alphabets properly.

Culmination: The fruitful and gratifying result of the Action Research prompted Ms. Sruthy S. A. to present it as a paper in the Inter Training College Research Paper Presentation Competition organized by Peet Memorial Training College, Mavelikara, on 18 September 2020. As the reward for her hard work and sincerity, Ms. Sruthy S. A. reaped the First Prize for the Paper Presentation on Action Research.

CASE-2

Ms. Divyasree S. won the First Prize for the Video making Competition for COVID-19 Awareness under Unnat Bharat Abhiyan at the RCI level, on 15 August 2021.

Ignition: The developing, scripting, shooting, editing and uploading of a video in blog/ YouTube for 5 to 10 minutes duration was a mandatory work included in the B.Ed. curriculum. For giving proper orientation to student teachers regarding video making and e-content development, a webinar was conducted by the college on 13 April 2021 on the explanation of video creation and multimedia applications. The resource person was Dr. George Varghese, Assistant Professor in Education, Mount Tabor Training College, Pathanapuram. Another webinar was conducted on 26 April 2021 to give the student-teachers an idea regarding e-learning and e-content development. The resource talk was led by Dr. Velayudhan Nair T., Assistant Professor in English Education, Peet Memorial Training College, Mavelikara. These sessions were worthy enough to provide a clear awareness to the student teachers on video making and econtent development. An intimation regarding the Video Making Competition for UBA Institutions under selected themes related to COVID-19 was received as an email communication to the college on 07 July 2021. This was conveyed to the student teachers. Ms. Divyasree S. was passionate about video making and the development of e-content. She planned to develop a video on COVID-19 Awareness as part of the competition.

Extension: Ms. Divyasree S., being a student teacher who was an avid learner of Child Psychology and who was inspired from the Psychology lessons provided in the college, decided to visualise the theme 'COVID-19 Awareness' from the perspective of the students. She ruminated about the changes observed in children in the neighbourhood houses before and during the COVID pandemic period. She collected information about the changes from their parents as well. Then she referred all the currently running news reports on the impact of COVID-19. She found that children were not given much focus in these news reports. She came across the news of a child who committed suicide on account of her low academic performance during the COVID period. This made an impact on her and she decided to make a video based on this incident, and to suggest measures to prevent another spike in the suicidal rates of students. The video was an eye-opener as it signified the importance of children's health and life style, and the consideration to be given to them.

Culmination : On 13 August 2021, the college received an email from UBA communicating that the entry for Video Making Competition submitted by Ms. Divyasree S. from the college had won the First Prize at the RCI Level and made it to the National Level Competition. On the 75 th Independence day on 15 August 2021, UBA officially declared the result. The YouTube link of the prize-winning video is attached. <https://youtu.be/YYUHR4EDTPU>. A felicitation

programme to Ms. Divyasree S. was conducted on 15 August 2021 for her achievement at the college auditorium.

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

2.4 Competency and Skill Development

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

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

Response: B. Any 6 or 7 of the above

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

2.4.2 Students go through a set of activities as preparatory to school-based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as 1. Formulating learning objectives 2. Content mapping 3. Lesson planning/ Individualized Education Plans (IEP) 4. Identifying varied student abilities 5. Dealing with student diversity in classrooms 6. Visualising differential learning activities according to student needs 7. Addressing inclusiveness 8. Assessing student learning 9. Mobilizing relevant and varied

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

Response: B. Any 6 or 7 of the above

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

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

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

Response: A. All of the above

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

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

- 1. Teacher made written tests essentially based on subject content**
- 2. Observation modes for individual and group activities**
- 3. Performance tests**
- 4. Oral assessment**
- 5. Rating Scales**

Response: A. All of the above

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

2.4.5 Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of 1. Preparation of lesson plans 2. Developing assessment tools for both online and offline learning 3. Effective use of social media/learning apps/adaptive devices for learning 4. Identifying and selecting/ developing online learning resources 5. Evolving learning sequences (learning activities) for online as well as face to face situations

Response: A. All of the above

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

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

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

Response: C. Any 3 of the above

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

2.4.7 A variety of assignments given and assessed for theory courses through

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

Response: A. Any 4 or more of the above

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

2.4.8 Internship programme is systematically planned with necessary preparedness..

Response:

Institution makes effective preparations in planning and executing Internship Program, which is the crux of the Teacher Education Program. Firstly, a teacher educator who is assigned with the charge of internship, *communicates with the DEO* through the Principal of the College regarding sanction of the nearby schools for the Internship. The teacher educator also *communicates with the head of the schools* and gets data regarding their requirement of student teachers. The list of students and schools allotted are prepared after considering the requirement of the school regarding the number of students and subject, convenience of the college, and preference of the student teachers. After availing sanction from DEO, students are allotted to the different schools and the principals are intimated and the list of the students is handed over to the authorities. Details regarding, the internship is given to the school Principals and Teachers which becomes a good *orientation for them about the changes in the Curriculum*. Student teachers are also given orientation at the college regarding their conduct and behavior at the school, preparation for handling classes, interaction with Principals and teachers, conduct of school based practicals and ways of

assessment. They are also oriented about the importance of using modern instructional strategies to be an effective, proficient and expert teacher. Student teachers are also informed about their *rapport with the mentor teacher at school* and how to establish a bond of professionalism and cognitivism. Students are also given an idea about how to do assessments of their students, evaluate each others work and to evaluate oneself. This orientation helps them become a part of the school in academics and even in providing midday meals to children, conducting programs including arts and sports. Students are also given an orientation on discipline, timing, dress code, participation in routine activities of the school and about how they are continuously monitored and evaluated. Students are also clearly informed about the role of teachers in schools. How the teachers there are to be considered, treated in a very respectful way and how they should be made resourceful. Students are to consider them as Mentor teachers. So any issues in the schools -personal and academic need to be discussed with them and they are expected to sought out the problem for the students. Students can also make use of their expertise in the field. They can get resources from them, get to know about the learning experience they share in class, learn about the strategies they use in teaching and in handling students. Students are also directed to get the consent of the concerned teacher in the Lesson Plan they are going to do in the class. Teaching aids are also approved by the mentor teacher before using in the class. During the Orientation students are also informed about the fact that only three times they are monitored by teacher educator but they are monitored and classes are observed daily by the teacher in school.

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

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

Response: 7.38

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

Response: 13

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

2.4.10 Nature of internee engagement during internship consists of

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

Response: A. Any 8 or more of the above

File Description	Document
Wherever the documents are in regional language, provide English translated version	View Document
School-wise internship reports showing student engagement in activities claimed	View Document
Sample copies for each of selected activities claimed	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.4.11 Institution adopts effective monitoring mechanisms during internship programme.**Response:**

Monitoring mechanism during internship is ensured by the institution. Students are evaluated right from the Induction Program and then moving on to Internship Phase I and ends at Internship Phase II. Students are monitored during school induction program when the students spent a week in school without any formal preparations. Teacher Educator observes them in school and due weightage is given for their classes and report made during the Induction Phase. During Internship Phase-1, students classes are observed thrice by the concerned optional teacher and once by the general faculty. Due weightage is given after observation based on the Observation schedule. Teacher educators also directs students regarding the modifications to be made by them in classroom teaching. School teacher also continuously monitor the efforts put in by the trainee and also observe their performance in classes. They are also monitored by the school principal. Peer and Self evaluation also becomes a part of assessment. Peer evaluation is made based on a schedule and self evaluation is descriptive in nature. Peer evaluation is done with a Peer Evaluation Schedule.

This helps students to understand the points to be improved and when pointed out by peers there is less chance of inhibition. Peers can also use it as a tool to improve themselves. After every lesson students do self reflection and at the end of the day, they make diary writing. Self Reflection helps them to have an

insight of their own class. They can assess their Lesson Plans, Learning Experience, Discourse activities, Evaluation Strategies and can find out the positives and negatives of these and can improve themselves and make classes excellent. During the Second Phase also students are strictly monitored by the different people concerned. Optional teachers observe their classes three times and general teachers once. This observation is done based on the Observation Schedule which is criteria based. Comments are given verbally by the teacher educators and students are directed to make necessary correction while teaching if needed. School teacher and principal also make their observations and give weightage for the classes observed. Self and Peer evaluation are also done here. Peer evaluation is criteria based and self evaluation helps them to evaluate themselves. Apart from evaluating their own classes, they also write down the major events of the day in the diary. It becomes a very good tool for self evaluation later on. During the First and Second Phase of Internship, Physical Education Director observes their Physical Education and Health Education Classes and makes comments and gives due weightage about the class which paves the way for improvement. This is also criteria based evaluation system. Consentization program is also judged by the school authorities. This is done as a program during the Internship which becomes very beneficial for the students of the school as relevant, social, cultural, health issues become the crux of the program. Student teachers also benefit by acquiring the skills of organizing events, Knowledge acquisition and transacting. It also becomes socially beneficial.

File Description	Document
Any additional information	View Document
Link for additional information	View Document

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

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

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

Response: B. Any 4 of the above

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

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

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

Response: A. All of the above

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

2.5 Teacher Profile and Quality

2.5.1 Percentage of fulltime teachers against sanctioned posts during the last five years

Response: 76.25

File Description	Document
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	View Document
English translation of sanction letter if it is in regional language	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.5.2 Percentage of fulltime teachers with Ph. D. degree during the last five years

Response: 65.57

2.5.2.1 Number of full time teachers in the institution with Ph.D. degree during last five years

Response: 8

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

2.5.3 Average teaching experience of full time teachers for the last completed academic year.

Response: 0.92

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

Response: 12

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

2.5.4 Teachers put-forth efforts to keep themselves updated professionally through

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

Response:

Teachers of the college keep themselves updated through varied activities. These include Inservice Program, *Seminars, Workshops, Conferences, Organisational activities, Publications* etc. Participation in Orientation , Refresher and Short Term Courses conducted by Governmental agencies, Universities, Academic Staff Colleges, Other Higher Education Institutions etc. help the teachers to become professionally updated as these Inservice program are rich in content and deals with current developments and issues in the field of Education. Our teachers have all undergone Orientation Program and is pursuing Refresher and Short Term Courses as part of Career Advancement Schemes. Teachers of the college participate in International, National and Regional level Seminars, Conferences and Workshops as Resource persons, participants, moderators of paper presentation sessions etc. Faculty Members including Principal are members of University Decision Bodies including Academic Council, Board of Studies , Faculty Board etc. of University of Kerala in the Faculty of Education.

Teachers of the college are all members of the Curriculum Committee of B.Ed. Degree of University of Kerala. Faculty members have also served as Subject Conveners of the Curriculum Committee and has designed the structure of the syllabus too. Memberships in educational bodies, research organizations and participation in the program organized by them help teachers to keep abreast of latest facts and developments in the field of education. Organizing and attending Seminars, Workshops, Conferences etc. help teachers to share and interact with their counterparts of other institutions and this promotes effective

discussions with regard to policies and regulations in the educational scenario. College has organized several National, State and Regional level Seminars in collaboration with different agencies including UGC, University of Kerala, Department of Education, University of Kerala and many other Governmental and NGO associations on topics very relevant in the current scenario of education. This helps teachers to be keen and sound knowledge wise. During pandemic situation too many Webinar Series were organized in the college by teachers which helped them a lot to keep abreast of the developments in the field of Education.

Teachers are also Research supervisors which help them to be in pace with the latest research findings and developments in the area. Research Scholars do research under the guidance of these Faculty members on various areas in the field of Education. Research related activities in the college including projects done by students help teachers to find out new strategies to be adopted, to solve issues and to be updated. Teachers also conduct projects for various agencies including UGC. Teachers also 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 and other media. Seeking other resources both in online and offline mode also helps teachers to keep in pace with recent developments. Faculty has also link with Organisations of College Teachers that help them gain much knowledge with regard to service matters and other issues.

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

2.6 Evaluation Process

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

Response:

The institution conducts Continuous Internal Evaluation of the students very systematically in both Theory and Practicals. Mid Semester exams and model exams are mandatory for all semesters. Prior notice is given to students regarding this and exams are conducted as per the timetable. The papers are evaluated and are distributed which is followed by discussion of the Question Paper. This proves to be an effective academic activity as students gain an idea regarding the points to be included. Due weightage is given to the marks obtained in these exams while doing internal evaluation.

Performance of student teachers during training is also evaluated continuously during Discussion classes, Demonstration, Criticism classes etc. and during school Induction program and the two phases of Internship. Students are made to get actively involved in doing Discussion lessons, during Criticism lessons, in Micro teaching sessions, during School Induction Program and in both phases of Internship. Their performance in these training programs are thoroughly and continuously evaluated. Such an evaluation is done by optional teachers and in the Internship program, core paper teachers also do the evaluation. The evaluation is based on an Observation Schedule with certain set criteria. In both the phases

of Internship three observation of classes are made by optional teachers and by General teacher. Feedback is provided verbally also apart from suggestions made in the observation schedule. Repeated observations and evaluations give chance to student teachers for improving their performance. Physical Education and Health Education classes are evaluated by the Physical Education teacher in each Phase. Principals of the College and Schools and the Mentor teacher of the school are also part of the evaluating team. Mentor Teachers also evaluate them continuously. The Lesson Plans made by the students are to be approved by the concerned teacher in the school and classes are also observed throughout the Internship Phases by the Mentor teacher. Their Observations are also made in the Observation Schedule provided with criteria. The Mentor teachers also give due weightage for the performance of the student teachers which is also a part of Internal Marks given to the students. All other school based practical works are also evaluated and given appropriate weightage. This includes Conscentization program also.

Apart from assessing the teaching skills of student teachers and school based practical works, there are other practical works done by them given in the syllabus which are also evaluated internally. These practical works are college based and are evaluated by the concerned teacher of the paper in which the work is done. These works are done and evaluated continuously in all semesters. This include Record Keeping, Video Scripting, Editing, Shooting, Blog Creation and Posting of materials, Capacity Building activities, Seminar Presentations, Assignments etc. The ICT integrated materials are evaluated digitally. Other extracurricular activities like SUPW, Art and Aesthetics, Community Living Camp, Sports etc. also carries marks. Special Teachers and Physical Education Director evaluate these works systematically. Community Living Camp Participation, activities involved and report is evaluated by the Teacher in charge of it.

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

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

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

Response: C. Any 2 of the above

File Description	Document
Details of provisions for improvement and bi-lingual answering	View Document
Copy of university regulation on internal evaluation for teacher education	View Document
Annual Institutional plan of action for internal evaluation	View Document
Link for additional information	View Document

2.6.3 Mechanism for grievance redressal related to examination is operationally effective

Response:

Evaluation is done in a very objective manner in the college. Every attempt is made to ensure that there is no element of subjectivity and it is made sure that evaluation done is free of bias. Each and every practical work, Internal Exams, Class Observations etc. are evaluated very systematically by the concerned Optional and General teachers. Students are continuously monitored and every activity is assessed. This helps the teachers to stick on to criteria based quantitative assessments. Due weightage is given to the works after assessment based on norms. The uploading of Internal marks is done at three levels -Lecturer level, HoD Level and then Principal Level.

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 give the complaint to the principal. The principal forward the complaint to the concerned teacher who is 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 resubmit the marks (if there is change in marks) to the principal. The teacher in charge of the examination consolidate again and publish the same on the notice board. If the complaint persists, the principal forward the complaint to the grievance redresses committee for further disposal of the complaint. The students have the freedom to use the suggestion box to put in the note of dissatisfaction with the internal examination mechanism. The principal and in charge of faculty keeps an eye on the overall procedure by conducting the periodical meeting with the internal examination committee.

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

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

Response:

Academic Calendar schedules the conduct of Internal Evaluation too along with other curricular and cocurricular activities. Every attempt is made to strictly adhere to academic calendar for the conduct of the Internal Evaluation. But in case of any emergency holiday declared by the Government it becomes necessary to slightly modify the schedule as and when needed. The tentative schedule of Internal Exams of both theoretical and practical aspects are included in the Academic Calendar. The tentative dates of the Internal exams, Date of Question paper discussion and Marks Distribution, date of submission of practical works, dates of Internal marks display, dates of signing and uploading Internal Marks in the University website etc. are included in the Academic Calendar. Effort is made to complete the portions as per the schedule for the smooth conduct of the Internal exams and for the completion of practical works. It is also made sure that students are given the time as per the calendar for their preparations for the exams. For the smooth completion of the practical works also, the academic calendar is strictly adhered to so that students will find it easy to complete all the works in the stipulated time. 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. 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. Though Internships and school based practicals strictly follow the academic calendar, at certain times there needs to be a change in accordance with the schedule of the school. Arts Festivals, Sports and other activities in schools may collide with the normal practice teaching days. Such days are compensated at the end of the Internship and Induction Program by adjusting the schedule. But as such it becomes a must to stick on to the academic calendar schedule as far as possible. It helps in the smooth conduct of the program and the timely completion of it. Even during pandemic situation great effort was put to follow the academic calendar. But certain modifications were inevitable due to lockdown situations. Though Online classes were scheduled that really happened too, school based practicals, Internships, Field Trips, Community Living Camp etc. had to be rescheduled as there was a anticipation that the University would make a final decision on how and when to carry out these works. The College even hosted a Webconference in Collaboration with Board Of Studies, University of Kerala and Kerala University English Teacher Educators Forum for Principals, Teacher Educators, Student Teachers and Parents regarding the scheduling of the Curricular activities in the pandemic situation. The Web conference concluded by a proposal to the University which scheduled each of these items logically. Some items like Field Trip and Community Living Camps had to be reframed in digital form. This proposal was accepted by the University and thus in that year too, college could follow the Academic calendar with changes made by theUniversity.

File Description	Document
Academic calendar of the Institution with seal and signature of the Principal	View Document

2.7 Student Performance and Learning Outcomes

2.7.1 The teaching learning process of the institution are aligned with the stated PLOs and CLOs.**Response:**

In Sree Narayana Training College, all the activities organised are in tune with the stated Programme Learning Outcomes (PLO) and Course Learning Outcomes (CLO). The performance of students is assessed in respect of both cognitive and professional attributes. The intellectual competency of a student teacher is assessed based on the various tasks related to internal and external examinations and practical works associated with each optional and core paper. The learning outcomes focus on developing skills and competencies required for the profession. The theoretical knowledge and the content competency of the students are assessed through various tests. Numerous curricular, co-curricular and extra-curricular activities/ programmes are executed in the college, in line with the stated PLOs and CLOs. For equipping the prospective teachers to meet the challenges of education, they are wedirected to take Minor Research Projects in which they identify a topic with innovative ideas and having high impact in policy making. In order to practice various teacher competencies and development of professionalism, Capacity Building Programmes are conducted to make the students realise their skills and potentials and assist them to become creative, unique and innovative. The implementation of microteaching practices enable the prospective teachers to

master a number of teaching skills and gain confidence in teaching. School Induction programme acquaints the students with the functioning of a school, and School Internship moulds the teacher within them. The students are familiarized with the major social, intellectual and environmental issues faced by the society through conscientisation programmes, community living camps, extension activities etc. Implementation of programmes to develop social consciousness and humanitarian values among student teachers, engagement in Flood Relief and COVID related Activities, Visit to old age homes etc. are done in developing a proper value system based on the cultural, social, political and moral bases of Indian society. The practical experiences provided to the students integrate their technical competency as a part of professional competency development in the present- day context. For imbibing knowledge and developing understanding of the various principles and practices, awareness programmes are conducted. Concept Maps, Textual Material and Digital Texts provide the means of making use of the pedagogical knowledge for effective verbal, nonverbal and media-based information and communication technologies. The student teachers get ample provisions to organise and conduct events/ programmes, present papers, participate both in intra and intercollegiate competitions, thereby enhancing their capacity for performing multiple roles. In addition to the academic activities, the students get opportunities to attend motivational training programmes, leadership training, confidence- building, mental health and life skills. Yoga and meditation sessions are conducted throughout the year to raise mental hygiene, emotional stability and higher level of consciousness among the student teachers. For developing the aesthetic quality of the prospective teachers, Art Education and theatre practices are conducted. Thus, all activities are intended to develop the professional attributes of a future teacher which are essential for the present century education system.

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

2.7.2 Average pass percentage of students during the last five years**Response:** 97.26**2.7.2.1 Total number of students who passed the university examination during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
93	98	97	89	84

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

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

In Sree Narayana Training College, all the activities organised are in tune with the stated Programme Learning Outcomes (PLO) and Course Learning Outcomes (CLO). The performance of students is assessed in respect of both cognitive and professional attributes. The intellectual competency of a student teacher is assessed based on the various tasks related to internal and external examinations and practical works associated with each optional and core paper. The learning outcomes focus on developing skills and competencies required for the profession. The theoretical knowledge and the content competency of the students are assessed through various tests. Numerous curricular, co-curricular and extra-curricular activities/ programmes are executed in the college, in line with the stated PLOs and CLOs. For equipping the prospective teachers to meet the challenges of education, they are well directed to take Minor Research Projects in which they identify a topic with innovative ideas

and having high impact in policy making. In order to practice various teacher competencies and development of professionalism, Capacity Building Programmes are conducted to make the students realise their skills and potentials and assist them to become creative, unique and innovative. The implementation of microteaching practices enable the prospective teachers master a number of teaching skills and gain confidence in teaching. School Inductioprogramme acquaints the students with the

functioning of a school, and School Internship moulds the teacher within them. The students are familiarized with the major social, intellectual and environmental issues faced by the society through conscientisation programmes, community living camps, extension activities etc. Implementation of programmes to develop social consciousness and humanitarian values among student teachers, engagement in Flood Relief and COVID related Activities, Visit to old age homes etc. are done in developing a proper value system based on the cultural, social, political and moral bases of Indian society. The practical experiences provided to the students integrate their technical competency as a part of professional competency development in the present day context. For imbibing knowledge and developing understanding of the various principles and practices, awareness programmes are conducted. Concept Maps, Textual Material and

Digital Texts provide the means of making use of the pedagogical knowledge for effective verbal, nonverbal and media-based information and communication technologies. The student teachers get ample provisions to organise and conduct events/ programmes, present papers, participate both in intra and intercollegiate competitions, thereby enhancing their capacity for performing multiple roles. In addition to the academic activities, the students get opportunities to attend motivational training programmes, leadership training, confidence- building, mental health and life skills. Yoga and meditation sessions are conducted throughout the year to raise mental hygiene, emotional stability and higher level of

2.7.4 Performance of outgoing students in internal assessment

Response: 98.96

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

Response: 95

File Description	Document
Record of student-wise /programme-wise/semester-wise Internal Assessment of students during the last completed academic year	View Document
Link for additional information	View Document

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

Response:

Efforts are made to cater to the learning needs of student teachers. To determine the learning needs of students an Entry level test is administered. Interaction with students, and encouraging them to participate in curricular and co-curricular activities also give an idea about their needs and weaknesses. Continuous evaluation also helps the college to understand the needs of the students. The communication skills, knowledge acquisition skills, social skills etc. are often sharpened by the activities of the college. The different State level - National level seminars and other Conferences in which students are made a part,

help them to acquire communication and cognitive skills. Webinars and seminars are arranged by the college which developed the organizing and managerial skills of students. The activities in association with the local community help them to acquire the social skills. Pandemic related service rendered by the college in which students participated helped them to be socially committed too. After undergoing so much of training in the college students exhibit great confidence and courage. They become sound cognitively, mentally, physically, psychologically as they step out from the institution after successfully completing the course. Efforts are being made to the maximum to satisfy their learning needs. Different instructional strategies are adopted to enhance the learning skills of students. Seminars, Assignments, Theoretical and Practical aspects of Education, Psychology, Sociology and allied subjects improve their cognitive and meta cognitive skills, Paper Presentations, help improve cognitive and communication skills, Blogging, Video lessons, ICT Integrated lessons, preparation of digital lessons etc. improves their technological skill, Pedagogic analysis, Lesson planning, Concept Mapping, Micro teaching, Discussion, Demonstration, Criticism classes helps to sharpen their cognitive, teaching and pedagogic skills, Projects, reviews of studies etc. make them a good researcher. Other activities such as Add on courses improves their communicative skills; camps, field trips, community extension activities prepares them to be a successful individual of the society to which he belongs; capacity building activities sharpens their varied skills. SUPW, Arts, Sports etc. facilitates student teachers and they are equipped to overcome their weaknesses. The marks scored by the students during the University exams for the different Semesters clearly indicates that the strategies adopted by the college to satisfy the learning needs of students are effective. The students teaching skills, records etc. are evaluated by an External Board of the University. This evaluation is purely criteria based and students are evaluated for their Content knowledge, teaching skills, lesson planning, strategies adopted, use of ICT, evaluation skills and the like. In all the years the pass percentage for practical exam is hundred. The result analysis of all the five years makes it clear that students learning needs are satisfied and there is a marked difference in their entry and exit behavior. At the end of the course they become proficient with good content knowledge, excellent teaching and ICT skills, effective evaluation tools and techniques, good communication and social skills. They become promising teachers who could nurture the upcoming generations for the nation.

File Description	Document
Link for additional information	View Document

2.8 Student Satisfaction Survey

2.8.1 Online student satisfaction survey regarding teaching learning process

Response: 3.29

Criterion 3 - Research and Outreach Activities

3.1 Resource Mobilization for Research

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

Response: 2

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

2021-22	2020-21	2019-20	2018-19	2017-18
2	1	1	1	5

File Description	Document
Sanction letter from the funding agency	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

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

Response: 4.61

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

2021-22	2020-21	2019-20	2018-19	2017-18
2.5	1.00	2.00	0.5	18.53

File Description	Document
Sanction letter from the funding agency	View Document
Income expenditure statements highlighting the research grants received, duly certified by the auditor	View Document
Any additional information	View Document
Link for additional information	View Document

3.1.3 In-house support is provided by the institution to teachers for research purposes during the last five years in the form of: 1.Seed money for doctoral studies / research projects 2. Granting study leave for research field work 3. Undertaking appraisals of institutional functioning and documentation 4. Facilitating research by providing organizational supports 5. Organizing research circle / internal seminar / interactive session on research

Response: D. Any 1 of the above

File Description	Document
Documentary proof for each of the claims	View Document
Data as per Data Template	View Document

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

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

Response: A. All of the above

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

3.2 Research Publications

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

Response: 0.33

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

2021-22	2020-21	2019-20	2018-19	2017-18
1	3	0	0	0

File Description	Document
First page of the article/journals with seal and signature of the Principal	View Document
E-copies of outer jacket/content page of the journals in which articles are published	View Document
Data as per Data Template	View Document

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

Response: 1.72

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

2021-22	2020-21	2019-20	2018-19	2017-18
3	12	2	3	1

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

3.3 Outreach Activities

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

Response: 7.4

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

2021-22	2020-21	2019-20	2018-19	2017-18
3	7	11	11	5

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

3.3.2 Percentage of students participating in outreach activities organized by the institution during the last five years**Response:** 52.39**3.3.2.1 Number of students participating in outreach activities organized by the institution during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
85	101	125	125	69

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

3.3.3 Percentage of student participation in national priority programmes such as Swachh Bharat, AIDs awareness, Gender sensitivity, Yoga, Digital India, National Water Mission during the last five years**Response:** 3.22

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

2021-22	2020-21	2019-20	2018-19	2017-18
12	5	7	4	3

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

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

Response:

The institution takes initiatives for organising community extension practices as best practise of the college under the programme titled “Snehapoorvam”. The outreach activities planned by the institution enable the students to sensitize towards social issues and encourage them to contribute to the development of the community. The out reach activities of the college are usually carried out by various cells and clubs of the institution. The major organizing units / projects monitoring out reach activities which **influence and sensitize students to social issues and contribute to community development** are

1. Snehapoorvam – the Best practice of the institution
2. Club Activities
3. Community Living Camp
4. National Service Scheme
5. Unnat Bharat Abhiyan (UBA)

Snehapoorvam : Nature club, Health club and Energy club of the college organized out reach activities such as Awareness programmes, community survey, campaigns, food donation etc.

Club Activities : The activities of nature club, health club, Gandhi study unit and energy club are always organize extension services for the immediate community and majority of the activities incorporate an attitude of sensitiveness towards the social issues.

Community Living Camp: During the community living camp, the a day is spent for extension service in

the community where students organize street plays, campaigns and flash mobs based on various issues in the society.

National Service Scheme: The NSS was organized in the college in the year 2022. The NSS is organized in the teacher education institutions for the first time in Kerala and the state level inauguration of the unit was organized in the college. The college has been organizing more social service activities in for the past one year.

Unnat Bharat Abhiyan (UBA): The college is the first teacher education institution in the University of Kerala to register in the UBA under the Ministry of India. As a participant institution of UBA cell, the institution provide a number of social service activities for the select wards in the villege.

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

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

Response: 5

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

2021-22	2020-21	2019-20	2018-19	2017-18
1	1	1	1	1

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

3.4 Collaboration and Linkages

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

Response: 3.8

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

2021-22	2020-21	2019-20	2018-19	2017-18
4	4	3	4	4

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

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

Response: 14

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

Response: 14

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

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

1. Local community base activities

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

Response: B. Any 5 or 6 of the above

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

Sree Narayana Training College has a well-developed campus at the serene hill top of Nedunganda . The institution is equipped with modern facilities and learning resources to achieve academic excellence according to its vision, mission and strategic plans. The facilities and learning resources of the college provide the students with complete and quality educational experiences. The college has a well designed administrative block and various other facilities such as the Principal's room, Office room, Staff room, IQAC room, Smart classrooms , Multipurpose hall/ Auditorium, Seminar halls ,IT lab, Method labs, Co-operative store, SUPW room, Fitness Centre, Library, Wash rooms, Rest room, playground, garden etc. Classrooms are spacious, furnished and ventilated. The classrooms provide students with comfortable environments for learning and, over all development through different activities. Classes are scheduled for optimal utilization of the available physical infrastructure. The college is equipped with fully functional, furnished labs for IT separately and other departmental laboratories as per the norms of NCTE. Each section of students has separate classrooms and facilities. Sharing of facilities is encouraged between faculties. The reading corners are set up in all the departments with required resources. An air-conditioned IT lab(Mini conference Hall) with all teaching aids such as OHP, Slide Projector, Video Player, LCD Projector, Video Camera, Desktop Computers, Digital Podium Audio Systems, etc., is made available in order to meet the ICT requirements of students. It has a seating capacity of 50 students. The campus is Wi-Fi enabled along with a LAN facility. The Wi-Fi facility is provided to both faculty members and students. The Institution Library covers a large area and is Wi-Fi enabled. It has a seating capacity of 50 users. The library with its wide range of collection of knowledge resources and browsing centre fills an essential requisite in the intellectual pursuits of students and faculty members of the institution. The library is automated using the OPAC system and Libsoft. The students have all the facilities for games and sports. A multi-purpose auditorium with ICT facilities is used as a venue for hosting various college functions such as seminars, conferences, workshops, various literary and cultural activities and community-based activities. It is wi-fi enabled and has a seating capacity of 250 persons. Within the hall there is a performance stage complete with lighting, curtains, and LCD Projector. The multi-purpose hall is also a place for indoor activities like Yoga Practice, competitions, celebrations and other indoor sports. The college provides an in-house reprographic centre which caters to the needs of students, research scholars as well as staff members, for printing / Xerox notes and other academic-related documents. The outdoor activities like football, cricket, athletics etc. are done in the playground. Adequate infrastructure is provided for indoor and outdoor games and extra- curricular activities. The institution continuously strives to create and enhance infrastructure both in terms of buildings and other facilities to provide a good teaching-learning environment.

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

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

Response: 90

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

Response: 9

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

Response: 10

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

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

Response: 19.66

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

2021-22	2020-21	2019-20	2018-19	2017-18
2.37	0.51	0.34	0.17	0.71

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

4.2 Library as a Learning Resource

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

Response:

The college library is an important hub of student life. The central library is an integrated knowledge resource center having 15000+ books, periodicals, references, journals, theses, research projects, newspapers, CDs etc. It is fully computerized with an OPAC facility and a repro graphic center. The reading space is well furnished to accommodate 50 students at a time and provides a conducive environment for study. It remains open on all working days. A visitor's record is maintained by students and faculty members. New arrivals of books and journals are displayed on a rack. The library has cameras under closed circuit television (CCTV) surveillance cameras. In 2020, the college installed a digital library that gives access to multiple contents with a potentially infinite number of resources and selections at hand. Students can extend their search with use of the internet, e-books, e-journals etc. made available in the digital library.

The library is automated using Integrated Library Management System (ILMS), computerized with Libsoft. The library has developed the database of its own collection through the library software. The library is fully computerized with a barcode-based issue-and return process. An online public access catalog (OPAC) facility is made available in the central library which is used by students and faculty members for searching for books by title, author, subject name etc. All the active books collected are updated in the library software database and the online public access catalog (OPAC) is available for students and faculty members. It has access to e-journals under the e-shodhsindhu programme of INFLIBNET. Under this service, online access to full text and databases from reputed publishers through e-Shodhsindhu is possible. The new books are displayed for two weeks on the display stand. User orientation is provided at the beginning of the year regarding the various facilities, services and resources available in the library. The students are given membership in the library immediately after the admission process. The library provides a repro graphic service and an internet service. The Internet room is provided with 10 systems with 100 Mbps. The Library is provided with a Wi-fi facility also.

All e-resources are accessible locally within the campus as well as remotely. Remote access to the e-library facilities are extended 24x7 through Web OPAC. The library building is centrally located and well laid out and maintains the right atmosphere for learning. Library buildings have provision for both individual and group studies. Adequate space is provided for browsing and relaxed reading. It subscribes journals of great repute, along with magazines and newspapers for general reading. The library also houses a rich reference Collection, viz., Encyclopedia Britannica, Specific Subject Encyclopedias, Year Books,

Dictionaries and other reference materials. The Library holdings also include dissertations, doctoral theses and project reports on various subjects. Besides these, the Library is also equipped with the latest e-journals accessible through campus-wide LAN. Provision has also been made to allow downloading/printing of material from these resources.

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

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

Response:

Sree Narayana Training College has a fully functional equipped library. The college owns a digital library system which provides the students and teachers with remote access to a great number of e-resources. 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 and it runs in any Windows environment and hence, it has an excellent Graphical User Interface. This software covers all areas within the preview of Libsoft for efficient Information Management and at the same time provides a precious space for all its members to have access to these resources at their fingertips. Faculty and students use the digital library to access library resources. The e-resources include e-books, e-journals, e-newspapers, e-theses, e-Resources of Online Courses, Career Sites, e-contents etc. Along with 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	Document
Details of users and details of visits/downloads	View Document
Any other relevant information	View Document
Landing page of the remote access webpage	View Document

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

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

Response: A. Any 4 or more of the above

File Description	Document
Receipts of subscription /membership to e-resources	View Document
E-copy of the letter of subscription /member ship in the name of institution	View Document

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

Response: 0.37

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

2021-22	2020-21	2019-20	2018-19	2017-18
1.43	0.1	0.1	0.1	0.1

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

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

Response: 27.19

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

Response: 919

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

Response: 1260

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

Response: 915

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

Response: 1272

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

Response: 1236

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

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

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

Response: B. Any 3 of the above

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

4.3 ICT Infrastructure

4.3.1 Institution updates its ICT facilities including Wi-Fi

Response:

Sree Narayana Training College continuously strives to provide state-of-the-art technologies and update its ICT facilities to ensure efficient functioning. The college has ICTs for the smooth conduct of the teaching learning processes. Both students and teachers are using the available facilities for effective teaching and learning. Extensive infrastructure has been setup during the last five years. Significant investment has been made to upgrade classrooms to e-classrooms/smart classrooms with the purchase of modern equipments and resources. There are different digital technological facilities available in the college. There are 6- smart classrooms, 2-smart seminar halls and 1-digitally equipped Auditorium available in the college. A well equipped IT/computer lab is also functioning in the college. Computer lab is well-equipped with branded PC's adequately supported by 500 Mbps leased lines for internet connectivity. It is also equipped with a wide range of licensed system software and application software. The entire campus is connected with LAN Messenger. The internet facility help students and faculty to carry out their academic and other work. A computer assistant is available to support students and faculty in their queries. The campus is facilitated with the Wi-Fi connectivity. There is open access of Wi-Fi connectivity to all student and the staff members of the college. All the departments of the college are provided with computer and other related accessories. The college has G-suite account which makes the online education more feasible. The different educational sites are shown to the students with the help of digital device.

Most of the official work is being done with the help of ICT. All are giving training in the use and application of ICTs in both teaching and learning processes. Special training on ICT is arranged during the pandemic period to equip all with improved technology skills. The students are giving special training in blog creation. The classrooms are equipped with Desktop PCs, LCD projector, WiFi etc. The college has a digital library which provides or easy access to knowledge resources. The college has a

e-learning resources include N-LIST database, Shodhganga etc. The college has a YouTube channel. The digital repository of the institution include PPT, e-books, e- journals, audio clips, video clips etc. The college provides a reprographic center which caters to the needs of students, research scholars as well as staff members, for printing / xerox of notes and other academic-related documents. The working hours of the repro-graphic center are extended beyond the class timings to motivate the students to gather study materials even after their stipulated schedule.

The college regularly maintains the ICT facilities. Following are some basic aspects of updation:

- Computer is formatted in regular basis.
- College itself formats the computer with the help of computer operator.

- Anti-virus is regularly installed in computer.
- Website is maintained, designed and developed by Octilus Technologies.
- College Management Information System is installed.

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

4.3.2 Student – Computer ratio for last completed academic year

Response: 3.22

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

4.3.3 Internet bandwidth available in the institution

Response: 500

4.3.3.1 Available bandwidth of internet connection in the institution, in MBPS

Response: 500

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

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

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

Response: E. None of the above

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

4.4 Maintenance of Campus and Infrastructure

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

Response: 53.09

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

2021-22	2020-21	2019-20	2018-19	2017-18
2.00	1.85	2.63	2.10	2.49

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

4.4.2 Systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. are in place

Response:

Sree Narayana Training College is a well-established Teacher Education institution contributing to society and the nation. The College is under the potential management of Sree. Narayana Trusts, Kollam. The institution is committed to build a group of dedicated and enthusiastic teachers to lead the future generation. Our value-based education helps the younger generation to rejuvenate and bloom the future generation and thereby, the institution realizes its Vision and Mission. The institution has established transparent and robust procedures for the utilization and maintenance of all physical, academic and support facilities. The college has an efficient management system to support and monitor its functioning. The management decentralizes all academic and administrative responsibilities by constituting various committees. For maintaining and utilizing Physical /Academic resources, we have a well prepared plan. There is a Committee to monitor the same. The Committee is headed by the Principal .Various Resources –in- Charges periodically examine and report the functioning of the concerned resources. Request for common infrastructure augmentation are forwarded by the college council to the management.

The details of maintaining and utilizing Physical /Academic Resources are as follows: - Resources –in- Charges monitor the utilization and maintenance of resources. Each Department Head ensures the availability of resources in the respective department. Resources –in- Charges are concentrated on whether;

- 1.Resources are ready and made available whenever required.
- 2.Resources are repaired, calibrated, maintained and upgraded .
- 3.Resource utilization is tracked
- 4.The Principal is informed if the resource is not functional or not utilized.

Procedures adopted for the Utilization of Resources include

- 1.Availability of resources is verified by the person - in - charge.
- 2.Permission for the utilisation is taken from the concerned authorities.

Procedure adopted for the Repair and Maintenance of Resources:

Every in Charge regularly checks the resources available in their custody and verifies their working condition.

Accordingly, a report of the working condition of the available resources is submitted to the Principal through the Maintenance Committee and remarks are noted in the Complaint Register. The faculty – in-charge compiles all the complaints and groups them in urgent or annual maintenance categories.

As a follow up, the urgent maintenance of the equipment which is needed for the day-to-day functioning is done immediately after getting permission from the Principal.

The annual maintenance of the resources/facilities is done at the end of every academic year in the month of April/May after thorough inspection of the equipment.

Depending upon the cost of equipment and its maintenance requirements, the quotations are invited and the detailed procedure is followed through purchase committee.

A Register is maintained when the equipment is taken for repair/maintenance/calibration outside the College and when it receives back, the entry is made into the maintenance register. The principal is the Custodian of the Register.

After the maintenance of particular resources, informed and satisfactory remarks are collected from the concerned faculty- in -Charge. After getting the remark from all the concerned, the authority approves the bill for payment and accordingly payment is done.

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

Criterion 5 - Student Support and Progression

5.1 Student Support

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

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

Response: A. All of the above

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

5.1.2 Available student support facilities in the institution are:

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

Response: B. Any 7 of the above

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

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

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

Response: B. Any 5 of the above

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

5.1.4 Institution provides additional support to needy students in several ways such as: 1. Monetary help from external sources such as banks 2. Outside accommodation on reasonable rent on shared or individual basis 3. Dean student welfare is appointed and takes care of student welfare 4. Placement Officer is appointed and takes care of the Placement Cell 5. Concession in tuition fees/hostel fees 6. Group insurance (Health/Accident)

Response: B. Any 3 or 4 of the above

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

5.2 Student Progression

5.2.1 Percentage of placement of students as teachers/teacher educators				
Response: 38.61				
5.2.1.1 Number of students of the institution placed as teachers/teacher educators during the last five years				
2021-22	2020-21	2019-20	2018-19	2017-18
42	25	44	35	32
File Description	Document			
Data as per Data Template	View Document			
Appointment letters of 10% graduates for each year	View Document			
Annual reports of Placement Cell for five years	View Document			
Paste link for additional information	View Document			
5.2.2 Percentage of student progression to higher education during the last completed academic year				
Response: 16.13				
5.2.2.1 Number of outgoing students progressing from Bachelor to PG.				
Response: 14				
5.2.2.2 Number of outgoing students progressing from PG to M.Phil.				
Response: 1				
5.2.2.3 Number of outgoing students progressing from PG / M.Phil to Ph.D.				

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

5.2.3 Percentage of students qualifying state/national level examinations during the last five years (eg: NET/SLET/ TET/ CTET)

Response: 64.64

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

2021-22	2020-21	2019-20	2018-19	2017-18
41	80	78	69	30

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

5.3 Student Participation and Activities

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

Response:

Sree Narayana Training College, Nedunganda keeps its democratic view from the very beginning of its establishment and has elected student council every year. Student council are the elected representatives from the first and second year student and election is conducted as per the rules and regulations directed by University of Kerala. Student council members including University Union Counsellor works in a single mind along with the Staff Advisor for student expression, assistance in daily affairs, activities etc. They honestly reflect every activity in the college and acts for the advancement of the college along with the administrators. After the election, the students selected from the seniors and juniors are actively performing their role after swearing in ceremony 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 the following such as 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 etc. More over the seminar series as well as in the time of covid protocols, union actively organized and conducted webinar series in the college. Some of the activities they conduct in the college are the following such as 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 Some of the activities they conduct in the college are the following such as 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 etc. More over the seminar series as well as in the time of covid protocols, union actively organized and conducted webinar series in the college. day etc. Some of the activities they conduct in the college are the following such as 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 etc. More over the seminar series as well as in the time of covid protocols, union actively organized and conducted webinar series in the college. More over the seminar series as well as in the time of covid protocols, union actively organized and conducted webinar series in the college. The college union engaes actively in the welfare of the students by helping to solve minute problems arising in the college as well as helps in the smooth performance of daily schedules. In fact the council is presenting a perfect leadership quality for every academic year and promising as responsible prospective teachers.

File Description	Document
Upload any additional information	View Document
List of students represented on different bodies of the Institution signed by the Principal	View Document
Copy of constitution of student council signed by the Principal	View Document
Paste link for additional information	View Document

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

Response: 10.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
14	8	12	8	9

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

5.4 Alumni Engagement

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

Response:

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

File Description	Document
Details of office bearers and members of alumni association	View Document
Certificate of registration of Alumni Association, if registered	View Document
Paste link for additional information	View Document

5.4.2 Alumni has an active role in the regular institutional functioning such as 1. Motivating the freshly enrolled students 2. Involvement in the in-house curriculum development 3. Organization of various activities other than class room activities 4. Support to curriculum delivery 5. Student mentoring 6. Financial contribution 7. Placement advice and

support**Response:** B. Any 4 or 5 of the above

File Description	Document
Report of alumni participation in institutional functioning for last completed academic year	View Document
Income Expenditure statement highlighting the alumni contribution	View Document
Documentary evidence for the selected claim	View Document
Any additional link	View Document

5.4.3 Number of meetings of Alumni Association held during the last five years**Response:** 16**5.4.3.1 Number of meetings of Alumni Association held during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
3	3	1	5	4

File Description	Document
Upload any additional information	View Document
Data as per Data Template	View Document
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	View Document
Paste link for additional information	View Document

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

Sree Narayana Training College, Nedunganda, has a registered Alumni Association (Registration No. SN(TVM/TC/393/2022) which was started in the year 2004. The members of the Alumni association is strong in organizing and participating in various activities which enrich the curriculum as well as various other activities. In the year 2008, Alumni association declared January second Saturday of every year as the Alumni Day (the Day for Annual get together) of the College. The association is an active agent for

incorporating the inputs from alumnus all over Kerala, India and abroad. Regular meetings of the association have contributed to the growth and development of this institution in re-defining the curriculum process, teaching-learning constructs, assessment techniques and also issues pertaining to the profession. . All these valuable recommendations made us organize community engagement programs, various talks on innovative practices in Pedagogy, innovative strategies to promote attitude towards self /others, and develop effective assessment methods.

The two notable contributions of the Alumni to the College are:

1. Academic support given by the Alumni

The members of the Alumni association were very strong in organizing and participating various activities which enrich the curriculum as well as various other activities. Alumni members who are working in practice teaching schools are supporting the student teachers of our college are supporting for practicing teaching, for completing their school based programmes. Also they act as a guide to our students to perform best in the practical examination. They contribute towards Art Education and NAAC work of the college. Alumni members contribute to the Curriculum transaction by sharing the link of their you- tube channel to our students; thereby the current students get an idea towards school curriculum transaction methods.

2. The Awards constituted by the Alumni to the best Performers :

Recognition is a best way to motivate human beings. Hence the Alumni Association introduced .The alumni members are giving Awards to the best Performers of the college. These awards were distributed on the Alumni Day.

1. Best outgoing student of the year
2. Best Union Member
3. Best Alumni of the Year
4. Best Natural science teacher
5. Best Science Teacher
6. Best Mathematics teacher
7. Best Language teacher
8. Kalaprathibha of College
9. Kalathilakam of College
10. The Golden Boots Award

Our alumni members act as a strong motivating factor for the current students they support the students in modeling and correcting mistakes. The fame and support given by the Alumni members are rejuvenating the present students in an appreciable manner.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

Vision

The college strives to uphold the motto ' **Enlightenment Through Education**' as preached by the spiritual Guru " Sree Narayana Guru" as the vision of the college.

Mission

The college is committed

- 1) To provide value embedded quality education
- 2) To equip the student teachers to meet the challenges in the global Scenerio.
- 3) To maintain an environment of excellence in education through technological advancement and effective pedagogy and method of evaluation.
- 4) To nourish multidimensional global competencies of future nation builders
- 5) To foster scientific spirit of inquiry, professionalism and research skills among future teachers.
- 6)To instill the spirit of selfless service to humanity.

Nature of Governance: The institution follows a democratic and participatory mode of governance with all stakeholders in its administration. The Governing body disburse the responsibilities through the management committee, RDC and Principal who, in turn share it with the different levels of functionaries in the college. It includes various decision making bodies such as IQAC, Staff council, college council etc play an important role in determining the institutional policies and implementing the same. Thus the wholehearted support of the human resources envision the growth of the institution.

Perspective Plan : The institution has a well thought out perspective plan.

- Apply for grants from government and non-government sources.
- Infrastucture augmentation
- Move towards digital learning era through the maximum utilization of ICT resources.
- Apply for PG department

- Fully functioning computer lab
- Apply for reserach center .
- Achievement of national and international recognition in the form of grants and awards.
- Mobilization of funds and projects through various organization

Participation of Teachers in Decision-Making Bodies :

- Relatively considerable administrative and academic autonomy
- Participation of teachers in various governing bodies to formulate plans and procedures.
- Opportunity for innovative teaching learning strategies.
- Teachers play laudable role in other committees and cells.

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

6.1.2 Institution practices decentralization and participative management

Response:

Sree Narayana Training College promotes and practices decentralization in both academic and administrative activities. The institution has various academic and administrative committees and cells to plan, execute and monitor the smooth functioning of the college. From the Governing Council of the college including the Management Committee to staff, students and all the stakeholders play a major role in the proper functioning of the institution.

Decentralization and Participatory Management at Governing Council Level

The duties and responsibilities of the Governing Council of the management are decentralized among Management Committee (Executive Committee of S.N Trusts), Regional Development Committee (RDC) and the College Principal. The requirements of the institution as well as the specific decisions to be formed regarding the administrative aspects were discussed at the institutional level under the leadership of the Principal and are communicated with the Management trustee of RDC and RDC forward the reports to the Management Committee for further implementation. At the institutional level, the Principal, Teachers, Non Teaching Staff along with student council share the responsibilities of the institution and participate growth of the institution.

Decentralization and Management at Principal Level

The Principal disbursts the duties and responsibilities among the staff and the students in consultation with various bodies including Internal Quality Assurance Cell (IQAC), Staff Council, College Council, Administrative Staff and Academic Coordinator. Under the initiative of the various Committees, the institution has constituted different Cells according to the regulations of UGC, NCTE, Higher Education Council, Govt. of Kerala and affiliating University. The Cells constituted by the institution ensures the participation of Teaching and Non Teaching Staff, Parents, Students, Nominee from Management, Representatives from Local Self Government and other stake holders as per the norms of each regulatory body.

Decentralization Management at the Faculty Level

Faculty members are given representatives in various committees/cells nominated by the principal and the governing body in the IQAC and other committees. The committees/ cells are reconstituted every year in order to ensure uniform exposure of responsibilities among faculty members to get academic and professional development.

The Academic Coordinator provides necessary instructions for the preparation of Curricular Activities. Staff advisor is assigned the charge of organizing various extra- curricular activities of the college and are organized in collaboration with the college union.

Decentralization and Participatory Management at Student Level

The all round development of student teachers are ensured by the institution by making them to participate in various activities organized and students play a major role in organizing those activities too. The participation of students in various decision making bodies including IQAC, various bodies/ cells/ committees constituted by the recommendations of various statutory bodies are strictly adhered by the institution.

Decentralization and Participatory Management at Non Teaching Staff Level

The institution ensure the responsibilities of non teaching staff in various levels including College Council, Committees and Cells constituted as per the guidelines of statutory bodies, IQAC etc. The suggestions and recommendations of Non-teaching Staff are taken into consideration while framing policies or decision taking processes.

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

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

Response:

The institution maintains complete transparency in its financial, academic, and administrative functions by clearly defining its vision, mission, objectives and procedures and disseminating them at all levels.

Transparency in academic Functioning

- The annual academic plan, is prepared in advance, communicated and displayed by the respective bodies.
- The college strictly adheres to the academic calendar that details the various activities in advance.
- Admission procedures follow the rules and regulations of affiliating university and state government.
- The entire academic structure is clearly explained to all students in an orientation programme by the Principal.
- The credits of each programme and outcomes are clearly specified. The Internal Curriculum Committee ensures proper monitoring of students progress, performance and fairness in the evaluation.

Transparency in Administrative Functioning

Appointments and Promotions/placement are also undertaken with utmost transparency. All posts are advertised on daily and applications are processed promptly. Issues if any, may be placed before the governing councils such as staff council, RDC (Regional Development Council) and Governing body.

Transparency in Financial Functioning

The college is under under the direct payment system of Govt of Kerala. Salaries of teaching and non-teaching staff paid from govt exchequer through an online software called Service and Payroll Administrative Repository for Kerala (SPARK) and online and offline records maintained and submitted to audit parties as and when required., The student fees are collected using Govt receipts and remitted to treasury on Government account. Contingency grants are transferred to college through online under

proper documentation. E-grants and other scholarships are awarded to the students on online mode. The college holds bill books cash book contingency register. The UGC grants are transferred to Canara bank and the purchase committee of the college utilize the funds and each expenditure audited and submitted the utilization certificate and audited statement to UGC in due course. Moreover periodical audit 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 are done by both externally (expert panel from the University of Kerala & Mahatma Gandhi University) and internally(IQAC).

File Description	Document
Any additional information	View Document
Link for additional information	View Document

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic plan is effectively deployed

Response:

One Activity successfully implemented based in the strategic plan.

Organization of “Three Day National level Residential Workshop on Teacher Education : Compilation of proposal for NEP 2020 Based curriculum”

Organization of “*Three Day National level Residential Workshop on Teacher Education : Compilation of proposal for NEP 2020 Based curriculum*” in collaboration with National Institution of Open Schooling (NIOS) and Vidhyabhyasa Vikasa Kendram Kerala (VVK) . The college took initiative in organizing the workshop with a view to implement ITEP (Integrated Teacher Education Program) in the forthcoming years. The workshop intended to develop a draft proposal for an Integrated Teacher Education curriculum.

The organization of the workshop was discussed at the preliminary level through formal discussion among management representatives, Principal of Sree Narayana Training College, President, Vidhyabhyasa Vikasa Kendra Kerala and Regional Director, NIOS Kochi. After the preliminary discussion the venue for organizing 3 days Residential camp was selected . Sivagiri Convention centre by Sivagiri Mutt , Varkala was the venue . After selecting the venue, the team organized meeting at Sree Narayana Training College where the faculty members were assigned the charge of various committees and it was followed by online meeting with the members of V.V.K and NIOS regarding other duties.

Duties Assigned For Faculty

The following faculty members are assigned the respective responsibilities as part of the National Workshop on "Teacher Education: Compilation of proposal for NEP 2020 Based curriculum"

1. Sri Praveen R. – Conveyance of Guests and Delegates
2. Dr. Pramod G Nair – Compering
3. Dr. Smitha S. – Brochure and Banner
4. Dr. Reetha Ravi H. – Reporting
5. Dr. Sangeetha N. R. – Stage arrangement, Food and Accommodation
6. Smt. Chitra S. _ Reception
7. Dr. Viji V. – Reporting of Parallel Session of the Workshop.
8. Dr. Rani K. V. _ Publicity
9. Dr. Dhanya B. Chandran _ Refreshment and Hall Arrangement
10. Smt. Remya R. _ Refreshment and Technical Support

The workshop was planned to organize from 07/05/2022 to 09/05/2022. The programme was inaugurated by Prof. Panchanatham and the dignitaries present in the three day workshop included Saroj Sharma, Chairman, NIOS, New Delhi, Sreemad. Sachidananda Swamikal, Sree Narayana Dharma Sangham, Sivagiri, Prof. Dr. M. Abdul Salam, Former V.C, University of Calicut, K.K. Shine, Chairman, NCTE, Southern Region, Dr. Manoj Kumar Thakur, Regional Director, NIOS, Kochi, Prof. Chand Kiran Saluja, Former Professor, Delhi University etc. The three day workshop included Inaugural session, Thematic Presentation, Technical session included group discussions and preparation of curricular contents and valedictory session. The valedictory session of the three day workshop was inaugurated by Dr. P. M. Mubarak Pasha, Vice Chancellor, Sree Narayana Guru Open University, Sri. Aji S.R. M, S. N Trust Executive Member proposed Vote of Thanks for the workshop. The organization procedure of the workshop clearly deployed all the responsibilities among all the members from the governing council of the college to the administrative and teaching staff of the college.

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

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

Response:

Sree Narayana training college is under the management of Sree Narayana Trusts Kollam, which is one of the largest Educational Trusts in Kerala. The institution is under 2(f) & 12 B Act of UGC and is recognized by NCTE and is affiliated to the University of Kerala.

- The mode of appointment and the service conditions of teaching faculty are according to the UGC regulations and Kerala University and NCTE norms.
- The administrative staffs are appointed by the management according to Kerala Service Rules.
- The governing body of the college include Manager as the employer and he deploys various responsibilities of the college and a Management Committee is constituted by the Sree Narayana Trusts at the central level.
- For managing the institution in each district there is a Regional Development Committee (RDC) at the local level for the educational institutions and the principal can access RDC for the support and assistance of the institution.
- Under the leadership of the principal, the college functions well with the assistance of staff Council, college Council, administrative staff, IQAC and academic coordinator.
- The IQAC of the institution deploys their duties very well by making strategic plans and taking quality initiatives of the institution. There is regular meetings of IQAC at the college and it ensures the participation of representation of all the members as suggested by NAAC.
- The IQAC takes initiatives in academic and administrative aspects of the college. The academic activities of the college are monitored by the Internal Curriculum Committee under the leadership of Academic coordinator.
- Staff advisor is responsible for carrying out the activities of student Council.

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

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

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

Response: B. Any 5 of the above

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

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

Response:

Sree Narayana Training College has well functioning governing bodies to execute various functions organized as part of both curricular and co curricular activities. At the institutional level the principal in association with IQAC provide guidance for all the governing bodies execute the functions properly. The major academic activities of the college are executed by the academic coordinator. In association with academic coordinator the staff advisor of the college union organizes co curricular activities of the academic year.

Activity Organized – Community Living Camp as part of Curricular Activity

Decision Making Body- Staff Council

In the academic year 2021- 22, as part of the curricular activity, the staff advisor was assigned the charge of organizing community living camp of the second years students. The decision regarding the assignment of charge is taken in the staff meeting conducted on 8th December 2021.

Planning of the Activity

The staff advisor is required to plan the various activities to be organized as part of the camp and the staff meeting recommended that dates for organizing the camp from 14th December to 18th December 2021. The members of the staff meeting suggested activities and the staff advisor in association with the college union planned various activities to be organized as part of the community living camp. After discussing

with the **Student union**, the staff advisor presented the suggestions of the college union in the staff meeting. Accordingly the student teachers as well as teaching faculty were assigned different duties as part of the camp for each day.

Implementation of the activity

As per the decision of the staff and student union, the camp was inaugurated on 14.12.2021 at the college auditorium. All the activities were distributed among the students as group wise under the leadership of one teaching faculty. The programmes such as awareness programmes, community extension services, field visits, campaigns and surveys, recreational activities etc were organized as a collaborative effort by the teachers and students. On 18th the valedictory of the camp was conducted with the evaluation and report presentation in brief.

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

6.3 Faculty Empowerment Strategies

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

Response:

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

LIST OF WELFARE MEASURES

Financial Support

- To the staff to attend workshops and conferences for career advancement
- For children's education of the non-teaching staff
- For celebrating festivals, festival advance domestic staff the job due to health issues.
- Financial support to domestic staff for meeting medical treatment.

- Financial support to domestic staff for meeting medical treatment.
- Travel allowance for non teaching staff for official and unofficial purposes.
- Salary advance given domestic staff if necessary.
- Festival advance

Material Benefits

- Provision of free wi-fi facility to all staff.
- Provision of dress materials for peon and watchman during the festival season.
- Provision of fitness Centre for physical exercises.

Recognition and awards

- Recognition for remarkable performance in career both for teaching and non teaching staff.
- Honouring the staff for talented performance in any area of interest.

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

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

Response: 55.74

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

2021-22	2020-21	2019-20	2018-19	2017-18
6	9	7	7	5

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

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

Response: 37

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

2021-22	2020-21	2019-20	2018-19	2017-18
19	11	3	2	2

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

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

Response: 39.34

6.3.4.1 Total number of teachers undergoing online/face to face Faculty Development Programmes (FDPs) viz., Orientation Programme and Refresher Course of the ASC / HRDC, Short Term Course

and any other similar programmes during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
7	7	5	3	2

File Description	Document
Data as per Data Template	View Document
Copy of Course completion certificates	View Document

6.3.5 The institution has a performance appraisal system for teaching and non-teaching staff**Response:**

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

The annual academic and administrative audit and student feedback is one of the criteria for assessing the performance of faculty members in the institution.

Performance Appraisal System for Teaching Staff

1. All teaching staff are assessed through annual confidential report and performance appraisal report. The annual confidential report is prepared by the Principal.
2. The performance to faculty members are assessed according to the annual self assessment for the Performance Based Appraisal System (PBAS) prescribed by the University of Kerala.
3. Promotions/ Placement of faculty members are based on the PBAS for UGC for career Advancement Scheme(CAS).
4. The PBAS proforma filled by the faculty members are verified by IQAC and the principal and is forwarded to the University for further verification. Being an aided institution, the Management issues Placement order for the faulty as a consent from from the appointing authority.
5. The PBAS includes the consolidated performance of the faculty including teaching learning involvement, participation in organizational and other academic skills, research skills etc.
6. Faculty members whose promotion are due are required to appear before the screening cum selection committee.

Performance Appraisal System for Non teaching Staff

1. Non- teaching staff are also assessed through annual confidential report and annual appraisal.
2. The performance appraisal document submitted by the non- teaching faculty will be received by the principal.
3. The placement and promotion will be according to the rules and regulation of kerala service rules.

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

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

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal or/and external financial audit regularly

Response:

Internal Audit : Internal audit is conducted by the internal auditor of the institution. It is mainly pre- audit of major receipts and payments and concurrent/ post audit of all other receipts and payments.

External Audit : External auditing is conducted through

1. Deputy Directorate of Education, Kollam
2. Accountant General Office Thiruvananthapuram

The external audit is conducted at regular intervals. All the funds and grants received from various agencies are audited externally. The institution is under the potential management of Sree Narayana Trust, Kollam and hence the trust conducts annual auditing of all the institution under the Trust for the funds received from the management. All observations/objections of Accountant General are communicated through their report. These objections are examined by separate committees of the institute. Chartered Accountant of the Institute conducts regular accounts audit and certifies its Annual Financial Statements. All Utilization Certificates to various grants giving agencies are also countersigned by the Chartered Accountant.

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

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

Response: 0.5

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

2021-22	2020-21	2019-20	2018-19	2017-18
0.10	0.60	0.61	0.61	0.60

File Description	Document
Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal	View Document
Data as per Data Template	View Document
Copy of letter from the NGO / Individual / Philanthropists stating the Fund / Donation given	View Document
Any additional information	View Document

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

Response:

For the maximum utilization of the solar energy, the energy produced by the college through solar power plant of the institution is given to KSEB (Kerala State Electricity Board) through an agreement and avail the benefit of excess energy produced during the summer vacation.

6.5 Internal Quality Assurance System

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

Response:

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

- 1.Improvement measures in teaching by regular inputs to all concerned based on student feedback.
- 2.Providing regular suggestion by for the improvement on the basis of ACADEMIC & ADMINISTRATIVE AUDIT.
- 3.Providing inputs for best practices and extension activities for enhancing community services among students and staff. The suggestion received from students and staff are discussed in the regular IQAC meeting held at college. The IQAC prepares, evaluates and recommends the following activities as quality assurance strategies.
4. Annual Quality Assurance Report.
5. Analysis of the student feedback
6. Action Taken Reports
7. Performance Based Appraisal System (PBAS) for Career Advancement System (CAS).
8. New programs as per government policies.
9. Academic and administrative audit reportt.
10. Organisation of webinars / seminars for quality enhancement.

• **Additional Links**

1. <https://youtu.be/byc6C1wN6dk>
2. https://youtu.be/h6lhPhai_7M
3. <https://youtu.be/tAhfbwUPnpE>
4. <https://youtu.be/9j9XVs3GmPM>
5. <https://youtu.be/IdcRV7kYHKE>

6. <https://youtu.be/hO-qUkSrApA>

7. <https://youtu.be/bCg2PE6HOnA>

8. <https://youtu.be/EoXv4MAVRJw>

9. <https://youtu.be/STrM-9cpAsM>

10. <https://youtu.be/EwxbNfMsMfc>

11. <https://youtu.be/wq8ql15L2AQ>

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

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

Response:

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

- 1.Improvement measures in teaching by regular inputs to all concerned based on student feedback.
- 2.Providing regular suggestion by for the improvement on the basis of ACADEMIC & ADMINISTRATIVE AUDIT.
- 3.Providing inputs for best practices and extension activities for enhancing community services among students and staff. The suggestion received from students and staff are discussed in the regular IQAC meeting held at college. The IQAC prepares, evaluates and recommends the following activities as quality assurance strategies.
4. Annual Quality Assurance Report.
5. Analysis of the student feedback
6. Action Taken Reports
7. Performance Based Appraisal System (PBAS) for Career Advancement System (CAS).

8. New programs as per government policies.

9. Academic and administrative audit report.

10. Organisation of webinars / seminars for quality enhancement.

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

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

Response: 15.6

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

2021-22	2020-21	2019-20	2018-19	2017-18
21	13	13	13	18

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

6.5.4 Institution engages in several quality initiatives such as 1. Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements 2. Timely submission of AQARs (only after 1st cycle) 3. Academic Administrative Audit (AAA) and initiation of follow up action 4. Collaborative quality initiatives with other institution(s) 5. Participation in NIRF

Response: B. Any 3 of the above

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

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

Response:

The institution focuses on incremental improvements in Academic and Administrative domains through a number of quality initiative programmes. The initiatives are implemented in consultation with the Management and Internal Quality Assurance of the institutions.

1. INCREMENTAL IMPROVEMENT IN THE ACADEMIC DOMAIN

Upgradation of library Resources: The library resources and facilities have been improved a lot since the previous accreditation with special reference to e-learning resources. Students involvement in N-List has been encouraged by creating institutional email ID for all the students and are encouraged to use the N-List resources to the maximum. 105 Educational Research Theses at M.Ed. level has been added to the library stock as a gift from the former faculty of the institution. Digital Library System has been introduced using the software “Libsoft Solutions” where students can access all types resources from the customized repository. Apart from this, annual addition of subject materials including books and journals are maintained systematically. **Introduction of Learning Management System :** The institution implemented G suite account for online teaching-learning process.

2. INCREMENTAL IMPROVEMENT IN THE ADMINISTRATIVE DOMAIN

E-Governance : Implementation of E Governance is one of the administrative aspect of the qualitative initiative by the institution. As part of digitalization, A Management Information System (MIS) is developed by the institution. The MIS manages the details of Admission procedure, curricular practices, details of faculty members, Students and Administrative Staff in digital format which enables the institution for the easy accesses of the data sources from the institutions. As part of the digitalization, Punching System has been installed in the college since the previous accreditation process. The Internal Quality Assurance Cell is planning to make more administrative and academic resources in the digital format in the coming years.

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response:

The institution possesses an efficient energy management system to ensure continuous and effective implementation of energy conservation measures. Some of the strategies adopted by the institution include Regular Maintenance, Optimizing Efficiency, Reducing Demand and Avoiding Wastage. The explanation of the strategies and instructions for the students as well as teaching and non-teaching staff are given in the policy document on Energy conservation. In 2016, Sree Narayana Training College Installed 5 KWP solar grid connected Rooftop power plant, under “solar connect” Distributed generation through grid connected solar Rooftop Power plants of ANERT. Nearly more than 20 units electricity is produced per day and is utilized by the institution.

Energy club Training College plays a major role in streamlining ways of energy conservation among student teachers. In the year 2017, Number of energy conservation programs organised by club and Dr. K. Usha Kumari, Principal of Institution, delivered the resource talk for the students. In the year 2017 Mr Sarath P.S., faculty of MGM Model School, Varkala delivered an invited talk on energy conservation and the student representative, Sajin S.S. also presented a talk on energy conservation techniques for the student teachers. In the year 2018, a number of seminars were organised by the college regarding energy conservation including various projects implemented by KSEB on energy conservation and the Soura project by the Ministry of New and renewable energy. Thus the institution organised a number of programs as well as for the effective management of energy utilisation in the institution.

During the year 2021, the college also organized a webinar for the students regarding energy management and conservation in collaboration with Energy Club of the college and Energy Management Center, Government of Kerala on 25th June 2021. Mr. Rajeev K.R., Energy Technologist E.M.C., Kerala delivered the resource talk. It was an interactive session and the participants were able to discuss their doubts regarding various measures of energy management with special reference to domestic usage. In the year 2022, the institution started the preparation of bio gas plant and vermi-compost as alternative sources of energy with the help of Management of the institution.

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

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

Response:

The institution has designed methods for the management of waste generated in the campus using the basic waste management strategy of 3R's: Reduce, Reuse and Recycle i.e., Reduce the amount of waste generated, Reuse everything to its maximum after proper segregation and cleaning and keeping things which can be Recycled aside and handed over to appropriate agencies. The waste generated in the campus include liquid waste and solid waste- both of biodegradable and non-biodegradable in nature. The environmental policy of the institute is complete utilization of waste with well-designed strategies to make campus clean, hygienic and healthy.

1. Solid waste Management : Solid waste includes both biodegradable and non-biodegradable components. The non biodegradable solid waste generated in the campus include, paper and plastics.

Biodegradable waste

includes food waste and leaves. Use and throw' items like plastic cups, plates etc. used are replaced by reusable items steel glasses and plates. Glass, paper and metal waste is sold for recyclers. The Nature club of the institution takes initiative in solid waste management. Segregation of waste is the primary activity maintained by the volunteers. During the year the volunteers of nature club had put two types of bins in all classrooms for collecting plastic and biodegradable waste materials from each classroom. Every weekend the volunteers from each class will collect the same and will store it in the respective collection points in the college. From the collection point plastic waste materials are collected by Haritha Karma Sena of the ward and are disposed of at the collection center of the panchayath.

2. Liquid waste Management : Liquid waste that is generated in the institute includes Septic tank effluents from various sanitary blocks| and water used for washing and cleaning of utensils. Waste water generated from the sanitary facilities is disposed off into septic tanks located at different places in the campus and waste water is used for gardening, watering trees etc.

3. E-waste Management: E-waste mainly includes obsolete electronic devices, such as computer systems, servers, monitos, compact discs (CDs), printers, scanners, copiers, calculators, battery cells etc. E-waste is disposed off through vendors.

File Description	Document
Any additional information	View Document
Link for additional information	View Document

7.1.3 Institution waste management practices include

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

Response: B. Any 3 of the above

File Description	Document
Income Expenditure statement highlighting the specific components	View Document
Geo-tagged photographs	View Document
Any additional information	View Document
Link for additional information	View Document

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

Response: C. Any 2 of the above

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

7.1.5 Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment

Response:

As part of the clean campus initiatives, students are given awareness on the importance of cleanliness in and around the institution. Cleanliness programmes are organized inside the campus as well as outside the campus including beach cleaning at Varkala tourist place. As part of the plastic free campaigning, students were given training in cloth bag preparation. More than 90% of the students being females, strict measures were taken including incinerators for the disposal of sanitary napkins. The green cover policy of the college had taken initiatives in the form of gardening and tree plantation in and around the campus with the help of the department of Forest. Medicinal plants and Trees in the campus are tagged with name boards. The student are always encouraged to use reusable materials including carry bags, bottles, tiffin boxes etc and there by limits the production of pollutants in the atmosphere.

- A large number of the students use public transport.
- Automation of academic and administrative practices are underway which will reduce the use of paper.
- Different types of dustbins are provided on campus for the careful; disposal of waste

- The campus is maintained with trees and plants that help to maintain good health of the inmates.
- The campus is enriched with greenery including landscape with edible fruit trees, ornamental garden, medicinal garden and butterfly garden.
- Regular maintenance of energy efficient electronic gadgets.
- Prohibition of unwanted usage of power.
- Roof top Solar Power Plant of capacity 5kwp is installed.
- Posters/ signages on awareness on energy conservation and water conservation are made available in every specific location.
- Signages on awareness on preserving greenery in the campus are made available in specific locations.
- Rainwater harvesting system is installed in the campus.
- Organization of Awareness session on energy consumption, cleanliness, environmental protection etc on regular basis for all students.
- Organization of outreach activities on sustainable environmental protection such as beach cleaning, planting of sapling in the locality and cleaning public places in the locality.
- Organization of awareness classes on healthy environment by Unnat Bharath Abhiyan.
- Annual Energy Audit to improve energy conservation policies.

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

7.1.6 Institution is committed to encourage green practices that include: 1. Encouraging use of bicycles / E-vehicles 2. Create pedestrian friendly roads in the campus 3. Develop plastic-free campus 4. Move towards paperless office 5. Green landscaping with trees and plants

Response: C. Any 3 of the above

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

7.1.7 Percentage of expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)

Response: 8.11

7.1.7.1 Total expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
0.64	0.1	0.26	0.33	0.36

File Description	Document
Income Expenditure statement on green initiatives, energy and waste management	View Document
Data as per Data Template	View Document

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

Response:

The college utilizes maximum possible local resources for the benefit of students. The world famous pilgrim centre, Sivagiri mutt is located near the college. The college offers value oriented programme named "Athamadarsanam" by the Sree Narayana Study centre of the college and a good number of sessions are organized by the college by seeking resourceful classes from Sivagiri mutt and Gurukulam. The community library and cultural centre situated near Kayikkara, in memory of the great poet

Kumaranasan is also utilized by the student teachers for accessing various cultural events conducted at the center. Apart from this, the Golden Island located near the college, the natural biodiversity is the great exposure for the student teachers of Natural Science to become part of the biodiversity survey by the Department of Biodiversity, Govt. of Kerala.. During the community living camp, the Fire and Rescue Station, Varkala regularly organizes an awareness cum demonstration class for the student teachers. The class includes first aid measures for various situations, domestic safety measures and disaster management techniques. Anchuthengu Fort, the protected monument by the Archeological Survey of India is located near the institution and every year, the students and teacher of Social Science optional subject pay visit to the fort as part of curricular activity. The college organizes the visit as a regular practice of social science optional subject as a part of field visit in the curriculum. **The Light to Blind**, the institution for the visually challenged students run by the South Kerala Diocese Varkala is located near the institution and it act as a center for the student teachers to become more familiar with the inclusive class room strategies in the present scenario.

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

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

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

Response: A. All of the above

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

7.2 Best Practices

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

Response:

Sree Narayana Training College has initiated a number of activities for the overall development of the students. The student teachers are expected to develop an overall perspective on their Professional and personnel life. In order to achieve the same Sree Narayana Training College focuses its attention on developing a favourable attitude among student teachers towards our community and in developing personally and professionally competent teachers. Thus the two major objective which the institution upholds are

- Upliftment of the community
- Empowerment of the prospective teachers

For achieving above-mentioned aims the institution designed and implemented developmental activities for the students and for the community. On the basis of this institution organises two important programmes for the past five years as the best practices of the college.

1. Student empowerment program SEP
2. Snehapoorvam

Student Empowerment Programme SEP : The theme for student empowerment programme was evolved from the UGC funded remedial teaching programme for the college during the year 2010. It was funded by UGC for organising the remedial instructional programmes for the socio economic backward students of the community. However the college took an initiative to provide the course for majority of the students in the college. After the completion of project period of UGC, the college started a “Student Empowerment Programme” to continue their activities for the welfare of our student teachers. The SEP mainly focused on the development of a person including personal, emotional, physical, intellectual moral and social aspects of a student and a series of activities were is designed to inculcate the same.

Snehapoorvam

Snehapoorvam is a community oriented practices carried out by the institutions. The teachers as well as students join their hands to empower the nearest community where the institution is situated. Nedunganda is a rural coastal village where majority of the village belong to socially and educationally weaker sections of the society. The institution organizes a series of activities every year for the benefit of the coastal community.

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

7.3 Institutional Distinctiveness

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

Response:

The institution aims at molding aspiring teachers to procure value embedded education which help them to meet the challenges in the global scenario. The institution vision ***Enlightenment Through Education*** and it is internalized through the mission of the college. As a distinct feature of Sree Narayana Training College, the institution provide value oriented education by emphasizing the following priority

- Spiritual enhancement of the students

The institution had chosen the thrust area for practicing the priority in the institution. The distinct activity which the institution adopts in this regard was ***Aatmadarsanam***- value oriented programme based on Sree Narayana Guru.

Aatmadarsanam

In this programme, the student teachers are encouraged to participate in a value oriented programme organized by ***Sree Narayana Study Centre*** of the college and it is a Continuous programme for the past five years. Regional Development Committee of the also join their hands to implement the programme by giving suggestions and necessary supports. The programme include visit to Sivagiri and classes based on Sri Narayana Darsans and philosophy of contemporary philosophers in the 19th century. For the delivery of the content knowledge, the institution had designed a Programme material. The content knowledge was transacted by faculty of the institution as well as saints from Sree Narayana Mutt and Gurukulam, Sivagiri. The programme materials aim at the Spiritual enhancement of a student. Though all the students were part of Sree Narayana Study Centre, there is no compulsion from the part of the college to join into the programme.

Programme objectives

- To orient the student teachers towards social, spiritual and human values.
- To develop the qualities of responsible citizenship and good manners
- To enhance tolerance religious faith and cultural development among student teachers

Proposed Explanations of Aathmadarsanam. include

- Explanation of values, Explanation of religious values, Discussion on the need for integrating religious values in holy books including Geeta, Quran and Holy Bible. and Darsans of Sree Narayana Guru, and Comparison of Sree Narayana Guru Darsans with other philosophers– Mahatma Gandhi, Rabindranath Tagore, Ayyankali, Vaikunda Swami.

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

5. CONCLUSION

Additional Information :

The college emphasizes the pursuit of intellectual and professional competence for the transformation of a prospective teachers for their own enrichment in the teacher education perspective. The Institution tries to provide an education system which is beyond the limitations of skills training and knowledge transformation. In order to develop appropriate value and attitude as the distinct feature of the institution, the college offers a value oriented programme named *Athma Darshanam* by the Sree Narayana Study Center of the college with special reference to the visionary spirit of the institution, Sree Narayana Guru. The programme emphasizes inculcation of the basic values including social, spiritual and philosophical values among the prospective teachers by integrating the thoughts and philosophies of 19th century social reformers in the country integrate the Spiritual enhancement of the student through value oriented sessions by incorporating the principles and messages of all the religious scriptures without any distinction.

The college always strive to uphold the values such as commitment, competence and social responsibility among the future teachers through multidimensional activities . The *Student Empowerment Programme (SEP)* organized as a continuation of remedial instruction programme funded by UGC in 2010 for students from socio economically backward community, has now set forth activities and programmes bound to the curricular and co curricular activities and it caters the needs of students from all sections of the society. The sound supportive management play a major role in augmenting all the infrastructural facilities for the college. In collaboration with management support, the college is planning to implement a community oriented project for the local people giving 'Thrust to Rural Education' under the initiative of NSS, UBA and other subject association and clubs. The college has fully utilized the rural scenario of the institution for greater extension services in the community. Majority of the extension activities are organized by the college in collaboration with various Government organizations such as Energy Management Cell, Industries Department, Kerala Women's Commission KSCSTE etc. In the year 2015, the college introduced 2 year B.Ed. programme as per the recommendation of NCTE and based on the rules and regulations of the affiliating University.

Concluding Remarks :

Sree Narayana Training College focuses on *Educating The Mind* which involves capacity building and development of appropriate values and attitude through multifarious initiatives of the college. The college has already turned toward the nurturing of higher order cognitive abilities and academic intelligence envisaged by NEP 2020 through the development of social, ethical and emotional capacity and dispositions. The capabilities such as critical thinking, Creative Thinking, problem solving abilities, reasoning and observational power etc which are rooted in the trans disciplinary concepts are adopted by the college by providing adequate provision for practical and theoretical competence for the prospective teachers. Thus the institution proved to be integrating progressive steps towards the vision of National Education Policy 2020 and thus strengthen the preparedness for the implementation of NEP 2020. The vision of the college **Enlightenment Through Education** the real motto of the Holy Spirit Sree Narayana Guru is clearly articulated with the mission of the institution. The college has framed mission based on the *Outcome Based Education* which is emphasized by the Education Policy for the present century. The college always try to achieve the learning outcome by integrating the mission with the curriculum prescribed by the affiliating university.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.1.2	<p>At the institution level, the curriculum planning and adoption are a collaborative effort;</p> <p>Indicate the persons involved in the curriculum planning process during the last completed academic year</p> <ol style="list-style-type: none"> 1. Faculty of the institution 2. Head/Principal of the institution 3. Schools including Practice teaching schools 4. Employers 5. Experts 6. Students 7. Alumni <p>Answer before DVV Verification : A. Any 5 or more of the above Answer After DVV Verification: B. Any 4 of the above Remark : DVV has made the changes as per shared report by HEI.</p>																				
1.2.2	<p>Average Number of Value-added courses offered during the last five years</p> <p>1.2.2.1. Number of Value – added courses offered during the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>5</td> <td>5</td> <td>3</td> <td>3</td> <td>3</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>01</td> <td>01</td> <td>00</td> <td>01</td> <td>03</td> </tr> </tbody> </table> <p>Remark : DVV has made the changes as per shared report by HEI.</p>	2021-22	2020-21	2019-20	2018-19	2017-18	5	5	3	3	3	2021-22	2020-21	2019-20	2018-19	2017-18	01	01	00	01	03
2021-22	2020-21	2019-20	2018-19	2017-18																	
5	5	3	3	3																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
01	01	00	01	03																	
1.2.5	<p>Percentage of students who have completed self-study courses (online /offline, beyond the curriculum) during the last five years</p> <p>1.2.5.1. Number of students who have completed self-study course(s) (online /offline, beyond the curriculum) during the last five years</p>																				

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
5	6	4	1	2

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
5	5	4	1	2

Remark : DVV has made the changes as per shared report by HEI.

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

Answer before DVV Verification : A. Feedback collected, analysed and action taken and feedback available on website

Answer After DVV Verification: B. Feedback collected, analysed and action has been taken

Remark : DVV has made the changes as per shared report by HEI.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
40	40	39	34	32

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
35	35	35	34	32

Remark : DVV has made the changes as per shared report by HEI.

2.2.4 Student-Mentor ratio for the last completed academic year

2.2.4.1. Number of mentors in the Institution

Answer before DVV Verification : 11

Answer after DVV Verification: 10

Remark : DVV has made the changes as per shared report by HEI.

2.3.3 Students are encouraged to use ICT support (mobile-based learning, online material, podcast,

	<p>virtual laboratories, learning apps etc.) for their learning including on field practice..</p> <p>2.3.3.1. Number of students using ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning, for the last completed academic year</p> <p>Answer before DVV Verification : 197 Answer after DVV Verification: 193</p> <p>Remark : DVV has made the changes as per shared report.</p>
2.3.4	<p>ICT support is used by students in various learning situations such as</p> <ol style="list-style-type: none"> 1. Understanding theory courses 2. Practice teaching 3. Internship 4. Out of class room activities 5. Biomechanical and Kinesiological activities 6. Field sports <p>Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: B. Any 3 of the above Remark : DVV has made the changes as per shared report by HEI.</p>
2.4.1	<p>Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include</p> <ol style="list-style-type: none"> 1. Organizing Learning (lesson plan) 2. Developing Teaching Competencies 3. Assessment of Learning 4. Technology Use and Integration 5. Organizing Field Visits 6. Conducting Outreach/ Out of Classroom Activities 7. Community Engagement 8. Facilitating Inclusive Education 9. Preparing Individualized Educational Plan(IEP) <p>Answer before DVV Verification : A. Any 8 or more of the above Answer After DVV Verification: B. Any 6 or 7 of the above Remark : DVV has made the changes as per shared report by HEI.</p>
2.4.2	<p>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</p> <ol style="list-style-type: none"> 1. Formulating learning objectives 2. Content mapping

	<p>3. Lesson planning/ Individualized Education Plans (IEP)</p> <p>4. Identifying varied student abilities</p> <p>5. Dealing with student diversity in classrooms</p> <p>6. Visualising differential learning activities according to student needs</p> <p>7. Addressing inclusiveness</p> <p>8. Assessing student learning</p> <p>9. Mobilizing relevant and varied learning resources</p> <p>10. Evolving ICT based learning situations</p> <p>11. Exposure to Braille /Indian languages /Community engagement</p> <p>Answer before DVV Verification : A. Any 8 or more of the above Answer After DVV Verification: B. Any 6 or 7 of the above Remark : DVV has made the changes as per shared report by HEI.</p>
<p>2.4.6</p>	<p>Students develop competence to organize academic, cultural, sports and community related events through</p> <ol style="list-style-type: none"> 1. Planning and scheduling academic, cultural and sports events in school 2. Planning and execution of community related events 3. Building teams and helping them to participate 4. Involvement in preparatory arrangements 5. Executing/conducting the event <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. Any 3 of the above Remark : DVV has select as per shared report by HEI.</p>
<p>2.6.2</p>	<p>Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation</p> <ol style="list-style-type: none"> 1. Display of internal assessment marks before the term end examination 2. Timely feedback on individual/group performance 3. Provision of improvement opportunities 4. Access to tutorial/remedial support 5. Provision of answering bilingually <p>Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: C. Any 2 of the above Remark : DVV has made the changes as per shared report by HEI.</p>

3.1.2	<p>Average grants received for research projects from government and / or non-government agencies during the last five years (INR in Lakhs)</p> <p>3.1.2.1. Total grants received for research projects from government and / or non-government agencies during the last five years (INR in Lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 389 1046 524"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>2.5</td> <td>1</td> <td>2</td> <td>0.5</td> <td>18.53</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 602 1046 736"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>2.5</td> <td>1.00</td> <td>2.00</td> <td>0.5</td> <td>18.53</td> </tr> </tbody> </table> <p>Remark : DVV has converted the value into lakhs.</p>	2021-22	2020-21	2019-20	2018-19	2017-18	2.5	1	2	0.5	18.53	2021-22	2020-21	2019-20	2018-19	2017-18	2.5	1.00	2.00	0.5	18.53
2021-22	2020-21	2019-20	2018-19	2017-18																	
2.5	1	2	0.5	18.53																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
2.5	1.00	2.00	0.5	18.53																	
3.3.1	<p>Average number of outreach activities organized by the institution during the last five years..</p> <p>3.3.1.1. Total number of outreach activities organized by the institution during the last five years.</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 1055 1046 1189"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>12</td> <td>8</td> <td>12</td> <td>12</td> <td>6</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 1267 1046 1402"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>7</td> <td>11</td> <td>11</td> <td>5</td> </tr> </tbody> </table> <p>Remark : DVV has excluded days activities.</p>	2021-22	2020-21	2019-20	2018-19	2017-18	12	8	12	12	6	2021-22	2020-21	2019-20	2018-19	2017-18	3	7	11	11	5
2021-22	2020-21	2019-20	2018-19	2017-18																	
12	8	12	12	6																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
3	7	11	11	5																	
3.3.2	<p>Percentage of students participating in outreach activities organized by the institution during the last five years</p> <p>3.3.2.1. Number of students participating in outreach activities organized by the institution during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 1760 1046 1895"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>197</td> <td>198</td> <td>195</td> <td>185</td> <td>188</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 1973 1046 2085"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	197	198	195	185	188	2021-22	2020-21	2019-20	2018-19	2017-18					
2021-22	2020-21	2019-20	2018-19	2017-18																	
197	198	195	185	188																	
2021-22	2020-21	2019-20	2018-19	2017-18																	

85	101	125	125	69
----	-----	-----	-----	----

Remark : DVV has made the changes as per 3.3.1

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
0.82	0.20	0.17	0.12	012

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
1.43	0.1	0.1	0.1	0.1

Remark : DVV has made the changes as per considered only Annual expenditure for purchase of books, journals and e-resource for 2021-22 and for rest assessment years he has not shared nay supporting documents.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
2	1.85	2.63	2.10	2.49

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
2.00	1.85	2.63	2.10	2.49

Remark : DVV has converted the value into lakhs.

5.1.2 Available student support facilities in the institution are:

1. **Vehicle Parking**
2. **Common rooms separately for boys and girls**
3. **Recreational facility**
4. **First aid and medical aid**

5. **Transport**
6. **Book bank**
7. **Safe drinking water**
8. **Hostel**
9. **Canteen**
10. **Toilets for girls**

Answer before DVV Verification : A. Any 8 or more of the above

Answer After DVV Verification: B. Any 7 of the above

Remark : DVV has made the changes as per shared report by HEI.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
10000	60000	61000	61000	62000

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0.10	0.60	0.61	0.61	0.60

Remark : DVV has converted the value into lakhs.

6.5.4 Institution engages in several quality initiatives such as

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

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

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

4. Collaborative quality initiatives with other institution(s)

5. Participation in NIRF

Answer before DVV Verification : A. Any 4 or more of the above

Answer After DVV Verification: B. Any 3 of the above

Remark : DVV has made the changes as per shared report.

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**

Answer before DVV Verification : B. Any 3 of the above

Answer After DVV Verification: C. Any 2 of the above

Remark : DVV has made the changes as per shared reports by HEI.

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of students on roll year-wise during the last five years..</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>197</td> <td>199</td> <td>198</td> <td>193</td> <td>190</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>193</td> <td>199</td> <td>198</td> <td>190</td> <td>184</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	197	199	198	193	190	2021-22	2020-21	2019-20	2018-19	2017-18	193	199	198	190	184
2021-22	2020-21	2019-20	2018-19	2017-18																	
197	199	198	193	190																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
193	199	198	190	184																	
1.4	<p>Number of outgoing/ final year students who appeared for final examination year wise during the last five years..</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>96</td> <td>96</td> <td>97</td> <td>91</td> <td>89</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>96</td> <td>99</td> <td>98</td> <td>91</td> <td>90</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	96	96	97	91	89	2021-22	2020-21	2019-20	2018-19	2017-18	96	99	98	91	90
2021-22	2020-21	2019-20	2018-19	2017-18																	
96	96	97	91	89																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
96	99	98	91	90																	
1.5	<p>Number of graduating students year-wise during last five years..</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>197</td> <td>200</td> <td>199</td> <td>193</td> <td>180</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	197	200	199	193	180	2021-22	2020-21	2019-20	2018-19	2017-18					
2021-22	2020-21	2019-20	2018-19	2017-18																	
197	200	199	193	180																	
2021-22	2020-21	2019-20	2018-19	2017-18																	

93	98	97	89	84
----	----	----	----	----

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
12	12	12	12	12

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
13	12	12	12	12

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
12	12	12	12	12

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
16	16	16	16	16