



# **SELF STUDY REPORT**

**FOR**

**1<sup>st</sup> CYCLE OF ACCREDITATION**

**BRAHMANANDA SWAMY SIVAYOGI B.ED. TRAINING  
COLLEGE**

BSS B ED TRAINING COLLEGE ALATHUR POST PALAKKAD KERALA  
678541

[www.bsstcaltr.com](http://www.bsstcaltr.com)

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

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# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

Brahmananda Swami Sivayogi (BSS) B.Ed. Training College, Alathur is a self-financing co-educational institution affiliated to University of Calicut and recognised by NCTE. The college started with a vision of promoting Quality teacher education in 2005. The college is functioning under BSS Educational Society - a registered Charitable Institution working in the service of humanity for more than past three decades. The society follows the principles and ideologies of Brahmananda Swamy Sivayogi (a social reformer of Kerala). BSS Gurukulam Higher Secondary School, BSS Vanitha College are its sister concerns aiming at creating future leaders of world peace.

BSS B Ed Training college is situated at Alathur in Palakkad District of Kerala. The founder of the college is Swami Nirmalananda Yogi (Swamiji) - A Philanthropist, Humanitarian, a great visionary leader and a disciple of Brahmananda Swamy Sivayogi. The college established with an aim of creating a paradise on earth by encouraging everyone to develop noble thoughts and emotions which are the most effective means of transformation in human society. Emerging in an individual mind, when shared, they begin to spread and pervade many hearts, minds and intellects. The cohesion and harmony they bring about are verily immense. This is the great message of our Swamiji "MANO JAYA AVA MAHA JAY EVA, AHIMSAIVA PARAMO DHARMA".

### Vision

**Our Motto- *Ya Vidya Sa Vimukthaye***

### Our Vision

**To be the Epitome of Humanity**

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*"May everyone, in the whole world, be happy"*

### Eternal Values

- Promote spiritual, ethical and value-based leadership within integrity.
- Develop an abiding inner persuasion to be spiritual and committed for the wholesome development of the universe.
- Grow love and respect for our country and her universal cultural values.
- Manifest educatedness-The capacity to strive towards their own well-being and the well-being of others.
- Cultivate equanimity of mind for inner peace and happiness.

### Mission

## Our Mission

- To empower future teachers to become real leaders of worldpeace.
- To nurture the divine inner resources and to evolve as an integrated personality.
- To develop a self-restrained, self-reliant and selfless human beings for the entire universe.
- To equip prospective teachers with a global outlook imbued with India's rich heritage of cultural and spiritual values.

## 1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

### Institutional Strength

- **Institutional Reputation-** The institution reflects the ideologies and principles of swamy Brahmaanandasivayogi and propagates the noble thoughts of Swamy Nirmaland yogi (disciple of Brahmaananda swamy sivayogi) “ Manushyannannavan Manassunannayal Mathi”-Absorption of mind is the greatest bliss. which truly enhanced the overall institutional grace.
- **High Priority Vision-** The institution imparts value embedded education to become an epitome of humanity. This visionary idea helps the students to manifest educatedness.
- **Embracing Holistic Development-** The institution designs policies and programmes to embrace holistic development of the student-teachers. Regular yoga and meditation activities boost overall well-being and resilience for mental and emotional harmony.
- **Academic Excellence-** The institution consistently produces outstanding academic results.
- **Students with passion in teaching-** The institution always attracts students who are passionate in teaching. The institutional performance prompts this trend.
- **Convenient location-** The institution situated near to Alathur town which facilitate convenient ease of public transportation facilities for students and teachers.
- **Dynamic IQAC-** The institution has an active IQAC it accelerates the academic and administrative operations in an effective way.
- **Well-equipped classrooms-** The institution has well equipped classrooms with Wi-fi enabled interactive flannel board in classes.
- **Exposure to outreach activities-** The outreach activities of the institution offer plenteous opportunities for the students to sensitize social issues and concerns.
- **Model school-** The model school attached to the institution offers real life school experience to the students when they are in need.
- **Charity partnership-** The institution constantly associates and function with other charity organisations to render services to the society.
- **High results in teacher eligibility tests-** The performance of the students in qualifying teacher eligibility tests has shown an incremental nature in every academic year.
- **Engaging teaching faculties -**The dynamic principal and engaging teaching faculties of the institution adds more value to the teaching learning process.
- **High number of Placements-** It has seen that there are cumulative nature students' placements in various institution after the completion their program.
- **Functional support from society-** The governing body of the society renders robust support for the upliftment of the institution.
- **Women empowerment-** Women empowerment programs of the institution dignify the women student's urge for self-sufficiency and security.

### **Institutional Weakness**

- **Absence of hostel**-Absence of own hostel facilities creates difficulty for far away students.
- **Underutilisation of library**-Un-subscription for Inflibnet placed a relevant question of utilization of library facilities in its full extent.
- **Absence of cafeteria**- The absence of nutritional cafeteria with reasonable makes students to access snacks items from outside.
- **Absence of sports complex**- Absence of sports complex in the campus deprive students grooming in the sport field.
- **Inadequate research and academic linkage**-Poor exposure in carrying out research projects by the teachers and inadequate linkage with other academic institutions resulted poor academic exchange.
- **Absence of copyright and patents** – Poor exposure to publication resulted lack of copyrights and patents from teachers of the institution

### **Institutional Opportunity**

- **Institution's Milestone**-Institution strives to set a landmark for becoming a unique institution among all the self-financing B Ed training college across the state by integrating NEP guidelines in the near future.
- **Utilising Students skills**- The institution adopt more skill-oriented programs and initiatives to expose the talents of students.
- **Expansion of library**- The institution will subscribe inflibnet and offer remote access facilities to the students and teachers in the future.
- **Innovative faculty development programs**- There is an opportunity to conduct more programs and events to uplift and elevate the quality of teachers with the strong backing of society.
- **Utilisation of infrastructure**- There is a prospect of designing more teacher education programs by tapping the potential of infrastructure.
- **Exploring avenues of publication and patents**- the institution strives to explore more avenues for the purpose of publications and patents.
- **Leveraging linkage with other institutions**- The institution expands its linkage with other academic institution to strengthen exchange programs.

### **Institutional Challenge**

- **Uncertainty**- Uncertainties in the examination dates, admission and course completion by the university makes the timely implementation programs in trouble.
- **Maintenance** – The ever-increasing costs and expenses affects proper maintenance and purchase of new materials.
- **Over emphasis** -Over emphasis on teaching learning makes the system entire system more rigid and compact.
- **Disparity**- The disparity seen in the global and local needs of the education sector creates a challenging and transforming atmosphere in the entire execution of the curriculum.
- **Procedural delays** - The government policies and procedure with respect to self-financing institutions may have chance to affect the expansion policies and plans of the institution.

## **1.3 CRITERIA WISE SUMMARY**

## **Curricular Aspects**

The institution adopts diverse strategies for implementing and imparting the curriculum. As the college is affiliated to Calicut University, all the curricular aspects are governed and followed as per the overall framework of university. The institution has an academic development committee to superintend the pedagogical occurrence. The committee lines up at evaluating, restructuring the works of past years and execute the derived ideas into practice. The committee periodically meets to discuss on the methods, techniques and strategies to transact the curriculum more effectively. Also organises varieties of programs. The institution focuses keenly in the mission and vision statement and the norms NEP while adapting the curriculum into the local context. Since the institutions motto is Sa Vidya Ya Vimukthaye. (The knowledge that liberates us from darkness to light; from ignorance to wisdom). We firmly believe that education must respect the diversity & local context, equity & inclusion and community participation. To integrate this idea, the institution creates opportunities to celebrate all the national and local festivals, organises programs of services to the society, encourages community participation through outreach activities, expose students towards mental and physical refinement programs like yoga, excursions, camp etc. The institution regularly reviews the curriculum and prepares academic calendar which includes plan of action according to the local context. Further, the institution collects feedback from its stakeholders regarding the effectiveness of the curriculum and based on the analysis midcourse corrections are adopted by the institution

## **Teaching-learning and Evaluation**

The institution follows multiple mode of approach to teaching learning as prescribed in the curriculum. It includes lecture, demonstration, assignment, experiential learning etc., Since, diversities among students are considered as the unique nature of any educational institution. To explore and incorporate these differences special mentoring efforts also been carried out by the teachers of the institution. Communication of the goals of diversity, re-evaluation of task and assignments, providing challenging tasks to the students, celebrating culture specific days in the campus, opportunities to interact with their peers on a social level etc., are the major practices for this purpose. Mentoring is provided for the students on the basis of the initial level of assessment and their progress in academic learning. Prior to the allotment of teachers for each identified student for mentoring, a detailed discussion on the needs and requirements were cautiously ensured. scheduling of tasks and assignments and prioritizing academic activities are major steps taken for this purpose.

## **Infrastructure and Learning Resources**

The institution has adequate facilities for teaching learning which is compatible with the norms and regulations prescribed by NCTE for one unit of B Ed program. The teaching learning infrastructure of the institution covers almost all the aspects of student's progression and development. This progress is facilitated through the available infrastructure in the institution including classrooms, general hall (wisdom hall), multipurpose hall, library, labs, subject resource centres etc., To cater the health and physical wellness needs of students' teachers the institution maintains its own spacious playground and fitness center/gymnasium. The security infrastructure of the institution consists of CCTV cameras and security personnel. The special premises of institution like general hall, library and principals' room are under CCTV surveillance. The institution also maintains, facilities like clean drinking water, canteen, toilets and washrooms in convenient places. To meet the learning needs of differentially abled students the institution has maintained specifically designed accessible toilets and ramps. In order to execute curricular programs in an efficient manner the institution has active committees and cells with its flexible policies.

## **Student Support and Progression**

The student support activities of the institution reflect the institutions mission statement of creating future leaders. The entire activities are arranged in way to enhance skills and employability of students also in tune with institutional vision and focused on cultivating equanimity of mind for inner peace. The academic development committee and health club of the institution vividly undertake programs and initiatives for students' academic development and mental wellness. The placement cell and student development committee actively involved in the advancement of student's capacities. The initiative of orientation programs for teacher eligibility tests have exhibited tremendous results in the pass percentages. The support of alumni association in orienting and inducting students about the program of study and avenues of placements provides positive encouragement to students. The various committees and cells including student welfare, women empowerment, college development council plays a significant role in recognizing student needs and expectations. The grievance mechanism of the institution offers flexible lodging of grievances through its simple procedures. .

## **Governance, Leadership and Management**

Systematic academic and administrative approach has been adopted by the institution by careful consideration of the core essence of institution's vision, mission and eternal values which reflects on the effective leadership and participatory mechanism in the action plan of each academic year. The committees and cells of the institution with its objectives, functions and roles & responsibilities are collectively works for the successful implementation of the strategic plans. Decentralization and participative management and all the managerial activities are reflected in these initiatives. In order to equip student teachers as passionate leaders who can guiding lamp to every other professional in creating better world opportunities are given to take part many faculty and student empowerment programs. Furthermore, the effective monitoring system adopted by IQAC in bringing multifaceted development among students and teachers reflects the overall functioning strategy of the institution.

## **Institutional Values and Best Practices**

Teacher preparation is an activity that requires multidisciplinary perspectives and knowledge, the formation of dispositions and values, and the development of practice under the best mentors. Teachers must be grounded in Indian values, languages, knowledge, ethos, and traditions including tribal traditions, while also being well-versed in the latest advances in education and pedagogy. Keeping the views of the vision, mission, eternal values, and NEP-2020, our institutions successfully implemented an innovative strategic plan and programs. The evolved programs like charity fund raising, field visit etc. pays more attention for the student teachers. Besides this, daily program like morning Assembly for Mental and Physical Harmony offers student promote healthy lifestyles. The collaboration effort from the institution towards other charity organisation like HOPE, Daya charitable society in supporting and helping the needy reflects the idea of institutional distinctiveness. Student teachers' interest in such contribution further reflects the institutional focus.

## **Research and Outreach Activities**

The institution has evolved appropriate policies and practices to promote and encourage involvement in research by the faculties. These policies ensure necessary incentives for the faculties to participate not only in research

related programs but also in the participation of research related seminars and conferences. The outreach activities of the institution focus on working with other institutions and bodies to raise aspirations and motivation among student teachers in order to widen participation in societal issues and concerns. To meet this objective the institution has organised varieties of programs as outreach activities to educate, help, uplift, and support those who are deprived of certain services and rights in the society. All the activities offered opportunities for the students to build mutual relationships and support community in knowledge sharing. The institution also associates with other charity organisations and initiatives like HOPE (Human offering paradise on earth) Daya charitable society Yuvaswaraj trust for fund raising activities. Public helps activities like Padheyam (Lunch for the needy) intended to help elimination of hunger among the weaker sections of the nearby society by offering free food for the needy in once in a month. Furthermore, the institution organises various culturally and socially responsible activities in the neighbourhood community in terms of education, environmental issues, health and hygiene awareness, and socio- economic development issues. Recently the institution started releasing multimedia contents online to contribute community development.

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	Brahmananda Swamy Sivayogi B.Ed. Training College
Address	BSS B Ed TRAINING COLLEGE ALATHUR POST PALAKKAD KERALA
City	Alathur
State	Kerala
Pin	678541
Website	<a href="http://www.bsstcaltr.com">www.bsstcaltr.com</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	K S Balambika	04922-224415	9446807896	-	bssaltr@gmail.com
IQAC / CIQA coordinator	Charles F	04922-222315	9342789322	-	naacbss@gmail.com

Status of the Institution	
Institution Status	Self Financing

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 Calicut	<a href="#">View Document</a>

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC		
12B of UGC		

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	<a href="#">View Document</a>	30-06-2021	1000	NCTE RECOGNITION ORDER IS PERMANENT

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	BSS B Ed TRAINING COLLEGE ALATHUR POST PALAKKAD KERALA	Rural	3.47	2529.65

## 2.2 ACADEMIC INFORMATION

<b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b>						
<b>Programme Level</b>	<b>Name of Programme/Course</b>	<b>Duration in Months</b>	<b>Entry Qualification</b>	<b>Medium of Instruction</b>	<b>Sanctioned Strength</b>	<b>No.of Students Admitted</b>
UG	BEd,Education	24	UG OR PG	English	50	53

**Position Details of Faculty & Staff in the College**

<b>Teaching Faculty</b>												
	<b>Professor</b>				<b>Associate Professor</b>				<b>Assistant Professor</b>			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				10			
Recruited	0	0	0	0	0	0	0	0	5	5	0	10
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				1			
Recruited	0	0	0	0	0	0	0	0	0	1	0	1
Yet to Recruit	0				0				0			

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				5
Recruited	1	4	0	5
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

<b>Technical Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
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				0
Recruited	0	0	0	0
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/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	1	0	1
M.Phil.	0	0	0	0	0	0	1	1	0	2
PG	0	0	0	0	0	0	5	6	0	11
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/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

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

**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	3	0	0	0	3
	Female	50	0	0	0	50
	Others	0	0	0	0	0

<b>Provide the Following Details of Students admitted to the College During the last four Academic Years</b>					
<b>Category</b>		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
SC	Male	0	0	0	0
	Female	7	8	4	5
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	1
	Others	0	0	0	0
OBC	Male	4	4	4	2
	Female	41	52	61	67
	Others	0	0	0	0
General	Male	4	5	1	0
	Female	30	31	30	30
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
<b>Total</b>		<b>86</b>	<b>100</b>	<b>100</b>	<b>105</b>

### **Institutional preparedness for NEP**

1. Multidisciplinary/interdisciplinary:	National Education Policy proposes there vision and revamping of all aspects of the education structure, including its regulation and governance, to create a new system that is aligned with the aspirational goals of 21st century education, including SDG4, while building upon India's traditions and value systems. It further proposes multidisciplinary and a holistic education across the sciences, social sciences, arts, humanities, and sports for a multidisciplinary world in order to ensure the unity and integrity of all knowledge. To acquaint about all the upcoming changes in the educational field according the new norms of NEP, the institution already has made a preparatory action. Since institution's vision and
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	<p>mission statements represent the idea of transdisciplinary and interdisciplinary components of academic and non-academic programmes, we are pre-determined to implement NEP.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>At present the institution follows the course structure of University of Calicut. the course consists of 4 semesters combined with school based, college based and community-based practicums. The course has two-year duration and as per university norms dropping out of the course will cause year loss for the students. In fact academic bank of credit is meant to increase the student's freedom in choosing their courses and academics and enabling them to drop out in any year and then exchange the credits earned so far with a certificate/diploma if they are eligible. At present institution not designed any specific strategies to integrate the same in the institutional policy. However, in future steps will be taken for students to redeem the credits and rejoin the same or any other institute in the future and continue their education.</p>
<p>3. Skill development:</p>	<p>The institution gives paramount importance for skill development. To align and empower the youth with 21st century skills to achieve the vision of upskilling the youth the institution organises various programs and events. Communication skill, soft skills, technological skill etc. are developed through creating deliberate experiences in and outside the campus. The distinctive programs of the institution in the areas of academic and no academic like PRAYANA, daily meditation and yoga, exposure to ICT, participation in outreach activities inculcate many interrelated skills. Soft skills such as self-awareness, empathy, interpersonal relationship, conflict management, time management etc. are ensured inferentially through specific programs of the institution. Activities like hosting programmes, sharing of teaching-learning content, joint content development, hosting joint activities such as art and science exhibitions, sports meet, quizzes and debates, and fairs, cooperation and support for schools, improved governance are explicitly carried for attainment of the required skills and efficiencies. In the coming years to integrate NEP, the institution plans to establish skill labs and skill enhancement initiatives like courses for vocational development , collaboration with other institutions etc are exploring.</p>

<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>Indian knowledge system is a collective range of Indian Knowledge that has exhibited in systematised ways of knowing. It encompasses the foundational knowledge, Science, Engineering &amp; Technology, Humanities and Social Sciences through a structured classification. This knowledge has evolved over millenniums. It has a wide range of several beaches such as Astronomy, Ayurveda &amp; Yoga (Health and Well-being) Mathematics and Computing, Languages and Linguistics, Metallurgy, Rasa-Shastra, Public Administration, War Technology. Management Science and many more. The institution vision depicts the creation of prospective teachers with a global outlook imbued with India's rich heritage of cultural and spiritual values. The institution already in the path of comprehending Indian culture based educational system and practices. Students in the institution receives ample opportunities to take part in divergent activities which expose traditions and culture. Competitions, celebrations exposure to music, arts and education are meant for achieving this pre-determined objective.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>Outcome Based Education possesses the power to transform the learning experience of students and must be embraced by educational institutions for enhancing their knowledge &amp; skills. The university offered B Ed program has its own clearly stated Programme Outcomes (PO), Programme Specific Outcomes (PSO) and Course outcomes (CO). The subjects taught in the semesters has its own specific outcomes. To orient students and teachers about the OBE, The IQAC of the institution has taken progressive steps. The IQAC initiative of regular intervention and feedback analysis helps both the teachers and students to acquaint with OBE. Apart from that institution also suggests students Exposure to MOOCs courses, Challenging assignments and seminars for group discussions., Emphasis on developing research-oriented skills, Emphasis on differentiated learning for inclusive classrooms, Value based education through curricular and co-curricular activities, Rubrics based assessments for alinternals, projects, practical aspects, practice teaching and internship programme. are some initiatives for acquainting OBE</p>
<p>6. Distance education/online education:</p>	<p>The pandemic has forced institutions to have a</p>



	<p>definitive program for online education. Our institution has used this opportunity to explore potential of our faculty and infrastructure in offering the courses through online platforms. The institution used diverse online portals and presentations, seminars, games puzzles, quizzes, Google forms and so on. Google classroom supports the students in communication and collaboration with others. ICT integration in educational attainment helped a lot to acquaint teachers and students to absorb the ideas of online education. Since distance education is getting its own relevance in the education sector, the institution is proposed to set infrastructure for launching more programs and education which benefit the public according to the university norms and procedures. The existing digital platforms are used extensively with interactive panel boards in all class rooms. Through these initiatives the institution is trying to adapt NEP</p>
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### Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>The institution has recently established the Electoral Literacy Club with the vision of sensitizing students about electoral rights and familiarized with the electoral process of registration and voting. Previously such programs were organized by social science club as a part of election awareness. The main function of the club is to promote electoral literacy in all age groups of the Indian citizens through engaging and interesting activities and hands-on experience but in an apolitical, neutral and non-partisan manner.</p>
<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>The functions of the electoral club are framed in line with resource book of ELC •To educate the targeted populations about voter registration, electoral process and related matters through hands on experience; •To facilitate EVM and VVPAT familiarization and education about the robustness of EVM as well as the integrity of the electoral process using EVMs •To help the target audience understand the value of their vote and exercise their suffrage right in a confident, comfortable and ethical manner; •To harness the potential of ELC members for carrying the electoral literacy in communities. •To facilitate voter</p>

	<p>registration for its eligible members who are not yet registered •To educate students about voter registration. •To sensitize the electoral process, •To facilitate EVM and VVPAT familiarization •To educate about the robustness of EVM •To exercise voting right in a confident, comfortable and ethical manner. The committee for the Electoral Literacy Club comprised of a coordinating teacher and two students from the institution. It typically functions for the awareness creation of voting patterns using EVM. The total composition of ELC as follows SI No Designation Role 1 Principal Chairperson 2 One Member from the Faculty Co – Ordinator 3 All other members of the faculty Member 4 College Union Representative Member</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>The institution proposes to organize street play, photography contest, road shows and competitions of dance in relation to election awareness. The institution continuously induces students to participate in various awareness campaigns related to voting. The institution also plans to organize talk with resource person from the department of election to create voting related awareness, students participate in other voter awareness campaigns to educate public. Opportunities are also offered by the institution to the students to volunteer in the election process.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>The Electoral Literacy club of the institution proposed to conduct various programs in the institution including awareness campaigns, creating online contents, media release, volunteering election process, mock voting, national voters day celebration to create and disseminate ideas about electoral process.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>The institution is proposed to conduct programs of electoral literacy during this academic year Prospective plans were discussed to celebrate voters' day by incorporating dance and music competitions. Other programs like election quiz and voters pledge to sensitize target audience about the electoral process. The institution further planning to publicize these programs on Social Media Platforms</p>

## Extended Profile

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### 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
108	105	100	100	86
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		
Any other relevant information		<a href="#">View Document</a>		

#### 1.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
50	50	50	50	50
File Description		Document		
Letter from the authority (NCTE / University / R		<a href="#">View Document</a>		
Institutional data in prescribed format		<a href="#">View Document</a>		

#### 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
25	25	25	25	25
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		
Central / State Govt. reservation policy for adm		<a href="#">View Document</a>		

#### 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
54	50	47	45	32
File Description		Document		
List of final year students with seal and signat		<a href="#">View Document</a>		
Institutional data in prescribed format		<a href="#">View Document</a>		

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

2021-22	2020-21	2019-20	2018-19	2017-18
46	47	43	45	30
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		
Consolidated result sheet of graduating students		<a href="#">View Document</a>		

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

2021-22	2020-21	2019-20	2018-19	2017-18
53	55	50	50	50
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		
Enrollment details submitted to the state / univ		<a href="#">View Document</a>		

**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
10	10	10	9	9

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Copy of the appointment orders issued to the tea	<a href="#">View Document</a>

## 2.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
10	10	10	10	16

File Description	Document
University letter with respect to sanction of p	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

## 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
25.84	24.16	20.35	18.10	18.07

File Description	Document
Audited Income Expenditure statement year wise d	<a href="#">View Document</a>

### 3.2

### Number of Computers in the institution for academic purposes..

Response: 43

File Description	Document
Invoice bills of purchase of computers	<a href="#">View Document</a>
Copy of recent stock registers	<a href="#">View Document</a>

## 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 adopts diverse strategies for implementing and imparting the curriculum. As the college is affiliated to Calicut University, all the curricular aspects are governed and followed as per the overall framework of university. All the teachers in the institution honestly contribute to the effective delivery of the curriculum.

At the beginning of every academic year the institution organises orientation to teachers and induction to students with respect to the program learning outcome and course learning outcome. It gives an overview of theoretical and practical aspects of curriculum in terms of its delivery and assessment. Furthermore, provisions for periodical evaluations on the modes of curriculum implementation and improvement in the mechanism of curriculum delivery also guaranteed. Usually, these practices are done throughout the academic year.

To strengthen and sustain this practice, the institution has an academic development committee to superintend the pedagogical occurrence. The committee consists of principal, employer, a teacher from the teaching practice school, alumni and a student representative. The committee lines up at evaluating, restructuring the works of past years and execute the derived ideas into practice. The committee periodically meets to discuss on the methods, techniques and strategies to transact the curriculum more effectively. The committee also organises programs like invited lectures, workshops, seminars, colloquium, etc.

Additionally, the institution focuses keenly in the mission and vision statement and the norms NEP while adapting the curriculum into the local context. Since the institution's motto is Sa Vidya Ya Vimukthaye. (The knowledge that liberates us from darkness to light; from ignorance to wisdom). We firmly believe that education must respect the diversity & local context, equity & inclusion and community participation. To integrate this idea, the institution creates opportunities to celebrate all the national and local festivals, organises programs of services to the society, encourages community participation through outreach activities, recognizes and identifies students' challenges and abilities in regular intervals, exposure towards mental and physical refinement programs like yoga, excursions, camp etc., This in turn helps in instilling and imbuing values and harmony among students and teachers.

Above all, an effective system of planning and reviewing mechanism of curriculum is present in the institution. In order to achieve the objectives of the program, the institution regularly reviews the curriculum and prepares academic calendar which includes plan of action according to the local context, initiatory school experience and school internship as per the need of the society, conducting outreach activities as per the requirement of the local situation etc. Further, the institution collects feedback from its stakeholders regarding the effectiveness of the curriculum and based on the analysis midcourse corrections are adopted by the institution. The recent midcourse correction was adaptation of hybrid mode of teaching

and learning.

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

**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:** A. Any 5 or more of the above

File Description	Document
Meeting notice and minutes of the meeting for in-house curriculum planning	<a href="#">View Document</a>
List of persons who participated in the process of in-house curriculum planning	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
A copy of the Programme of Action for in-house curriculum planned and adopted during the last completed academic year	<a href="#">View Document</a>

**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	<a href="#">View Document</a>
Report and photographs with caption and date of student induction programmes	<a href="#">View Document</a>
Prospectus for the last completed academic year	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
URL to the page on website where the PLOs and CLOs are listed	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

## 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
16	16	16	16	16

#### 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
16	16	16	16	16



File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Academic calendar showing time allotted for optional / electives / pedagogy courses	<a href="#">View Document</a>

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

**Response:** 2.2

#### 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
03	02	02	02	02

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Brochure and course content along with CLOs of value-added courses	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

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

**Response:** 91.38

#### 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
108	100	94	90	64

File Description	Document
List of the students enrolled in the value-added course as defined in 1.2.2	<a href="#">View Document</a>

#### 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	<a href="#">View Document</a>
Document showing teachers' mentoring and assistance to students to avail of self-study courses	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

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

**Response:** 0.8

##### 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
01	03	00	00	00

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

### 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:**

##### **A fundamental or coherent understanding of the field of teacher education**

Since teacher education programs are meant to empower aspirants to become ethical, knowledgeable, prepared individuals who can assume the role of teacher in elementary and secondary schools as well as prepare them for further career choices and advancement. The coherent understanding of the existing teacher education programmes is ensured through combining theoretical and practical aspects of the program. Orientation and induction program to familiarise PLO and CLO along with existing status of the teacher education are provided immediately after the admission process. Expert talk on quality indicators of teacher education foundational knowledge and skill requirement for teacher education are also debated in these sessions.

##### **Procedural knowledge that creates teachers for different levels of school educations skills that are specific to one's chosen specialization**

Specialization of specific subjects of courses are important feature B Ed program. In order bring out the abilities and skills among students in their chosen specialization necessary preparatory programs were effectively executed in the curriculum. Provisions for subject specific practice of teaching including micro teaching, peer discussion lessons, observation lessons & faculty demonstration lessons peer criticism lessons workshop on teacher enrichment (preparation of teaching –learning materials) – are efficiently provided. For skill enhancement theoretical and practical aspects, yoga health& physical, exposure towards recent pedagogical trends and assessment strategies also offered.

##### **Capability to extrapolate from what one has learnt and apply acquired competencies**

The school internship program, field trips and study tours provides a suitable avenue for students to extrapolate from what one has learnt and apply the acquired competencies in real life situations. The 16-week internship program provides opportunity to undergo meaningful experience as a practitioner in schools. The activities and tasks during this period help the inters to acquire and expand the insights towards teaching and learning

**Skills/Competencies such as: emotional intelligence, critical thinking, negotiation and communication skills, collaboration with others, etc**

The curriculum offers sufficient room for intensifying diverse human characteristics like Emotional Intelligence, Critical Thinking, Negotiation and Communication Skills, Collaboration with others, etc. The provisions for, community living camp, outreach activities, practicums on reading and reflection of texts, critical understanding of ICT, understanding self, preparation of reflective journals, seminar presentations, participations in institution-based programs and events, organization of innovative programs etc., considerably helps the students to enhance their skills and competencies. The theoretical and practical aspects of yoga, health & physical education and exposure towards arts and drama further helps in acquiring expected competencies of the program.

File Description	Document
Photographs indicating the participation of students, if any	<a href="#">View Document</a>
List of activities conducted in support of the above	<a href="#">View Document</a>
Documentary evidence in support of the claim	<a href="#">View Document</a>

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

**Response:**

The curriculum provides a larger scope in familiarizing the school systems based on Indian and international perspective. This persuasion is effectively utilized by the institution in creating awareness among students' teachers in relation to diversities in school system.

The school internship program is designed to enable the student-teachers to connect theory to practice and help them to acquire a perspective of diverse school system around them. Every student teacher is expected to reflect about the development of school system during this period. Prior to that an initiatory school experience also provided to student-teacher to obtain a primary experience about the functioning of the school. For this a one week visit to a government/ aided school in the nearby locality is guaranteed and also the students are advised to maintain a resource record for this.

Similarly, the curriculum also articulates opportunities to internalise the ideas of functioning of the various boards of school education. The third unit of the 2nd semester general paper EDU 11. Educational thoughts and practices narrate the differential school system and its functioning across the country. To provide more emphasis and insight about those schools, detailed deliberations and informal discussions are also conducted in the classroom. These deliberations help the students to sensitized differential school system based on its functional differences, assessment systems, norms and standards, state-wise variations.

Sessions depicting the unique nature of some specific boards of school in our country also ensured by the institution. Video telecast and PowerPoint presentations are prepared and exposed to the students in this regard. To get an overall perception of the cultural and artistic heritage of Kerala education and its

educational heterogeneity, visit to Vedasatra Patasala, Chittur Kerala Kalamandalam, located at Cheruthuruthy in Thrissur, are organized.

Furthermore, the elective course of the B Ed program offers opportunities to critically appraise the international and comparative perspective of schools across the world. To evolve and enrich students understanding in such diversities, informal debates and discussion were designed and students augment familiarity of those functionalities through watching documentaries, online videos and collecting supporting evidences. Additionally, to supplement the ideas of comparison the teachers provide an overview country wise novel trends in education characteristics like e-learning, digital initiatives, ICT based teaching learning, assessment and modern methods of pedagogical practices.

<b>File Description</b>	<b>Document</b>
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Action plan indicating the way students are familiarized with the diversities in Indian school systems	<a href="#">View Document</a>

### **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:**

The curriculum of the B.Ed. programme is designed in a way to derive professionally relevant understandings and enriching professional acumen of students through wide range of curricular activities. Further, to strengthen the involvement of student teachers in various professionally relevant areas the overall activities of the B Ed programs are categorised into college based, school based and community-based activities. Acquaintances towards these activities organised in a sequential order based on its progressive nature. From 1st semester to 4th semester exposure to these practices are effectively executed for the realization of program learning outcome.

During the first semester theoretical understanding of the fundamental functioning and cultural diversity of the school systems are discussed. Basic understanding child development including theories of child development marks this semester a preparatory learning for student teachers. Relevant evidence-based practicum in the forms of tasks and assignments offers experiential learning for the student teachers to expand their knowledge.

The second semester also marked by adequate number of theory courses and pedagogical practices. In that student are sensitised about the recent pedagogical trends, evaluation strategies, psychological testing etc that are necessary for teacher to appraise and reflect. Initiatory school experience is the other unique part of this semester. It helps to develop conceptual understandings about teaching and learning in school environment and to validate the theoretical understandings developed through various foundation and pedagogy courses.

The school Internship program forms a vital part of B.Ed. programme specifically designed for developing proper professional attitudes, values and interests by familiarizing students with the existing educational scenario. Third semester of the entire program is meant for this. Here opportunities are provided to critically reflect school-based practices and engagement in activities like maintenance of records and registers, preparation of lesson and unit plans using different artifacts and technology, classroom management, activities related to school- community- parent interface, and reflections on self-development. This program guarantees occasions to integrate techno pedagogical content knowledge and competencies to handle the challenges of the present-day classroom.

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>

## 1.4 Feedback System

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

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	<a href="#">View Document</a>

**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	<a href="#">View Document</a>
Action taken report of the institution with seal and signature of the Principal	<a href="#">View Document</a>

## 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:** 103.2

File Description	Document
Document relating to Sanction of intake from University	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Approved admission list year-wise/ program-wise	<a href="#">View Document</a>
Approval letter of NCTE for intake for all programs	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

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

**Response:** 34.4

##### 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
09	09	09	08	08

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

#### 2.1.3 Percentage of students enrolled from EWS and Divyangjan categories during last five years

**Response:** 4.26

### 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
04	06	00	01	00

File Description	Document
List of students enrolled from EWS and Divyangjan	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Certificate of EWS and Divyangjan	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

## 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:**

The institution consciously assesses the entry level learning needs of students and their level of readiness to undergo the B Ed program. The following initiatives are consciously undertaken to cater this need.

1. Collecting Profile Information
2. Interview
3. Filling out entry level form
4. Talent's day
5. Induction programs

**Collecting Profile Information:** During the admission process itself the institution collects profile information of the students in a separate form. The form covers details of personal and demographic information, information about academic performance, achievement reports and other relevant information about the previous educational program. An informal analysis of the collected data is carried out during admission process.

**Personal Interview:** Both the admission cell members and principal of the institution conducts informal interviews and personal talks with the newly admitted students in order to assess the entry level behaviour of students. Although analysis made informally about the students and its communicated appropriately to the teachers of the institution.



**Filling out entry level form:** The institution has a unique mechanism of assessing entry level behaviour of the students through an entry level check list. Immediately after the admission an entry level form(Check List) is circulated among the students. The statements in the entry level check list reflect the expected teacher behaviour and competencies. The detailed analysis of the entry level check list offers understanding of prospects and hopes of students in the B Ed program. Moreover, it helps to recognise their readiness in teaching profession.

**Talent's day:** The institution conducts talents day for the newly admitted students in the beginning of every year. It is a platform meant for the students to exhibit their hidden potential and it offers the opportunity to showcase their talent and also appreciate the unique talent in others. It is an extravaganza of creativity, artistic and cultural talents. The talents day integrates exposition of teacher related competencies and skills. Through this a proper evaluation of students' readiness in teaching learning are examined.

**Induction programs:** Student induction programs offers a suitable platform for students to realise the program overview and requirement expected in the program of study. Teacher interactions and discussions during the induction program helps to connect closely with the students and this assessment further helps in learning needs of students.

The institution adopts various strategies of progressive assessment techniques to provide effective academic support after finding the readiness of learning. It includes regular performance evaluation, informal observation, periodic tests, model examinations, terminal tests, evaluation of tasks and assignments, academic mentoring for slow learners, remedial instructions etc..

File Description	Document
The documents showing the performance of students at the entry level	<a href="#">View Document</a>
Documentary evidence in support of the claim	<a href="#">View Document</a>

**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	<a href="#">View Document</a>
Relevant documents highlighting the activities to address the student diversities	<a href="#">View Document</a>
Photographs with caption and date, if any	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

**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	<a href="#">View Document</a>
Relevant documents highlighting the activities to address the differential student needs	<a href="#">View Document</a>
Photographs with caption and date	<a href="#">View Document</a>

**2.2.4 Student-Mentor ratio for the last completed academic year**

**Response:** 15:1

**2.2.4.1 Number of mentors in the Institution**

Response: 07

File Description	Document
Relevant documents of mentor-mentee activities with seal and signature of the Principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

**2.3 Teaching- Learning Process****2.3.1 Multiple mode approach to teaching-learning is adopted by teachers which includes experiential learning, participative learning, problem solving methodologies, brain storming, focused group discussion, online mode, etc. for enhancing student learning**

**Response:**

The institution follows multiple mode of approach to teaching learning as prescribed in the curriculum. The teachers are encouraged to utilize following methods.

**Experiential Learning**

This method is used for enabling the students to develop professional capacities for becoming a better teacher. The trainees were given one week school initiatory program and sixteen weeks school internship for enhancing their real experience in academic environment. Moreover, many activities including making artifacts, understanding student diversities and field visits are integrated in this approach.

**Participative learning**

Participatory learning is an approach to teaching and learning which focuses on the learner. It encourages learning by doing, using small groups, concrete materials, open questioning and peer teaching. The institution utilizes this strategy for conceptualizing educational concepts both in the general and optional papers. The teachers engage students in theoretical lessons, encouraging group discussions and critical reflections, also involve them in more practical activities. Connecting academic achievement with real life situation to anticipate learning process

### **Problem Solving Methodologies**

Problem solving method a systematic and orderly process is adopted for carrying out the teaching learning process. The process begins with the felt difficulty or problem. The student is then made to think out all the possible situations of the confronted problem on the basis of what does he know. Most of the practicum course of the curriculum requires adequate problem-solving strategies. Teachers induce students to apply and adopt these strategies for the preparation student case studies reflective journal writing, lesson plan writing etc

### **Brain storming-**

Since brain storming is a well-known method for enhancing creative thinking capacities, teacher educators use this method wherever it requires. Topics like adolescence issues and problems, educational backwardness, wastage and stagnation etc. are explicitly discussed in the classroom and solutions are obtained accordingly. Both students and teachers exhibit keen interest in practicing brain storming technique.

### **Focused group discussion**

Focus group activity brings together a small group of people to answer questions in a moderated setting. The institution regularly uses these techniques to empower student creative abilities and thinking. Reviewing of the contents transacted in the classroom usually done by asking and triggering answers for the questions. Teachers and students use this strategy interestingly both inside the classroom and also when they sent to teaching internship.

### **Online mode of learning**

Learning is a continuous process and it should not be stopped for any reasons. During this CoVid-19 Pandemic, the teachers adopted online classes for our student-teachers in order to make them continuous learners. Furthermore, emphasis also given for utilizing the major learning platforms and social medias like Google Classroom, WhatsApp, telegram etc. in teaching learning process.

Apart from the above mode of transactions, the teachers are encouraged to adopt other teaching modes like Lecture method, Seminars, Small group discussions, Lecture-cum-Discussion, Field survey/visit, Projects, Seminars, Case study, Video viewing and power point presentations, Peer learning, symposium, IT based learning, blended learning, community participation, face to face communication, etc. according to the courses.

<b>File Description</b>	<b>Document</b>
Course wise details of modes of teaching learning adopted during last completed academic year in each Programme	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

### **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:** 97.92

#### **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
11	09	09	09	09

<b>File Description</b>	<b>Document</b>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link of LMS	<a href="#">View Document</a>

### **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:** 108

File Description	Document
Programme wise list of students using ICT support	<a href="#">View Document</a>
Landing page of the Gateway to the LMS used	<a href="#">View Document</a>
Documentary evidence in support of the claim	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

### 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:** A. Any 4 or more of the above

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

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

**Response:**

The institution has exceptional system of mentoring in all aspects of the program of study. Students are exposed to utilize these opportunities in effective manner and teachers help and support in all the ventures that reflects students' efforts. Moreover, the mentoring efforts are not limited to academic enrichment of the students but also it meets the life development aspects of the individual.

#### **Working in teams**

The institution guarantees adequate mentoring efforts in group activities. Since most of the curricular and co-curricular activities of the program requires group involvement effective guidance in the form of affectionate conversations and opportunities to play a leading role in special events were ensured by the teachers throughout the program.

### **Dealing with Student Diversity**

Diversities among students are considered as the unique nature of any educational institution. To explore and incorporate these differences specialmentoring efforts also been carried out by the teachers of the institution. Communication of the goals of diversity, re evaluation of task and assignments, providing challenging tasks to the students,celebrating culture specific days in the campus, opportunities to interact with their peers on a social level etc., are the major practices for this purpose.

### **Conduct of self with colleagues and authorities**

Mentoring program of the institution ensures development of personal qualities like appropriate conduct and character. For this teachers' advices students to practice basic interpersonal skills and attitude both inside and outside the campus. Apart from this, experience of positive communication strategies and opportunity to engage personality development classes,chances of interaction with administrative bodies, guidelines for the decorum to be followed in the institutionare also adopted.

### **Balancing home and work stress**

Effective mentoring is provided to balance home and work stress among students. Scheduling of tasks and assignments and prioritising academic activities are major steps taken for this purpose. Teachers ensure regular emotional support and personal counselling to the student teachers. It eventually helps the students to refresh their mind and to engage in activities in a better way. Informal interactions with parents about the student involvement in the program and status of student progress also practiced by the teachers.

### **Keeping oneself abreast with recent developments in education and life**

Mentoring efforts for widening the knowledge and understanding of developments in education and life also guaranteed in the institution. Teachers circulates information regarding recent developments of education and programs through various online platforms also encourages the students to participate seminars and workshops in this regard. To keep oneself abreast with life, effective mentoring is ensured by the teachers in the way of stress management talks, mental wellbeing techniques, meditation strategies appropriate career planning options, personal counselling etc,

<b>File Description</b>	<b>Document</b>
Documentary evidence in support of the claim	<a href="#">View Document</a>

**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

<b>File Description</b>	<b>Document</b>
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	<a href="#">View Document</a>
Documentary evidence in support of the selected response/s	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

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

#### **Response:**

Our institution adheres Outcome Based Education (OBE) Curriculum where several institution, community and school-based teaching-learning processes are administered through the continuous internal evaluation in order to achieve personal, cognitive and professional attributes among the student-teachers.

#### **Case-1 School Internship**

The Internship program forms an integral and important component of B.Ed. programme. Internship serves as a capstone experience that informs about and prepares them for the expectations of and how to succeed in the profession. Internship provides students the opportunity to practice what has been learned on the institution campus and, more importantly, it is an opportunity to continue academic and professional growth.

#### **Objectives of Internship Programme**

- To understand the content and pedagogical principles, issues and problems related to teaching.
- To acquire competencies and skills required for effective classroom teaching, class management and evaluation of student learning, organization of co-curricular activities, and working with the community.

#### **Learning Outcome of Internship Programme**

After successful completion of Internship, student-teachers will be able to acquaint with necessary competencies and skills for effective classroom teaching with

- Mastery over classroom teaching with ICT
- Preparation and administration of tests with quantitative and qualitative analysis of results
- Administer any of the psychological tools like inventories, scales, projective techniques, Sociogram etc.
- Organize the co-curricular activities like sports, cultural, camps, society beneficial programmes, meetings etc.)

#### **Teaching-learning process**

For the effective internship, many pre-requisites teaching-learning tasks are administered like expert talk on teaching skills and professional competencies, micro-teaching practice, school initiatory programme, demonstration lesson, discussion lesson, peer criticism lesson, digital lesson, ICT in education, etc. During the 16-weeks internship, there is a regular observation by school teachers, peers, institution teacher-educators which helps the student-teachers to enrich their professional teaching competencies. In this way, the teaching-learning process nurtures creativity, innovativeness, intellectual and thinking skills, etc. among student-teachers.

### **Case-2 Exploring Wisdom – ‘Prayana’**

Keeping the views of NEP-2020, our institution has successfully implemented a teaching-learning activity called “Exploring Wisdom – Prayana”. In this activity, student-teachers are given opportunity to organize monthly programmes according to optional subject i.e., each optional student-teachers get opportunity of conducting monthly activity. During the month, our student-teachers conduct morning assembly by adopting prayer, thought for the day by preparing the flyer and celebrate important national level or international level days according to the calendar of university.

### **Objectives of Programme**

- To familiarize national/international days
- To provide organizing, administrating, communication skills
- To enhance innovativeness
- To promote team work and leadership quality

### **Learning Outcome of the Programme**

After successful completion of Prayana, student-teachers will able to,

- Enrich their intellectuality related to teaching profession
- Organize different teaching-learning programmes
- Work with team

### **Teaching-learning process and its impacts on student-teachers**

By this “Exploring Wisdom – Prayana”, each and every student-teacher is getting the chance to organize an event so that their organizing capacity, leadership quality, communication skill, team work, administrative capacity, technology utilization and other teaching proficiency will be developed. In this way, the teaching learning process nurtures creativity, innovativeness, intellectual and thinking skills, empathy, life skills etc. among student-teachers.

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



## 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:** A. Any 8 or more of the above

<b>File Description</b>	<b>Document</b>
Reports of activities with video graphic support wherever possible	<a href="#">View Document</a>
Documentary evidence in support of the selected response/s	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

**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:** A. Any 8 or more of the above

<b>File Description</b>	<b>Document</b>
Reports and photographs / videos of the activities	<a href="#">View Document</a>
Documentary evidence in support of each selected activity	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Attendance sheets of the workshops/activities with seal and signature of the Principal	<a href="#">View Document</a>

### 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	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

### 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	<a href="#">View Document</a>
Documents showing the different activities for evolving indicated assessment tools	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

### 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

<b>File Description</b>	<b>Document</b>
Sample evidence showing the tasks carried out for each of the selected response	<a href="#">View Document</a>
Documentary evidence in respect of each response selected	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

#### **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

<b>File Description</b>	<b>Document</b>
Photographs with caption and date wherever possible	<a href="#">View Document</a>
Documentary evidence showing the activities carried out for each of the selected response	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

#### **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

<b>File Description</b>	<b>Document</b>
Samples of assessed assignments for theory courses of different programmes	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

#### **2.4.8 Internship programme is systematically planned with necessary preparedness..**

##### **Response:**

##### **Selection/identification of schools for internship: participative/onrequest**

From the inception, the institution follows a regular plan for selection and identification of schools for internship. Internees are provided opportunities in prioritising and selecting internship schools. To provide an opportunity to understand the context of teaching in a government and private school or the dynamics of teaching at elementary and senior secondary levels Internship were arranged in two blocks in such a way that teaching in one school at a particular level (for example elementary or senior secondary) during one block, is followed by the teaching in another school or the same school at another level during the second block. 10 reputed schools in the nearby localities of the institution allotted for the trainees for selection. Based on the request and priority list received from the internees, after a feasibility analysis, the final decision regarding internship schools were finalised.

##### **Orientation to school principal/teachers**

The institution offers timely orientations to respective school principal/teachers with respect to internship. Proper guidelines for ensuring the familiarity in the school learning environment as well as evaluation strategies for assessing the competency of teacher trainees are given in advance.

##### **Orientation to students going for internship**

The institution offers a separate orientation to students going for internship to help in preparing them in cultivating and familiarising professionalism. During this program, the principal and other teachers in the institution elucidates the aims and objective of the internship, also matters related to the prerequisite for internship, guidelines for appropriate attire & etiquette, the code of conduct, modalities evaluation, activities which required to carry out ,learning resource utilization, maintenance of records and registers, preparation of lesson and unit plans using different artifacts and technology, classroom management, activities related to school- community- parent interface and reflections on self-development and professionalization of teaching practice are discussed in this program.

##### **Defining role of teachers of the institution**

Since guiding teachers in the institution plays a major role in internship program, specific instructions about the responsibilities of teachers also issued in advance. These instructions comprised of action plan for the visit to school, evaluation criteria, insights into student behavior, instructional practices, student learning, learning environments and classroom management etc.

### **Streamlining mode/s of assessment of student performance**

The institution monitors internship performance of each student separately in B Ed program. This assessment is a joint responsibility of the institution and internship schools. Continuous observation and briefing of essential teaching skill of the novice teacher and capacity building are the essential attributes of these assessment. Observation of 5 lessons (preferably at the beginning, middle and at the end of Internship) by the optional teacher is mandatory as per institutional assessment criteria. Overall assessment is done on the basis of the unique criteria of indicators developed by the institution which covers the aspects of individual difference and learning styles of each internee.

### **Exposure to variety of school set ups**

During internship the student-teacher is expected to critically reflect various activities of the school which includes familiarising the records and registers, participating and initiating program, conducting innovative programs, perceiving school culture, visits to other schools etc.,

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

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

**Response:** 6.75

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

Response: 08

<b>File Description</b>	<b>Document</b>
Plan of teacher engagement in school internship	<a href="#">View Document</a>
Internship certificates for students from different host schools	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Copy of the schedule of work of internees in each school	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**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:** B. Any 6 or 7 of the above

File Description	Document
School-wise internship reports showing student engagement in activities claimed	<a href="#">View Document</a>
Sample copies for each of selected activities claimed	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

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

As prescribed in the curriculum the institution adopts an effective monitoring mechanism during internship programme. optional teacher, school teachers, principal of the institution and peer group actively contributes to this evaluation.

**Role of optional teacher:**

Optional teacher plays a significant role in monitoring internship program. It starts from orienting the students before internship and ends in post-internship activities and follow-up activities.

As per the curriculum each student-teacher has to teach and record a minimum of 60 lessons in the concerned Optional Subject- not less than 30 lessons in the first part (during the first 40 days) and not less than 30 lessons in the second part (during the next 40 days). Out of the 60 lessons each student-teacher has to include a minimum of 3 ICT enabled lessons. For this Observation of 5 lessons (preferably at the beginning, middle and at the end of Internship) by the optional teacher is set mandatory. Moreover, assessment of all types of school activities like undertaking classroom-based research projects; developing and maintaining resources in the Internship schools, administering of diagnostic tests and identifying of learning difficulties, conducting a case study/action research, organizing curricular and co-curricular

activities related intern activities throughout the internship with specific rubrics also carried out by optional teachers. Continuous observation, timely feedback and providing appropriate supervision also a part of optional teacher's evaluation. In order to maintain proper records for the assessment all optional teachers are advised to maintain a supervision diary in this regard. Similarly, a reflective journal is maintained by the students to record their experiences, observations and conclusions regarding all the activities undertaken. The journal visualises a brief description of how the class was conducted, how learners responded, reflective statements about his preparedness for the class, responses to learners' questions, capacity to include learners sharing of their experiences, responses towards their errors, difficulties in comprehending new ideas and concepts, issues of discipline, organization and management of group, individual and group activities etc.

### **Role of school teachers**

School teachers plays a supporting role in monitoring internship along with college teachers. They regularly prompt the interns to improve the skills of teaching by continuously observing and reflecting classroom teaching and instructional practices. They check and approve lesson plans submitted by the students before practicing the teaching.

### **Role of school principal**

Principal, evaluation a reliable measure of student's internship performance by ensuring robust vision of learning. sharing leadership with teachers, supporting high-quality curriculum and instruction. During the end of internship period the principal thoroughly evaluates the performance of interns and grants certificate of inters hip by considering the feedback of teachers.

### **Role of peer group**

Peer group also effectively monitor the fellow performance in intern ship. A separate feedback report of the observed classes by the fellow students are mandatory in the monitoring process.

<b>File Description</b>	<b>Document</b>
Documentary evidence in support of the response	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

#### **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:** A. All of the above

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

#### 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	<a href="#">View Document</a>
Five filled in formats for each of the aspects claimed	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

## 2.5 Teacher Profile and Quality

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

**Response:** 85.71

File Description	Document
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

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



**Response:** 20.83

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

Response: 02

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Certificates of Doctoral Degree (Ph.D) of the faculty	<a href="#">View Document</a>

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

**Response:** 9.3

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

Response: 93

File Description	Document
Copy of the appointment letters of the fulltime teachers	<a href="#">View Document</a>

#### 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:**

In-house deliberations take place formally and informally in the principals' cabin on topics of educational importance. All the teachers actively discuss and present their views on recent academic and technological developments. In order to keep teachers updated professionally the institution encourages teachers to take part in professional development programs regularly. Information on teacher professional development courses in MOOC platforms are also shared in these inhouse discussions. Discussions on teacher aspirations and the utilisation of the knowledge in the advancement of teaching methods as a team are another feature of inhouse programs.

The faculty members are entitled to academic study leave to attend academic engagements. The institution also organises seminars, workshop and webinar as well as special lectures and talks for professional development of faculty and students. The faculty members are encouraged to pursue research and extension activities as per institutional policy guidelines. Visit to specific educational institution further offers exposure for the teachers to update and understand the professional working nature of similar institutions.

Since the development of professionalism and ethics are considered as the thrust area of teacher education,

most of the inhouse informal deliberations in the institution focuses on the innovative strategies of curriculum implementation and updation of teacher behaviour.

Inhouse discussions were also carried out to sensitize teachers about the New Educational Policy -2020 and its implementation strategies. For this teachers are encouraged to present periodic seminars and discussions. In order to equip teachers about the new technological advancements in the education field, the teachers who are expert in ICT render effective support to their fellow teachers by offering hands on training.

Circulars and guidelines issued by the university, from time to time to uplift and enhance the quality of teachers were interim deliberations of inhouse programs. Moreover teacher preparedness and the issues and challenges of teachers that need immediate addressing are closely monitored and effective solutions are deliberated in the house discussions.

File Description	Document
Documentary evidence to support the claims	<a href="#">View Document</a>

## 2.6 Evaluation Process

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

#### Response:

The B.Ed. Programme is of four semesters spread over two years duration. Continuous Internal Evaluation of students for each course will be done by internal evaluation system and end-semester examinations. End-semester examinations of theory courses will be conducted by the University and those of all practical courses will be conducted continuously at the institutional level. The internal evaluation of theory courses shall be based on predetermined transparent system involving periodic written tests, practicum/tasks and assignments. The practical courses are collectively coming under the broad category called Engagement with the Field. The practical courses are classified into three groups-viz. College based, Community based and School based practical. These field attachment practical courses enable student teachers to engage with children and their contexts, schools and their contexts.

#### College-based continuous internal assessment system

The weightage to award internal continuous assessment marks should be fifty percentage to the test papers as well as tasks and assignments. There shall be no separate minimum for internal assessment of theory courses. However, the institution is considering seminars and attendance as the parameters for internal assessment of theory courses. Micro teaching, the core of teaching will be assessed through one-week hands-on training and observation. Semester wise continuous assessment on professional capacity building through Reading and Reflecting on Texts, Art and Drama in Education, Critical Understanding of ICT and Understanding the Self are done through Enhancing Professional Capacities(EPC). Yoga, Health and Physical Education competencies are assessed through regular performance of the student-teachers. Preceding the school internship programme, at the institution level our student-teachers teaching proficiencies are assessed through Peer Discussion Lessons, Observation Lessons, Peer Criticism Lessons by the optional subject teachers. By conducting workshop on teacher enrichment, the trainees Teaching-

Learning Material (TLM) preparation capacities are being assessed. The entire college-based continuous internal assessment testimonials will be examined by the external examination board constituted by the university.

#### Community-based continuous internal assessment system

The institution has community-based continuous internal evaluation on community based practical through Community Living Camp, Socially Useful Productive Work (SUPW), Working with Community and Field Trips. Every academic year four days of community living camp is conducting with the aim of holistic development among the student-teachers where the performance of the progress will be evaluated. The 'no cost; low cost' teaching materials preparation skills are assessed through SUPW and the social responsibility of the trainees are assessed through outreach activities in the name of working with community and field trips.

#### School-based continuous internal assessment system

Hands on training on teaching is mandatory in the programme which are done by Initiatory School Experiences and School Internship. Competencies with regard to teaching of the trainees are assessment through Teaching Performance Evaluation Proforma by the respective optional subject teachers during the school internship programme with the frequency of five phases.

The entire internal evaluation system is constituted and administered with all relevant documentary evidences by the institution with the PLOs and CLOs of the programme incorporating with the vision and mission of the institution.

File Description	Document
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

#### **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:** A. Any 4 or more of the above

<b>File Description</b>	<b>Document</b>
Documentary evidence for remedial support provided	<a href="#">View Document</a>
Details of provisions for improvement and bi-lingual answering	<a href="#">View Document</a>
Copy of university regulation on internal evaluation for teacher education	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Annual Institutional plan of action for internal evaluation	<a href="#">View Document</a>

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

#### **Response:**

The institution has operationally effective examination grievance redressal cell. The scheme of theory and practical examination and the role of institution on it will be informed well in advance to student-teachers under the guidelines of examination cell during the orientation programme and while doing so the examination grievance lodging procedure will be guided by the examination grievance redressal cell.

The student-teachers are guided to lodge their grievances related to assessment by oral or written directly to the respective cell members or to the Principal. For those who don't want to reveal their identity, there is a provision of suggestion box where the student-teachers are advised to drop their grievances without mentioning their credentials.

The received grievances are discussed during the meeting of the cell and the necessary remedial actions or solutions will be taken within seven working days and the same is informed to the student-teachers during the morning assembly whenever necessary. The same are recorded in the minutes for the future reference.

The major thrust areas of examination grievance redressal cell are continuous internal assessment, viva-voce, end semester university examination, re-appearing, testimonials, etc.

#### **Continuous Internal Assessment**

At the beginning of each semester, the student-teachers are instructed the scheme of internal and external assessment and its criteria. The examination grievance redressal cell takes utmost care for the smooth assessment of the internal without any prejudices. Before the submission of the internal assessments for each semester to the university, the same is shown to the student-teachers and also displayed in the institution notice board in order to maintain the transparency so that the student-teachers those who want to clarify their grievances can utilize that.

#### **Viva-voce**

The scheme and pattern of viva-voce examination are informed well in advance to the student-teachers

through the orientation, students' diary and in the college website. The model viva-voce is administered in order to make the student-teachers to do self-assessment in this regard and take necessary remedial actions.

### **End Semester University Examination**

Before the commencement of each end semester university examination, the cell provides orientation on the responsibilities of the examinees in the exam hall, do's and don't, how to face the exam in a peaceful manner, how to succeed, etc. Necessary guidelines related to the university examination are displayed in the institution notice board.

### **Re-appearing**

With the result analysis report by the IQAC and Examination Cell, the examination grievance redressal cell takes necessary remedial actions like re-totaling, re-valuation, etc. to the needy students. Whenever the grievance raised by the student-teachers are immediately addressed to the Principal for the necessary actions.

### **Testimonials**

The cell ensures the issue of transfer certificate, conduct certificate, attendance certificate, semester mark sheets, provisional certificate, etc. from both the institution and the university and any grievance related to that is resolved immediately.

<b>File Description</b>	<b>Document</b>
Relevant documents reflecting the transparency and efficiency related to examination grievances with seal and signature of the Principal	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

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

#### **Response:**

Our institution is an affiliated institution under the university of Calicut. Every academic year the institution prepares its own academic calendar by adopting the academic calendar envisioned by the university. Before commencement of every academic year, the College Development Committee under the guidelines of Internal Quality Assurance Cell, is conducting meeting and the academic calendar is prepared by including all the curricular, co-curricular and extra-curricular teaching-learning activities by consulting the different committees and cells like Admission Cell, Examination Cell, Library Committee, Yoga and Health Club, etc.

The institution prepares its academic calendar incorporating the Vision & Mission, Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) by including all the teaching-learning tasks viz. number of working days, national level celebrations, outreach activities, school initiatory, school

internship, field trips, study tour, sports day, cultural day, micro teaching, model practical viva-voce, test series, community living camp, workshops, expert speech, convocation, art & drama activities, etc. and utmost care taken for that. Every month, at the beginning, the staff council conducts the academic meeting and discuss about the monthly academic calendar and plan in-advance in order to execute and administer the same in effective manner. Based on the academic calendar, time-table for each semester is prepared by calculating the total number of working hours for each course including library hours, laboratory hours, sports hours, enhancing professional capacity hours, etc. The institution takes continuous internal evaluation in all the aspects with the aim of holistic development of the student-teachers.

Course handling subject teachers complete the course work on time with the help of academic calendar. Each semester, for a particular theory course two-unit tests, two term tests and two model examinations are pre-planned and same is administered by the examination cell. For practical courses all practical learning tasks are planned and the same properly executed by the subject teachers by following the academic calendar. The outreach activities are administered by the respective committees well in advance as per the academic plan. With the assistance of the academic calendar there is proper execution of community based practical and school based practical tasks without disturbing the regular class works.

Every month at the end there is a staff council meeting which monitors the action taken with regard to the academic plan and necessary remedial actions are taken in order to fulfil the gaps if needed. Likewise, at the end of each semester and each academic year there is a review meeting regarding the action taken. The Internal Quality Assurance Cell ensures the effective implementation of the academic calendar. Both the teacher-educators and student-teachers have a clear vision on what is going to be done and what is expected to be done with the help of academic calendar which gives successful completion of each semester as well as each academic year in a transparent manner.

File Description	Document
Any other relevant information	<a href="#">View Document</a>
Academic calendar of the Institution with seal and signature of the Principal	<a href="#">View Document</a>

## 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:

Our institution affiliated to the university of Calicut. Every academic year our institution creates its own Programme Learning Outcome (PLOs) and Course Learning Outcome (CLOs) based on the PLOs and CLOs in the university curriculum. While framing the PLOs and CLOs the institution adheres the vision and mission of the institution as well as the recommendations of the National Education Policy. The academic calendar is prepared based on the PLOs CLOs framework.

At the commencement of each academic year, an induction programme is given to the teacher-educators in order to enrich their knowledge in the PLOs and CLOs of the programme followed by an orientation

programme is given to the newly joined student-teachers in order to enable them to comprehend the entire programme work. Further, the CLOs are explained by the subject teachers which helps the student-teachers to familiarize the Course Learning Outcomes.

An academic calendar is prepared based on the PLOs and CLOs which ensures the expected learning outcomes among the student-teachers in progressive manner. After successful completion of each learning tasks, the institution ensures whether the CLOs are achieved by assessing student-teachers records. In order to strengthen teaching and learning in tune with PLOs and CLOs the institution as well as curriculum offers many innovative strategies and programmes. For assuming the role of a regular teacher with appropriate planning in the teaching learning process, micro-teaching, peer discussion lessons, observation lessons, faculty demonstration lessons, peer criticism lessons are effectively implemented.

To acquire competencies and skills required for effective classroom teaching, classmanagement and evaluation of student learning, organization of co-curricular activities, andworking with the community, a 16-week school internship practice is ensured in the curriculum. Further, to analyze the process, factors and theoretical bases of learning, compare and contrast thedifferent perspectives on learning, various learning tasks and assignments are offered. To appraise professional ethics in various situations and collaborate with others in a

professional manner, various outreach activities, community living camp, visits to other schools, field visits, etc. are provided by the institution. Moreover, to cater the vision and mission statement of the institution and diverse needs of the student-teachers, unique programmes like meditation, morning assembly, monthly celebrations, club activities, expert talks, etc. are effectively organized and ensured students active participation in the events.

At end of every semester, the staff council review the matrix and achievement of each PLOs and CLOs in terms of student-teachers' achievements and performances report and necessary remedial measures are taken accordingly.

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

## 2.7.2 Average pass percentage of students during the last five years

**Response:** 92.54

### 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
47	46	43	45	30



File Description	Document
Result sheet for each year received from the Affiliating University	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Certified report from the Head of the Institution indicating pass percentage of students programme-wise	<a href="#">View Document</a>

### **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:**

The institution aims at a complete development of the student-teacher; particularly in knowledge and skills, in individual care of the learner and also in methods and evaluation designed to facilitate learning in line with the PLOs and CLOs of the institution. Particularly the institution put forth its plan of action on the professional expected learning outcomes with regard to the B.Ed. programme. Institution takes care on monitoring and recording the of the student-teachers performance with its continuous internal evaluation.

The theory courses consist of seven courses under perspectives in education, six courses under curriculum and pedagogic studies and one additional optional course. Optimizing cognitive development among the student-teachers, periodical learning tasks are assigned by means of case studies, group presentations, projects, discussions, observations and documentation of the same maintained for the internal evaluation. Series of class tests, unit tests, term tests and model exams are conducted by the examination cell which reflects on students' academic achievement in the end semester university examination.

Student-teachers teaching skills are assessed and recorded by the teacher-educators by mentioning their progressive performance in the name of mentor evaluation report. During the intern the professional competencies of the student-teachers in tune with the PLOs and CLOs are documented as records like achievement test record, diagnostic test record, action research record, administration of psychological tools, observation report, lesson plans, audio-visual aids record improvised apparatus record, artifacts, reflective journal, digital lesson plan, co-curricular activity record, etc. which are thoroughly monitored by the respective optional teachers.

Under the category Engagement with the Field apart from School Internship four EPC courses are introduced for enhancing professional capacities. Under this, the institution gives training on developing language communication, comprehend the language of texts, improving proficiency in reading, writing, thinking and communication, developing interest in reading, workshop of Arts and Crafts and understand its pedagogical significance, training on digital text book/e resources, ICT Integration with Pedagogy, E-content development, workshop on develop understanding of student-teachers about themselves, To nurture ideas of preparing relevant teaching aids for identified content areas, periodical twenty hours workshop is conducted by the subject experts the same is recorded by the student-teachers, etc. and the same are recorded and evaluated by the optional subject teachers as well as external examiners.

Outreach activities are conducted in the name of community based practical and the same recorded and



assessed. The sports and cultural events are regularly conducted and the performance of the student-teachers are assessed by the subject experts and the same is recorded by means of magazine, sports records, cultural record, reports, etc.

Each and every learning tasks are designed in line with PLOs, CLOs, vision, mission of the institution incorporating with the National Education Policy 2020 and all the records are subject to the assessment of the respective subjective teachers and external practical examiners.

<b>File Description</b>	<b>Document</b>
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

#### **2.7.4 Performance of outgoing students in internal assessment**

**Response:** 100

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

Response: 54

<b>File Description</b>	<b>Document</b>
Record of student-wise /programme-wise/semester-wise Internal Assessment of students during the last completed academic year	<a href="#">View Document</a>
Data as per Data template	<a href="#">View Document</a>

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

**Response:**

The institution offers adequate opportunities and support to students, to widen their initially identified learning needs. During the admission process itself institution tries to understand and seek students' aspirations and expectations through self-responsive check list and personal interviews. The level of academic and non-academic achievement of the students also evaluated in this process. Through an on-going observation and evaluation, the teachers continuously analyse the performance of students.

There are a number assessment tasks that are highlighted in the curriculum in order to assess the student performance. Teachers effectively utilises all these assessment tasks in order to cater the initially identified learning needs. The institutional also maintains and follows a specific criterion to assess students curricular

and co-curricular activities in terms of their school-based practices, college-based practices and community-based practices. Regular tasks and assignments also a part of theoretical courses. The evaluation of subject specific activities further helps in reflecting their initially identified learning needs.

The institution further helps in moulding students' perception about teaching profession through various lectures and talks. Sensitise students about the roles and responsibilities of through special programs, Emphasise the importance of academic achievement through tasks assignments and examinations. Encourage performance and participation in co-curricular activities through specially designed programs and celebrations.

**The following are the few examples for claiming these persuasions:**

Name of the student	Murukan M
Academic Year	2021-23
Initially identified learning needs	Poor academic performance
Tasks given to enhance the performance	Remedial teaching and special attention
Outcome	Good academic performance

Name of the student	Aiswaria R Menon
Academic Year	2021-23
Initially identified learning needs	Stage fear
Tasks given to enhance the performance	Personal motivation and support
Outcome	Good stage performer

Name of the student	Rahiya Beegam Y
Academic Year	2020-2022
Initially identified learning needs	Personal and academic stress
Tasks given to enhance the performance	Support for personal development and personal support
Outcome	In the university result in option wise got 3rd position.

Name of the student	Sruthi T
Academic Year	2020-2022
Initially identified learning needs	Lack of confidence and Examination anxiety.
Tasks given to enhance the performance	Support for personal development
Outcome	Improvement in academic session and achieved teacher e

Name of the student	Sukanya V
Academic Year	2021-2023
Initially identified learning needs	Poor academic performance in psychology

Tasks given to enhance the performance	Peer tutoring and special class	
Outcome	Good result in 2nd semester.	
Name of the student	Sonia C	
Academic Year	2020-2022	
Initially identified learning needs	Poor teaching competency	
Tasks given to enhance the performance	Special Training and personal support	
Outcome	Achieved good performance in external practical evaluation	
<b>File Description</b>	<b>Document</b>	
Documentary evidence in respect to claim	<a href="#">View Document</a>	
Any additional information	<a href="#">View Document</a>	

## 2.8 Student Satisfaction Survey

<p><b>2.8.1 Online student satisfaction survey regarding teaching learning process</b></p> <p><b>Response: 3.71</b></p>
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## 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:** 0

**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
00	00	00	00	00

**File Description**

**Document**

Data as per Data Template

[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:** 0

**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
00	00	00	00	00

**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:** B. Any 3 of the above

File Description	Document
Institutional policy document detailing scheme of incentives	<a href="#">View Document</a>
Documentary proof for each of the claims	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

### 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:** C. Any 2 of the above

File Description	Document
Documentary evidences in support of the claims for each effort	<a href="#">View Document</a>
Details of reports highlighting the claims made by the institution	<a href="#">View Document</a>

## 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:** 0.31

#### 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
01	01	00	00	01

File Description	Document
First page of the article/journals with seal and signature of the Principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

### 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:** 1.25

#### 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
02	03	03	02	02

File Description	Document
First page of the published book/chapter with seal and signature of the Principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

## 3.3 Outreach Activities

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

**Response:** 2.6

#### 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
05	00	02	04	02

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

### 3.3.2 Percentage of students participating in outreach activities organized by the institution during the last five years

**Response:** 68.34

#### 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
107	00	98	92	44

File Description	Document
Report of each outreach activity with seal and signature of the Principal	<a href="#">View Document</a>
Event-wise newspaper clippings / videos / photographs with captions and dates	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 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:** 100

#### 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
108	105	100	100	86

File Description	Document
Documentary evidence in support of the claim along with photographs with caption and date	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 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 maintains strong foundation for sensitizing students to social issues and contribute to community development. Outreach activities and community engagement activities of the institution focuses on such outcomes and development of skills and competencies. The following are the major ways of conducting outreach activities to sensitize students.

**Interaction with experts and stakeholders:** The institution organises different programs and events for students to widen the outlook and empathise behaviour with respect to social issues and community engagement. Expert talk with Dr. Thomas (Principal, LEAD College of Management), Seethal Shyam (Transgender Activist) Colonel Padmanabhan etc., helped to gain new perspectives on issues and concerns.

**Participation in community events and national festivals-** The institution actively participates in the community events and national festivals to gain a better understanding of the community's needs and aspirations. It further offers opportunity to anticipate local and national sentiments. Sathsandheshyathra on behalf Onam celebration is one of the best examples for internalizing the thoughts.

**Awareness building activities-** The institution organises many community awareness building activities to promote societal attention. Rallies to create environmental awareness, antidrug campaigns, gender sensitivity awareness programs etc. are example for such activities. These programs and campaigns deliver messages to alarger audience which motivates public to take action.

**Associating with external agencies-** The institution provides opportunities for the students to associate with other non-profitable agencies and trust to render services to the humanity. The association with Daya charitable society for fund raising activities, Yuvaswaraj trust for charity are the best example for these initiatives.

**Public helps activities-** Institution organises activities to sensitize students about the starvation faced by weaker or vulnerable sections of society. The prestigious program of the institution Padheyam (Lunch for the needy) guarantees eliminationof hungeramong the weaker sections of the nearby society by offering free food for the needy in once in a month.

**Host events and programs-**The institution organises various culturally and socially responsible activities in the neighbourhood community in terms of education, environmental issues, health and hygiene awareness, and socio- economic development issues. Public participation is ensured throughout these programs.



**Multimedia releases-** The institution often displays and releases multimedia contents online to educate society and empower them. It helps to strengthen the students' engagements strategies in empathising about social issues and contribute community development.

**Field visits** – Field visits are carried out by the students in order to critically evaluate the societal culture and to enhance empathy and tolerance in specific diversities. Visits to special schools like sravana samsara special school and old age home aimed to bring out changes in students minds through inclusiveness.

File Description	Document
Report of each outreach activity signed by the Principal	<a href="#">View Document</a>
Relevant documentary evidence for the claim	<a href="#">View Document</a>

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

**Response:** 7

#### 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
03	01	01	01	01

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Appropriate certificates from the awarding agency	<a href="#">View Document</a>

## 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:** 10

#### 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
7	7	9	13	14

File Description	Document
Report of each linkage along with videos/ photographs	<a href="#">View Document</a>
List of teachers/students benefited by linkage exchange and research	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### **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: 3**

#### **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: 03

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Copies of the MoUs with institution / industry/ corporate houses	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### **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**

<b>File Description</b>	<b>Document</b>
Report of each activities with seal and signature of the Principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 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:**

The institution has adequate facilities for teaching learning which is compatible with the norms and regulations prescribed by NCTE for one unit of B Ed program. The teaching learning infrastructure of the institution covers almost all the aspects of student's progression and development. The following infrastructure facilities contribute value for institutional practices.

**Teaching learning infrastructure-** teaching learning infrastructure of the institution includes classrooms, general hall (wisdom hall), multipurpose hall, library, labs ,subject resource centres etc.,

1. Classrooms-. All the classrooms of the institution are well lighted, ventilated and well furnished. Each classroom hasequipped with interactive flannel board with wi-fi facility and it integrates the features of ICT resource centre.
2. Library –The library of the institution is well furnished and fully automated. All the services in the library were carried out through computers. Presently the library having a collection of 8000 books and 9 journals. (including online journal). A digital reading room also attached with library which helps the students to search digital contents online and access internet freely for the preparation of projects and papers.
3. General and Multipurpose hall- The institution has fully air-conditioned general hall (wisdom hall) and multipurpose hall with the seating capacity of 100 students. it is equipped with speaker, amplifier, LCD Projector. The institution hosts all the important co-curricular and extra-curricular events such as guest lectures, group discussion, international programmes, speaker sessions, seminars and symposia in these halls.
4. Labs- The college has two science labs (physics and chemistry) with adequate equipment's for science experiments.Psychology lab of the institution enables students to get adequate acquaintance in doing experiments in psychology. The lab is equipped with various psychological apparatus and tests.The ICT lab of the institution is equippedwith free wi-fi enabled 40 computers and uninterrupted power backup. The internet speed of the ICT lab is 300 mbps.The centresprovide free internet access to all students.
5. Subject resource centers- The optional subject-based resource centre in the institution provides opportunities for the students to access information and materials useful for the empowerment of teaching learning process. These centres are enriched with varieties of subject based learning and teaching materials including multimedia resources. It ultimately improvises the pedagogical practices of the student and teachers.

**Sports infrastructure-** The institution maintains its own spacious playground and fitness center/gymnasium. The fitness center possesses equipment for playing games and free exercises. It is designed to cater the health and physical wellness needs of students' teachers.

**Security Infrastructure-** Security infrastructure of the institution consists of CCTV cameras and security personnel. The special premises of institution like general hall, library and principals' room are under CCTV surveillance.

**Other Facilities-** The institution also maintains , facilities like clean drinking water, canteen, toilets and washrooms in convenient places. To meet the learning needs of differentially abled students the institution has maintained specifically designed accessible toilets and ramps. In order to execute curricular programs in an efficient manner the institution has active committees and cells with its flexible policies.

File Description	Document
List of physical facilities available for teaching learning	<a href="#">View Document</a>
Geo tagged photographs	<a href="#">View Document</a>

#### **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:** 100

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

Response: 07

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

Response: 07

File Description	Document
Geo-tagged photographs	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Response:** 1.29

##### **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
0.15	0.12	0.45	0.20	0.45

File Description	Document
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

## 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 institution has a well-fledged library with adequate seating capacity. It is well furnished and fully automated in its functioning. The library has a large stock of books, and journals. The print collection includes textbooks, reference books, periodicals, and their back volumes. In addition to this, books related to general reading, competitive examination preparation, and soft skills are also available. The books and periodicals in the library cater the need and aspirations of the B Ed program in terms of its diverse collection. Further the library act as an supporting mechanism for the preparation of teaching- learning material. All the services in the library were carried out through computers. Presently the library having a collection of 8000 books and 9 journal subscription. A digital reading room also attached with library. The wifi enabled 10 computer system in the digital reading room facilitates the students and teachers to search digital contents online and access freely for the preparation of projects and papers. The library has separate sections for books and journals. The reference section provides latest reference material for the students to read and access. Adequate number of magazines and newspapers were subscribed. Most of the non-teaching staff utilise these resources effectively.

Custom software- The institution utilises its custom software for its library services. It eventually replaced manual operations and helped to increase the operational efficiency in the library. The custom software is linked with the administrative software of the institution, for the purpose of effective monitoring and carrying over the details of students and teachers. The software performs all the operations which are necessary for a library. The operations like cataloguing, organising, delivering of books are performed through this software and it ultimately reduced the use of paper in library services. The software further assists the library in monitoring the student teachers access records. The increased data storage and transmission facility of the software further simplifies and enhances the library operations more timely manner. Along with this automation, manual book keeping also carried out to ensure more adequacy in the service. Augmentation of additional services in the software are done periodically whenever it required.

File Description	Document
Bill for augmentation of library signed by the Principal	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Web-link to library facilities	<a href="#">View Document</a>

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

##### Response:

The institution has a full-fledged library to support and assist the students in their learning. The remote access feature of library is not fully enabled in the institution., however the institution tries to disseminate library contents to the teachers and students through their respective email id whenever it is required.

During the admission process itself library membership is issued to the students in the concerned optional subjects. Email Ids are collected and stored in the library automation platform. The useful materials are sent to the students through these email IDs. Apart from that, the institution has an efficient mechanism of delivering contents to the needy students through online. The librarian collects e copies of the reading materials which are not accessible directly by the students, then upon the request the librarian collects those resources from other sources and it is shared to the respective email Ids. There is no limitations were set in accessing and requesting such e contents to the librarian. The library policies are designed to meet this objective. Moreover, necessary guidance in accessing freely available e resources are also ensured by the instituting to align with the remote access facility.

File Description	Document
Details of users and details of visits/downloads	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

#### 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:** B. Any 3 of the above

File Description	Document
Data as per Data template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Response:** 0.08

##### 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
0.14	0.01	0.16	0.03	0.05

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	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

#### 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:** 4.44

##### 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: 117

##### 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: 113

##### 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: 114



**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: 117

**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: 63

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	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	<a href="#">View Document</a>

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

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: C. Any 2 of the above

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**4.3 ICT Infrastructure****4.3.1 Institution updates its ICT facilities including Wi-Fi**

Response:

By realising the value of ICT in education the institution has heavily concentrated on the updation and

expansion of ICT facilities including Wi-Fi. The institution provides a Local Area Network (LAN) to students, faculty and staff allowing the internet to be accessed from most places on campus. The wireless coverage is freely available 24/7 to registered students, faculty members and staff.

In the beginning stage, the institution implemented WiFi facility in the ICT Lab for internet connection. But later it is modified and extended to all the academic premises of the institution. The bandwidth of ICT lab consists of 300mbps and for the campus the bandwidth speeds up to 100mbps till 1000GB beyond that up to 5mbps. The institution utilises both BSNL, Kerala vision and railwire broad band connection for guaranteeing this facility.

#### **The available ICT facilities in the institution are as follows**

**ICT Enabled academic facilities:** The institution has a well fledged ICT enabled classrooms for its five optional subjects. All the classrooms have wi-fi enabled interactive flannel board which can be effectively utilised for enhancing the teaching learning competencies of both students and teachers. Moreover, the general and multipurpose hall of the institutions are connected with LAN and multimedia facilities which ultimately helps the institution to host all the important co-curricular and extra-curricular events such as guest lectures, group discussion, international programmes, speaker sessions, seminars and symposia etc

**ICT enabled Library facilities-** The library of the institution is fully automated. Digital reading room with wifi facilities attached to the library facilitates student teachers to access digital contents and materials online.

**ICT lab facilities-** The institution has a well fledged ICT lab with high quality wifi enabled 40 computers. The lab aims to provide basic functional computer learning as well as academic practices for the students. Students utilise these facilities for designing various curricular and co-curricular activities like workshops, power point preparation, seminar, assignments, and for preparing teaching learning materials etc.

**ICT enabled administration facilities-** The administrative office is well connected with internet and biometric system to monitor the movement of the students. The highly configured systems and high-quality printers and scanners enable effective administrative services to all the stakeholders of the institution.

**ICT enabled security facilities –** The institution has a network of CCTV cameras for security purposes connected to internet. It is utilised for monitoring unnatural occurrences happening inside the campus.

Along with these ICT enabled facilities the institution has a provision for using webcams, tripod and projectors to design and create classes and e contents. Further the institutional website enables the students to have easy access to various information and necessary links for academic support.

Over the years the institution is upgrading its hardware, software and allied ICT infrastructure according to the requirements which eventually helps in expanding ICT infrastructure of the institution contemporary with recent changes in the education sector.

<b>File Description</b>	<b>Document</b>
Document related to date of implementation, and updation, receipt for updating the Wi-Fi	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

<b>4.3.2 Student – Computer ratio for last completed academic year</b>	
<b>Response:</b> 2.51	
<b>File Description</b>	<b>Document</b>
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

<b>4.3.3 Internet bandwidth available in the institution</b>	
<b>Response:</b> 100	
<b>4.3.3.1 Available bandwidth of internet connection in the institution, in MBPS</b>	
Response: 100	
<b>File Description</b>	<b>Document</b>
Receipt for connection indicating bandwidth	<a href="#">View Document</a>
Bill for any one month during the last completed academic year indicating internet connection plan, speed and bandwidth	<a href="#">View Document</a>
Any other relevant Information	<a href="#">View Document</a>

<b>4.3.4 Facilities for e-content development are available in the institution such as</b>
<ol style="list-style-type: none"> <li><b>1.Studio / Live studio</b></li> <li><b>2.Content distribution system</b></li> <li><b>3.Lecture Capturing System (LCS)</b></li> <li><b>4.Teleprompter</b></li> <li><b>5.Editing and graphic unit</b></li> </ol>
<b>Response:</b> C. Any 2 or 3 of the above

File Description	Document
List the equipment purchased for claimed facilities along with the relevant bills	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

#### 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:** 82.21

##### 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
21.90	19.89	16.42	14.79	14.57

File Description	Document
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

##### 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:**

The institution has an adequate systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. With the guidance of principal, teaching staff, respective committees frames such standards of procedure and guidelines for overall conservation physical, academic and support facilities.

**Classrooms:** Classroom maintenance is the responsibility of respective optional teacher and students. Class representatives are liable to report any breakages/ non-functioning of instruments to the concerned authority. There is a common policy of classroom maintenance is circulated among the entire student community of the institution. The policy covers the all the cleanliness and maintenance aspects of classroom usage.

**General and multipurpose Hall:** The institution utilises general hall and multipurpose hall to host curricular and cocurricular activities. Prior reservation is necessary for occupying the hall for such purposes. The policy documents displayed in the hall provides necessary information regarding this.

**Library:** The library has a library advisory committee to frame library policies. These policies ensure basic standards for stacking, shelf arrangement, cleaning, shelving, stock verification, weeding of unwanted material and students' services.

**ICT facilities:** The internet usage and maintenance policies play a major role in the institution functioning. A separate schedule of planned maintenance is created and practiced in the institution. Regarding physical maintenance of ICT labs, ICT teacher takes care of its lab equipment. And to overcome the security dangers of the ICT labs, periodic updates of both hardware's and software's also carried out by the institution.

**Sports and games facilities-** The physical education teacher takes care of the sports and games rooms. Prior permission is required for utilizing the equipment which are installed in the sports and games rooms. The sports equipment is issued to the students as per the schedule of the events. If any equipment get faulty physical education submits proposal for maintenance. Preventive maintenance measures are taken in time.

**Other labs and resource centres-** Lab equipment need proper care in handling and utilizing. A separate usage and utilisation policy is displayed inside the labs and resource centre. Also, lab in charge teachers are responsible for the maintenance of discipline in the lab.

**Security Infrastructure-** Security infrastructure of the institution includes security personnel and CCTV cameras connected with internet. Sufficient number of fire extinguishers also placed in the institution in pertinent places to quickly control fire. All these external protective measures are well-kept-up and subjected to proper service.

**Support facilities-** The support facilities of the institution include clean drinking water, washrooms, especially accessible toilets and ramp, vehicle parking, recreation etc., These facilities are well maintained and looked after regularly with the help of adequate number of cleaning staff. Segregation of waste into degradable and biodegradable makes the institutional premises clean and tidy. Disposing of e waste also done in an proper manner to create e pollution free environment.

File Description	Document
Any additional information	<a href="#">View Document</a>
Appropriate link(s) on the institutional website	<a href="#">View Document</a>

## 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:** B. Any 4 or 5 of the above

<b>File Description</b>	<b>Document</b>
Sample feedback sheets from the students participating in each of the initiative	<a href="#">View Document</a>
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	<a href="#">View Document</a>
Photographs with date and caption for each initiative	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

**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:** A. Any 8 or more of the above

<b>File Description</b>	<b>Document</b>
Geo-tagged photographs	<a href="#">View Document</a>

**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:** C. Any 3 or 4 of the above

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Samples of grievance submitted offline	<a href="#">View Document</a>
Institutional guidelines for students' grievance redressal	<a href="#">View Document</a>
Data as per Data Template for the applicable options	<a href="#">View Document</a>
Composition of the student grievance redressal committee including sexual harassment and ragging	<a href="#">View Document</a>

**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

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

## 5.2 Student Progression

### 5.2.1 Percentage of placement of students as teachers/teacher educators

**Response:** 29.86

#### 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
18	08	17	14	06

#### 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](#)

### 5.2.2 Percentage of student progression to higher education during the last completed academic year

**Response:** 10.87

#### 5.2.2.1 Number of outgoing students progressing from Bachelor to PG.

Response: 05

#### 5.2.2.2 Number of outgoing students progressing from PG to M.Phil.

Response: 00

#### 5.2.2.3 Number of outgoing students progressing from PG / M.Phil to Ph.D.

Response: 00

#### File Description

#### Document

Upload any additional information

[View 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:** 34.12**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
29	10	26	1	06

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Copy of certificates for qualifying in the state/national examination	<a href="#">View Document</a>

**5.3 Student Participation and Activities****5.3.1 Student council is active and plays a proactive role in the institutional functioning****Response:**

The institution has an active student council. It is a representative structure of students in the institution who undertake initiatives of benefit to the institution. The Student Council promotes the interests of the institution and the involvement of students in the affairs of the institution, in co-operation with the teachers and authorities.

**Key functions**

- Representing the views of the student to the authorities of the institution
- Promoting good communications within the institution.
- Supporting the educational development and progress of students
- Assisting the activities of the institution
- Contributing to the development of institution
- Assisting in college sporting and cultural activities
- Assisting fund-raising events for charity.
- Representing institution in different events and programs.

The Student Council includes Chairperson-1, Vice chairperson-1, General Secretary-1, Joint Secretary-1 Arts Club Secretary-1, Students' Editor-1, General Captain-University Union Counsellor-1. All the members in the student's council were elected by a democratic voting process.

The student council plays a proactive role in the institutional functioning. They are been included in many decision-making committees and cells of the institution. Also, they are involved in the affairs of the institution, working in partnership with the management, staff and students for the benefit of the students. The student council also plays a significant role in recognizing and supporting the initiatives of principal and other teachers both in curricular and co-curricular activities. They act as a supporting mechanism for planning and identifying activities in the institution. Similarly, in response to that the guidance and support of principal and teachers in the overall activities of the institution offers a great value to the students' council and it helps to build a cooperative and good working relationship. The student union encourages others to involve and participate various University fests and events and actively involve them in organizing extra-curricular activities. The institution seeks and considers the opinions of council members in identifying and fixing experts/ resource persons in various programs and events. Opportunities also offered for the council members to take a lead role in all these initiatives. The institution treats students' council members as the ambassadors of institution. Hence institution guarantees their representation and involvement in all the activities that reflect institutional mission and vision statement. Furthermore, the academic development committee extensively utilizes the suggestions and recommendations of council members in designing discussing curriculum related matters and in the delivery of the curriculum. The representation of the council members in various grievance redressal cells and committees makes transparency in the institutional functioning. Altogether student council takes and initiate an active role in institutional development and its operational activities.

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
List of students represented on different bodies of the Institution signed by the Principal	<a href="#">View Document</a>
Documentary evidence for alumni role in institution functioning and for student welfare	<a href="#">View Document</a>
Copy of constitution of student council signed by the Principal	<a href="#">View Document</a>

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

**Response:** 17.2

#### **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
38	12	8	16	12

File Description	Document
Reports of the events along with the photographs with captions and dates	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Copy of circular / brochure indicating such kind of events	<a href="#">View Document</a>

## 5.4 Alumni Engagement

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

#### Response:

The institution has an operative alumni association which is non registered but actively participate in the institution's developmental activities. The association supports the institution and contributes to its institutional, academic and non-academic development. The alumni association offers great ability to build skills and knowledge through shared network. It enables ex-student to keep in touch with one another, and gives an opportunity of helping one another and of expressing their loyalty and concern for the institution. The association also promotes interaction among alumni and new comers with valuable social contacts. It further helps in providing guidance in pursuing the education and starting the career. The contributions and supports of alumni reflect in the various activities of the institution like fund raising activities, informal interactions, placement assistance, organizing alumni meets, outsourcing institutional specialities and acting ambassadors of institution etc. The two significant contributions of alumni in the functional aspects of institution are as follows:

**Academic Support:** -The most visible involvement of the alumni in the institution is the contribution of their time and expertise in different phases of the academic program. During the student induction program itself opportunities are provided for the students to interact with alumni with the aim of directing and detailing the structure of the program. Alumni involvement in the student's induction program meant for this. Prior to internship, the institution utilises alumni's expertise in providing demonstration classes to the current batch students to perk up the basic skills of teaching. This is a regular practice of the institution where every year the skilful alumni are invited and appropriate orientation towards diverse pedagogical practices are discussed and demonstrated. Learning material support also offered by some of the alumni to the students who are facing difficulty in accessing such resources. In rare occasions alumni provide resource persons for academic workshops and talks. Apart from this as an effectual way of influencing students with regard to examinations and practicums of the study separate alumni interaction sessions were scheduled in advance.

**Placement Assistance:** -Another major visible activity of the alumni is the support for placement assistance. Since alumni are placed in various institutions and organisation across the country opportunities are provided for students to leverage alumni contacts to offer career advancement assistance. Moreover, passionate students are guided appropriately during different phases of their career by interacting with alumni. Furthermore, the success stories, achievements of alumnus are disseminated through various social media platforms to inspire current students to pursue suitable career. Altogether alumni offer a truly strong

support to the institution placement initiatives through linking different stakeholders of educational institution.

File Description	Document
Details of office bearers and members of alumni association	<a href="#">View Document</a>

**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:** A. Any 6 or more of the above

File Description	Document
Report of alumni participation in institutional functioning for last completed academic year	<a href="#">View Document</a>
Documentary evidence for the selected claim	<a href="#">View Document</a>

**5.4.3 Number of meetings of Alumni Association held during the last five years**

**Response:** 5

**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
01	01	01	01	01

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	<a href="#">View Document</a>

#### **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:**

The institution has an operative alumni association which is non registered but actively participate in the institution's developmental activities. The association supports the institution and contributes to its institutional, academic and non-academic development. For ensuring effective support to the institutional functioning the members of the alumni are playing a significant part in many of the academic and administrative bodies such as Internal Quality Assurance Cell, curriculum development committee, placement cell, etc. The institution collects and utilises their valuable suggestions in the overall developmental process of the institution. The institution conducts alumni meeting annually and designs plans for the upcoming years. The meeting ensures active representation of alumni in all its aspects.

Moreover, the institution invites alumni in significant occasions to take part in various programs and events. In order to nurture positive augmentation in curricular and co-curricular plans, before the resumption every regular curricular activity proper alumni interaction is planned and the actual benefit is ensured.

For effective monitoring of institutional functioning, every year IQAC collects alumni feedback and suggestions to improve teaching learning process. The new initiatives and plans proposed by IQAC are all based on this analysis.

Another important alumnus support in institutional functioning is seen in the academic areas. alumni offer exemplary support in executing college based, community based and school-based practicums. Prior to the execution of all program's alumni interaction is ensured by the institution and sample referral materials also shared among students. Orientation for cracking various competitive examinations is also guaranteed in these communications.

The online social media platforms of alumni group regularly shares and disseminates novel ideas and experiences to the student teachers. Job vacancies and other openings are intimated through these platforms. Apart from the formal alumni groups, respective optional teachers are still maintaining their optional social media groups to share information. With this help, the institution enhances the skill of readiness of students by engaging and connecting job markets. Alumni of the institution plays a significant role in providing mentoring, facilitating internships. The institution regularly invites alumni for taking demonstration classes. In often cases they are invited for motivation classes and grooming sessions before their actual entry in teaching. Since outreach activities are the core of institutional vision and mission, the institution upholds the role of alumni in contributing and maintaining the team spirit in achieving the desired goal.

<b>File Description</b>	<b>Document</b>
Documentary evidence in support of the claim	<a href="#">View Document</a>

## 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:**

#### **Our Motto**

**Ya Vidya Sa Vimukthaye**

#### **Our Vision**

"To be the Epitome of Humanity"

#### **Our Mission**

- To empower future teachers to become real leaders of world peace.
- To nurture the divine inner resources and to evolve as an integrated personality.
- To develop a self-restrained, self-reliant and selfless human beings for the entire universe.
- To equip prospective teachers with a global outlook imbued with India's rich heritage of cultural and spiritual values.

#### **Eternal Values**

- Promote spiritual, ethical and value-based leadership with integrity.
- Develop an abiding inner persuasion to be spiritual and committed for the wholesome development of the universe.
- Grow love and respect for our country and her universal cultural values.
- Manifest educatedness - The capacity to strive towards their own well-being and the well-being of others.
- Cultivate equanimity of mind for inner peace and happiness.

Systematic academic and administrative approach has been adopted by the institution by careful consideration of the core essence of institution's vision, mission and eternal values which reflects on the effective leadership and participatory mechanism in the action plan of each academic year.

The required committees and cells are formed by incorporating the teaching and non-teaching staff by the governing body of the institution with its objectives, functions and roles & responsibilities before the commencement of every academic session. Every staff is given opportunity to co-ordinate and organize different academic or administrative activities with the proper mentoring of the principal.

Under the guidelines of the university of Calicut, every academic batch students' union election is conducted by following the procedural norms of an election and the elected union members contributing their roles in different areas like Internal Quality Assurance Cell, Decision Making Body, Club Activities,

etc.

Each and every committee of the institution conducts regular meetings as per the academic action plan and the minutes of meetings are recorded and circulated for the effective implementation of the same. By careful consideration of core essence of our institution's vision and mission, the committees, union, cells, clubs, councils constitute with clear roles and responsibilities in order to make effective leadership and participatory mechanism. Effective governance of the institution paves the exchange of ideas and thoughts related to holistic development of the students, learning experiences based on all round development, addressing the updations in the field of teacher education and adopt it according to the institutions' vision and mission with necessary actions, staff professional development and the contribution towards the development of the society.

The institution strives to realize the ideals on education and social empowerment. In our institution, we create passionate leaders who can guiding lamp to every other professional in creating a better world. With the great experience acquired within the institution our students are spreading fragrance of wisdom and knowledge at places far and wide, in process enlightening thousands of young souls. Our institution nurtures the integrated personality of students by providing opportunities to conduct several curricular and co-curricular activities.

<b>File Description</b>	<b>Document</b>
Vision and Mission statements of the institution	<a href="#">View Document</a>
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal	<a href="#">View Document</a>
Documentary evidence in support of the claim	<a href="#">View Document</a>

### **6.1.2 Institution practices decentralization and participative management**

#### **Response:**

The institution practices decentralization and participative management by centralizing the decision-making by establishing various councils, unions, committees, cells, and clubs as detailed below.

Decision-Making Body

Management Committee

Governing Body

Staff Council

Students' Union

Admission Cell

Internal Quality Assurance Cell (IQAC)

Placement Cell

Students' Grievance Redressal Cell

Staff Grievance Cell

SC/ST/EWS/PWD Grievance Cell

Curriculum Development Committee

Anti-Ragging Committee

Examination Committee

NAAC Committee

Library Management Committee

Language Club

Commerce Club

Mathematics Club

Physical Science Club

Social Science Club

Sports Club

Fine Arts Club

Every committee has to meet within as scheduled in the academic calendar with prior intimation about the agenda with the members headed by the Principal and the decisions/suggestions/recommendations should be made by means of meeting minutes and the same should be addressed to the immediate higher authority in the hierarchy of organization chart.

Every meeting minutes after approval from the committee/council concern, is displayed in the notice board and circulated for the effective implementation of the same. No single decision is taken autocratically by any committee rather consideration of all the staff including the students' union is in practice.

The students are provided a suggestion box in order to establish their opinions and suggestions in a free manner and same is considered while taking decisions. Also, the staff are provided sufficient space to express their suggestions and valid suggestions related to the institution's vision and mission are taken into the account.



Alumni are a great source of effective management. Our college considers our alumni's suggestions in all aspects and for the same, we maintain WhatsApp group of all the passed-out batches and we receive suggestions in person too.

We collect opinions and suggestions by the parents during the parents' meet and by careful consideration, we do the needful. We very often go with our local bodies for various social awareness purposes and we include the local bodies' recommendations in our extra-curricular activities. The stakeholders connect our college directly/indirectly with the immediate surroundings, so, we make a cordial relationship with our stakeholders and by careful consideration of their opinion we make alterations to the annual course programme.

We often take part in the activities initiated by the NGOs nearby the college and we make necessary alterations in the management and involve ourselves in charity activities like socially useful productive works.

In this way, our college makes decentralized and participative management and all the managerial activities are posted in the college's website and other social media in order to enable all aware of the happenings and also for suggestions.

File Description	Document
Relevant documents to indicate decentralization and participative management	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

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

#### Response:

Financial transparency of the institution reflects in every transaction. We collect the programme fee as fixed by the fee fixation committee communicated by the university and other related departments and the programme fee is common for all the students which are mentioned in our college broacher as well as on the college website. We give receipts after paying the fee to the students. Our college pays the salary of the staff in their bank account and we provide Provident Fund (PF) and Employee State Insurance (ESI) to the staff. Our institution maintains bills and vouchers for every purchase and every financial year we submit files to the income tax department and file an audit report along with all the relevant documents like income and expenditure statements, receipts and payments, balance sheet, etc. and the same we post on our website. We assist to get e-grants from the department concerned for the eligible students as their tuition fees and other fees directly to the respective students' account.

Students' admission is made by following the recognition issued by the NCTE and norms and standards administered by the University of Calicut. Our college surrenders fifty percentage admissions to the university for merit admission and the remaining by the management as management quota. The admission

selection criteria and admitted students' details are made available in the institution's academic calendar and website. We follow reservations as guided by the Government of Kerala in the admission. We create an academic calendar along with the programme calendar of the University where we clearly mention the entire academic and non-academic activities for effective implementation of the programme and the same is available on the college website.

All the curricular, co-curricular and extra-curricular academic activities are planned well in advance and academic calendar is prepared with the guidelines of the University of Calicut as well as the NCTE which aware both the teachers and the students. Our institution recruit teaching and non-teaching staff based on the qualification prescribed by NCTE, UGC and the recruiting norms of the University. While recruiting, our institution takes care of the reservation, qualification and teaching experience and we post the staff list with their profile on our website so that the students, parents, the public, etc., could refer to and be aware. Every administrative activity is circulated by means of circulars, minutes or decisions undersigned by the Principal to the staff and the same is displayed on the college notice board.

Institution assigns monthly activities where students get the opportunity to organize, administer and manage events on their own. students' signatures on their internal marks so that the transparency of internal marks is achieved. At the beginning of every academic year, orientation and induction programme is conducted which enable the students to aware about the curriculum of the programme. Field trips and educational tours develop students' aesthetic sense and community living camp develops their social ability.

File Description	Document
Reports indicating the efforts made by the institution towards maintenance of transparency	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 6.2 Strategy Development and Deployment

### 6.2.1 The institutional Strategic plan is effectively deployed

#### Response:

Teacher education is vital in creating a pool of schoolteachers that will shape the next generation. Teacher preparation is an activity that requires multidisciplinary perspectives and knowledge, the formation of dispositions and values, and the development of practice under the best mentors. Teachers must be grounded in Indian values, languages, knowledge, ethos, and traditions including tribal traditions, while also being well-versed in the latest advances in education and pedagogy. ”

#### Objectives of the Strategic Plan:

- To develop organizing skills
- To develop leadership quality
- To enhance communication skills

- To inculcate administrative strategies
- To enrich technology utilization skills
- To mastery over teaching proficiency
- To promote teamwork among the students

**Implementation Process of the Strategic Plan:**

In this strategic plan, student-teachers are given the opportunity to organize the monthly programmes according to their optional subject i.e., each optional student-teacher gets the opportunity to conduct the monthly activities. During the respective month, our student-teachers conduct morning assemblies by adopting prayer, thought for the day by preparing the flyer, and celebrating the important national level or international level days according to the academic calendar of the institution. The club activities collaborate with the regular monthly activities with respect to the language club, physical science club, mathematics club, commerce club, social science club, yoga & health club, and art club. The next day’s programme details are shared in the college WhatsApp group well in advance for better implementation of the activities.

**Learning Outcome of the Strategic Plan:**

By our institution’s strategic plan “**PRAYANA- Exploring Wisdom**”, each and every student-teacher is getting the chance to organize an event so that their organizing capacity, leadership quality, communication skill, teamwork, administrative capacity, technology adaptation & utilization, and teaching proficiency skills will be developed. After every month’s programme, our student-teachers are expected to submit their monthly programme report in the form of e-content, and the same is uploaded to our institution’s official website, blog, and social media. The innovative ideas of the student-teachers will reflect in the college magazine. This makes other introvert student-teachers get involved in the team activities so that the teacher education programme’s expected outcome will be achieved. Even in the online classes, we continue this strategic plan, so that our student-teachers get the opportunity to apply their organization knowledge online and we assure it will lead in accumulating hybrid-level teaching methodology in our student-teachers future careers.

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>
Link to the page leading to Strategic Plan and deployment documents	<a href="#">View Document</a>

**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:**

The functioning of the institutional bodies is effective and efficient from institutional policies, administrative setup, appointment, service rules, procedures, etc. The institution’s management committee is well organized and do communication with central, state, and local bodies related to the society,

communication with NCTE, NCTE-SRC, university, etc., policy documents maintaining related to the institution, organizing governing body events, maintaining financial aspects related to the institution and the society, Also monitoring the academic and administrative activities of the institution, preparing and recommending the institutional development plan, staff recruitment and managing the salary-related terms, provide necessary suggestions and recommendations during academic annual planning, participating and providing necessary suggestions with the clubs, committees and cells and maintaining good infrastructure facilities to the institution.

The Governing Body is well organized and does executing the management committee's decisions, organizes the academic plan of activities in the institution and determine teaching requirements in the institution, recommends to the management committee regarding the developmental aspects of the institution, monitors and evaluates the effectiveness of the curriculum, ensuring clarity of vision, mission, ethos and strategic direction and annual budgeting and maintaining income and expenditure accounts.

The institution has an active The Internal Quality Assurance Cell (IQAC) which is planning, guides, and monitors quality assurance and quality enhancement activities of the institution, developing standards and benchmarks for various academic and administrative activities of the institution, encouraging staff to maintain professional code of conduct, facilitate the mission and objectives of the institution by acting as a nodal agency of the institution and preparation of annual quality assurance report and such reports as may be decided from time to time.

The staff council is well organized and distributes workload to the teachers, organization of co-curricular activities, celebration of various functions/days, preparation of college timetable, evaluation of curricular and co-curricular activities, improves college activities, implementation of projects and other day-to-day issues.

The students' union is well-organized bridging between the staff and the students, maintaining harmony among the students, organizing and planning for art and craft activities, assisting in the preparation of the college magazine, representing the institution in the University programmes, and arranging extra-curricular activities.

The admission cell is well organized which is administering admission procedures abiding by the norms and standards prescribed by the university, following the procedural norms in the admission of management seats, preparing brochures, pamphlets, etc. regarding admission, giving advertisements regarding admission, maintaining and administering records and registers, verifying certificates during the admission, communication to the university regarding admission and managing fee in the admission process.

The placement cell is well organized which assists students to develop or clarify their academic and career interest and their short and long-term goals through individual and group counseling sessions assists students to develop and implement successful job search strategies, provide recruitment to students, and organizing pre-placement training.

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>
Link to Organogram of the Institution website	<a href="#">View Document</a>

### 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:** C. Any 3 or 4 of the above

File Description	Document
Screen shots of user interfaces of each module	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Annual e-governance report	<a href="#">View Document</a>

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

**Response:**

Our institution is having a structure that exemplifies various committees, councils, unions, associations, cells, and clubs. The composition, planning, objectives, functions, and implementation of all the activities of various committees are formulated according to the guidelines of UGC and the university of Calicut in tune with the vision and mission of the institution. All the activities are carried out by the members of the respective committees through a well-organized system of planning and evaluation. Every academic year, at the beginning of the session, members are assigned to each committee and cell for its effective functioning. The academic calendar accumulates the meeting dates of each committee and cell which makes the respective co-ordinators to plan the agendas well in advance. The meeting date and agendas are informed to all the staff priorly through circulars. At every meeting, the agendas are discussed and necessary decisions are taken according in tune with the vision of the institution, and at every meeting, the minutes of the meeting are documented. The proper action taken report is submitted to the head of the institution within the stipulated time.

#### One decision based on the minutes of the meetings

The Internal Quality Assurance Cell of our institution conducts its official meeting at the frequency

of once a quarter. IQAC in its meeting dated 4th March 2022 it was decided to renovate the existing classroom, principal chamber, staff room, office room, sick room, library, and laboratories and construct girls' restrooms, washrooms, girls' toilets, women's staff toilet and ramp for physically challenged wide agenda number five. A brief proposal with a budget was prepared by the head of the institution and submitted to the management for necessary action. The management, after scrutinizing the requirement started renovation and construction work accordingly. The inauguration ceremony of the newly revamped and constructed buildings was held on 1st September 2022.

File Description	Document
Minutes of the meeting with seal and signature of the Principal	<a href="#">View Document</a>
Action taken report with seal and signature of the Principal	<a href="#">View Document</a>

## 6.3 Faculty Empowerment Strategies

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

#### Response:

Our institution takes at most care about the welfare of the students and teachers with regard to their all-round development. There are so many welfare measures that have been implemented for the development of the teaching and non-teaching staff as described below.

#### Welfare Measures for Professional Development

As an institutional policy, every year starts with an orientation programme for the staff of the institution. Periodic faculty development and technical training programmes are organized to build professional competencies among teachers.

The institution motivates the staff to pursue higher studies and research studies. Paper presentations at international/national conferences and special provisions for incentives for publication works are part of such encouragement. The institution offers necessary travel grants and registration fees, on duty (OD) for academic-related activities. Enrollment in MOOC courses is encouraged to make the staff grow professionally. Necessary financial assistance is provided to the eligible staff for pursuing higher studies and required study leaves and library assistance are also being offered.

Interactive flannel board with wi-fi enabled classrooms and campus provides opportunities for the staff to effectively engage and practice recent strategies of teaching-learning. Reading space in the library, computer systems with internet facilities and photostat facilities with a scanner which make our staff handle their regular teaching-learning activities in an efficient manner.

Eligible and efficient staff are honored for their special work. Every academic year, each staff's academic performance is assessed by the principal through a performance appraisal system which induces our staff to

do introspection and based on the assessment report, staff are given career development guidance.

Every staff is given the freedom to organize the activities related to their assigned duty. In all the academic activities, staff are given full autonomy which makes them discover their teaching skills. Eligible staff are given permission to serve as resource persons whenever the situation arises.

### **Welfare Measures for the Promotion of Emotional and Mental Health**

Regular yoga classes, psychological counseling hours, tours, and field trips are organized. Different kinds of leave permission are granted to eligible staff including special leave, festival leave, vacation leave, maternity leave, permission, etc. There is an active staff grievance cell that helps the staff to redress their grievances. A variety of festivals are celebrated which gives pleasure to the staff and every staff is recognized and rewarded on special occasions. Timely medical assistance and allowances are provided by the institution.

### **Economic Welfare-related Measures**

A good and attractive salary is offered with necessary provident fund and employee's state insurance to the staff. The yearly salary hike is done and fee concession for the wards who joined the institution is provided. Charity by means of money or assets is provided to the needy staff.

### **Basic Amenities related Welfare Measures**

Water Facilities, sanitation facilities, refreshments, grand lunch on special occasions, vehicle parking facilities, infrastructure facilities, medical camp/assistance, 24-hour electricity power backup facility, separate rest rooms, sick room, maternity leave, sick leave, medical leave, identity cards and flexible timings for pregnant and lactating staff are provided by the institution.

<b>File Description</b>	<b>Document</b>
List of welfare measures provided by the institution with seal and signature of the Principal	<a href="#">View Document</a>
List of beneficiaries of welfare measures provided by the Institution with seal and signature of the Principal	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### **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:** 35.42

#### **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
04	02	03	04	04

File Description	Document
E-copy of letter/s indicating financial assistance to teachers	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Certificate of participation for the claim	<a href="#">View Document</a>

**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:** 21

**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
08	04	03	03	03

File Description	Document
List of participants of each programme	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Brochures / Reports along with Photographs with date and caption	<a href="#">View Document</a>

**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:** 0

**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
00	00	00	00	00

File Description	Document
Data as per Data Template	<a href="#">View Document</a>

### 6.3.5 The institution has a performance appraisal system for teaching and non-teaching staff

#### Response:

Teachers are evergreen learners. Our institution always encourages our staff to update themselves educationally, professionally, technologically, and ethically. In order to enrich teachers' professional qualities and teaching proficiency, our institution conducts a performance-based appraisal system. Based on the reports, our institution measures productivity as well as the professional gap of the staff.

Our institution also promotes our teachers to become the epitome of humanity and also for developing mental harmony by following the principles of our Guru Bramananda Swamy Sivayogi "MANUSHYAN NANNAVAN MANASSU NANNAYAL MATHI and MANO JAYA EVA MAHA JAYA ASHIMSAIVA PARAMO DHARMAH".

The performance-based appraisal for teaching staff and self-assessment system for non-teaching staff include two major parts viz. profile of the staff and performance appraisal. At end of the academic year, our staff are expected to submit their performance report in the prescribed proforma with all the supporting documents to the principal. The proforma for the teaching staff concentrates on professional eligibility qualifications, research work, presentation of papers, ICT-based teaching skills, outreach activities, regular academic activities, and additional courses done during the academic year.

The head of the institution will scrutinize the performance report with certain parameters. For teaching staff, the performance appraisal is done based on their general work habits, interaction with students, classroom management, working with colleagues, and professionalism and growth. Non-teaching staff, the performance appraisal is done based on their professional competencies, quality of work, and personal characteristics. While appraising the performance of the teaching staff, the head of the institution considers the feedback submitted by the students which has 21 items regarding the performance of the teacher. The appraisal report of each staff is appreciated for their excellence in their academic performance and gives motivation for the next academic year.

For improving the better performance of the staff, our institution provides variety of welfare measures like orientation programmes, faculty development programmes, technical training to familiarize ICT, financial assistance for higher studies, study leaves, autonomy in academic activities, career development programmes and information regarding seminars/conferences/workshops/faculty development programme through the institution's official social media are done. The staff's performance according to the contemporary of teacher education and school education is especially appreciated and our staff's performance, excellence, initiatives, professional growth and etc. are honoured during special occasions like teachers' day and the annual day.

The performance-based appraisal system helps the staff to plan for a better career, self-assessment of performance and to fix a higher level of achievement. It indirectly enhances the teaching-learning process and also encourages newly appointed and young teacher-educators to achieve in the field of teacher education programme.

<b>File Description</b>	<b>Document</b>
Proforma used for Performance Appraisal for teaching and non-teaching staff signed by the Principal	<a href="#">View Document</a>
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## **6.4 Financial Management and Resource Mobilization**

### **6.4.1 Institution conducts internal or/and external financial audit regularly**

#### **Response:**

Our institution practices transparent financial administration through clearly well-defined internal and external audits by professionals. The internal auditors observe the income and expenditure related to the institution and its demands, while the external auditors scrutinize the documentation related to the income and expenditure. Internal audits are conducted periodically and external audits are conducted twice in a year.

#### **Process of Internal Financial Audit**

Every academic year-end, the institution prepares an annual budget for the next academic year and submits it to the management society based on the present expenditure and proposed expenses. The management of the society assesses the available resources as well as the annual budget for the next academic year through internal auditors. In this regard, the society gets necessary directions from the financial advisors and external auditors and forwards the same approvals to the institution. After getting approvals, the internal auditors will examine the regular academic and administrative practices physically in the institution by means of verification of the financial records. A report regarding the actual income and expenditure, bills, and vouchers, for the entire year, is submitted to the management by the internal auditors which are further forwarded to the chartered accountant for income tax filing with the proper scrutinization of the management society members. Internal audit is regularly done by the principal, planning and purchasing team members, and management members. Initially, our institution gives receipts for the fees paid by the students, and the same is verified by the clerk under the supervision of the principal. Every month's administrative expenses or verified by the principal, the clerk, and the management along with the receipts, bills, vouchers, etc. For any purchase of stocks related to the laboratories, library, uniform, sports items, etc our institution follows one mechanism like a requirement report by the principal along with the staff council forwarded to the management, and the same is

discussed in the management committee purchase the stocks. Long-term investments like major installation and building constructions or renovations are done based on the proposal by the principal and the same is inspected by the internal audit committee. The institution attempts its best to withstand and sustain quality irrespective of the budget granted and utilized.

### Process of External Financial Audit

Every income and expenditure is audited by the chartered accountants three months once. Every financial year our chartered accountants prepare balance sheets based on the income and the expenditure also receipt and payment accounts. The external audit includes all financial and accounting activities of the institution scrutinized including receipts from students' fees, grants from various bodies, interest earned from the banks, payments to the staff and other contractors, and other miscellaneous. Further, the draft of the balance sheet with necessary denominations prepared by the external auditors is cross-examined by the internal auditors and necessary objections or approvals are done followed by it has been carried to the income tax filing.

File Description	Document
Report of Auditors of last five years signed by the Principal	<a href="#">View Document</a>
List of audit objections and their compliance with seal and signature of the Principal	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 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

#### 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
00	00	00	00	00

File Description	Document
Data as per Data Template	<a href="#">View Document</a>

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

**Response:**

Our institution has its own strategies for the mobilization of the fund and the optimal utilization by adopting the norms assigned by the affiliating university. The mobilization of the fund is essential for the growth of our institution towards the interest of the local community. At present, our institution is not mobilizing funds from government agencies, non-government agencies, and other statutory bodies. The source of income for our institution is students' tuition fees. In this regard, our institution is having a proposal to receive funds from various government and statutory bodies and effective initiatives are being taken towards those achievements.

Within the collected fees by the student-teachers, our institution utilizes that in an effective and efficient manner for student development, technical development, infrastructural development, and maintenance. Every year, the head of the institution with the staff prepares a budget for the upcoming academic year by scrutinizing all the decisions or approvals taken in the meetings of different committees/cells. The proposed budget is further carried over to the management for approval by the head of the institution. While preparing the budget, the need and significance given to all the aspects of expenses like staff salary, traveling, printing & stationary, student welfare, staff welfare, EPF, university registration, internet, daily wages, website, electricity, telephone charges, stationaries, outreach activities, guest lectures, monitory assistance, bank charges, advertisement, festival expenses, annual day, maintenance of assets, augmentation, library, digitalization, faculty development programmes, sports, and cultural activities.

On receipt of approval and allocation of funds, the decision-making body of the institution utilizes the fund. Internal auditing will compare the income and utilization in tune with the budget and follow up on the variances. The shortage amount is balanced by the contribution of our BSS Educational Society. The mobilization and utilization of funds are reviewed and necessary mid-course corrections are taken by the head of the institution.

File Description	Document
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 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:**

The Internal Quality Assurance Cell (IQAC) was established in the year 2021 with the vision of 'To be the institution of excellence in teacher education; Promote holistic development; and Promote a quality culture'. The Principal of our B.S.S B.Ed. Training College is the Chairperson of IQAC and is continuously striving for quality assurance strategies, structures, and measures with the great support of the

vibrant IQAC co-ordinators and all dynamic teaching staff. The chairperson is continuously guiding and developing structures and measures for realizing the vision and mission of our institution. Standardization of structures and measures in alignment with the vision and mission which provides guidelines for quality assurance strategies related to academic activities, methodologies, and administrative systems.

### **Quality Assurance in Assessment and Accreditation**

IQAC of our institution is continuously striving for academic and administrative excellence which is conducting several in-house workshops, orientations, outreach activities, and meetings for staff of our institution related to the NAAC Accreditation process.

### **Quality Assurance in Academic Activities**

**Curriculum Development Committee:** For achieving effective standards of good practices in the curriculum transactions, the committee reviews and executes the curriculum plans, provides appropriate faculty instructions, discusses better strategies, and provides suitable resources for optimum utilization.

**Performance Appraisal:** The performance-based appraisal system helps the staff to plan for a better career, self-assessment of performance, and fix a higher level of achievement.

**Examination Cell:** Creates a link between the university and the institution in examination-related matters. It ensures a good academic track record by preparing exam schedules and result analysis.

**Examination Grievance Redressal Cell:** The cell ensures maintains transparency and fairness in the conduct of examinations.

**Feedback System:** Academic decisions and initiatives are majorly influenced by the feedback collected and analysed from the various stakeholders which fills the gap in the teaching-learning processes.

### **Quality Assurance in Administration**

**Admission Cell:** It overlooks the entire process of admission process and monitors it as per the admission notification of the university.

**Students' Union/Council:** Promotes good communication among the students and institution by supporting educational development and progress.

**Staff Council:** It ensures the quality implementation of academics and administration; the staff council advises and assists the head of the institution.

**Disciplinary Committee:** Ensures a calm and smooth academic atmosphere by orienting the students about the code of conduct of the institution and assisting the anti-ragging committee.

**SC/ST/PWD/EWS Grievance Cell:** Ensures the monitory assistance and grievance-free course activities.

**Grievance Redressal Cell:** Promotes unbiased educational conditions within the institution by orienting the students by adopting the institution's grievance policy.

**Library Management Committee:** Enriching quality library service to the students and staff by acting as an advisor and regularly monitoring the library activities.

**Placement Cell:** Guiding the students by arranging campus interviews. Also organizing special lectures and career guidance sessions which helps the first-generation graduates in the placement.

**Stakeholders:** Feedback received from the stakeholders is analyzed and adopted for better administration in tune with the local community.

Our institution is taking at most care of quality initiatives in all aspects of offering teaching education programme.

File Description	Document
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

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

#### Response:

Our institution reviews its teaching-learning process periodically in a continuous and comprehensive manner through various academic and administrative committees like Curriculum Development Committee, Examination Committee, Library Management Committee, Sports Club, Fine Arts Club, and Option Subject Clubs under Internal Quality Assurance Cell.

Learning processes regarding, various quality activities are being undertaken by the institution through IQAC like preparation of the academic calendar, an orientation programme on B.Ed. programme, effective learning through ICT-enabled classrooms, workshops on teaching-learning materials, seminars, co-curricular activities through the club, celebration of various days, value-added courses, self-study courses, school initiatory programme, school internship programme, visit to a special school, an observation school programme for enhancing professional capacities, class tests, terminal tests, model examinations, mock viva-voce, peer discussion classes, demonstration classes, peer criticism classes, field trips, educational tour, community-based outreach activities and community living camp. Every aspect of the above said learning activities are continuously reviewed and documented by the respective cell/committee concerned. Necessary guidance and counselling for each student-teacher are provided by the mentors through the mentor-mentee system. The comprehensive review of the learning of the student-teachers is done by the optional teachers as well as the head of the institution periodically.

The teaching processes are reviewed periodically by the head of the institution through IQAC by reviewing the teaching notes, results of tests and examinations, Performance Appraisal and Feedback from the

students. Apart from these, the effectiveness of teaching is reviewed based on the suggestions submitted by the student-teachers to the respective committees or cells by the head of the institution.

The institutional provisions of incentives for the participation of faculty development programmes, seminars and conferences are also monitored effectively for the review of teaching.

Informal talks with the head of the institution regarding the progress and prospects of teacher effectiveness and guidelines to enhance teaching potentialities are also ensured in the institution.

In every academic year, an annual plan is prepared on the basis of feedback submitted by the stakeholders and the performance appraisal report of the teacher-educators. This monitoring mechanism helps to enhance the performance of the teacher-educators by effectively utilizing the available infrastructure of the institution.

File Description	Document
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 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: 28.8

#### 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
44	30	20	23	27

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

### 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:** C. Any 2 of the above

<b>File Description</b>	<b>Document</b>
Feedback analysis report	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

#### **Response:**

Our institution's main functions are to review the initiated quality assurance academic and administrative programmes in tune with the vision and mission of the institution. At most care taken in the teaching-learning process, methodologies and approaches in teaching are functioning in the mainstream of programme learning outcome by the various cells and committees under the assurance of Internal Quality Assurance Cell. Through this, our institution is gradually achieving incremental improvements in many curricular aspects.

#### **Example-1: Professional Improvements and Placements**

One of our institution's incremental improvements is professional improvements and placements among our student-teachers. Every academic year, our institution is organizing orientation programmes on professional improvements among the student-teachers in terms of 'Teacher Eligibility Test' like KTET, CTET, SET and NET which gives them external motivation and clarity about the eligibility examinations. In this regard, relevant library resources are being available in the institution's library where our student-teachers getting opportunity to enrich their knowledge towards the exams. Also, there is a provision of library hours in the institution's regular time-table which permits our student-teachers to make use of library resources during the regular academic activities.

In the fourth semester, the outgoing student-teachers are oriented about the placement and higher education opportunities where our student-teachers are given career guidance. The continuous effort with regard to placement and higher education opportunities which gives gradual increment of percentage in placements and higher education enrolment.

In the above contexts, our institution's mentor-mentee system is playing a vital role where each student-teachers professional aspirations, family conditions, personal attitudes are observed and mentored by our vibrant teachers under the guidelines of our dynamic principal mam in tune with the vision and mission of the institution.

#### **Example-2: Leadership Skill Development**



Our institution provides opportunities to our student-teachers to develop their potentialities in all domains viz., physically, mentally, emotionally, socially, morally and aesthetically. Our incremental progress in this regard is leadership skill development among the student-teachers through various socially productive useful works like charity, awareness programmes, organizing monthly action plans, etc., Our institution is closely associated with a prestigious charity initiative of students of our parent institution, H.O.P.E (Humans Offering Paradise on Earth). It is designed with far-sightedness to transform the life of hopeless people, and progresses with gentle love moulding the future generation to be the Epitome of Humanity, with courage, compassion, and giving confidence to dejected people. Through this, the institution integrates its' vision of creating future leaders by organizing charity works. Our student-teachers are getting the opportunity to do social services, have direct experience with society, organizing team works which makes them good leaders in society. Every month our institution provides the opportunity to the optional student-teachers to organize monthly activities in the name of '**PRAYANA - Exploring Wisdom**', through which our student-teachers are getting better event conducting skills in a proper manner. Every student-teachers is individually examined by his/her optional teacher regarding their entry-level skills and by making them actively participate in the various programmes related to their all-round development, their leadership skills are developed.

File Description	Document
Relevant documentary evidence in support of the claim	<a href="#">View Document</a>

## 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:**

Our institution has made energy policy regarding the precautions to be followed in order to conserve the electrical energy. The major precautions are creating awareness among the students and staff to switch off the lights whenever it is not necessary, use natural light in the day time, the ways and means to cut short the electricity consumption, alternative ways for energy utilization, etc. Awareness programs for teaching staff, non-teaching staff and students are conducted to increase their responsibility and accountability to conserve energy.

The institution has its own solar plant to conserve energy in the limited premises of the campus. Proposal and discussions were made to expand its coverage, by aiming fully solar plant based energy consumption in the future years.

Also we are using low voltage light emitting bulbs (LED) instead of high voltage tube lights to control the electricity consumption and this is for regarding the global warming too.

The CFL fittings with higher rating wattage are replaced with LED fittings with lower wattage. LED lighting is very different from other lighting types such as incandescent and CFL. LED emits light in a specific direction, reducing the need for reflectors.

The College buildings are eco- friendly and energy efficient.

Instructions are displayed on the Bulletin board to emphasize the turning off of the electronic and electrical appliances, computers, air-conditioners, lights and fans after usage.

Power generated from solar panels is used for lights and fans in the College block.

We are correspondingly shifting in a phased manner to LED bulbs and CFL bulbs to optimize the energy saving.

Energy efficient certified star rated and ISO certified air conditioners and other electrical appliances are only used for less energy consumption.

Annual Maintenance Contract for computers and Xerox machines helps us to obtain periodical services which in turn reduce more consumption of energy.

Energy consuming and old equipment's are replaced as and when they are found worn out. The electrical bills are often monitored to curtail over use of power. Our college periodically conducts energy efficiency audits in our buildings to enforce and improve the overall energy performance.

File Description	Document
Institution energy policy document	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

#### Response:

Waste disposal is an environmental challenge faced by our society. Our institution follows a policy of collecting the waste materials and by segregating them according to their nature.

In order to avoid the health hazards caused by the various types of waste materials, our institution follows a very strong policy of waste management by placing different color bins for different types of ways.

This segregation of waste is based on the degradability of the waste namely(kitchen waste , paper waste and non degradable waste)

Paper waste is subjected to recycling. Food waste is converted to compost manure. Plastic wastes are collected by local Panchayath frequently.

Washroom in our institutions is also consistently cleaned at a regular interval of 4-5 hrs. Sanitary pads are disposed with the help of incinerators periodically. Classrooms and staffroom are cleaned every day.

Liquid waste from the washroom and wash area is drained into separate pits respectively. Renounce of trees are used as solid fuels in canteen.

A separate mechanism of e waste disposal is also followed by the institution. Yearly disposal of unwanted electronic devises are given to e waste vendors for contributing environment friendly atmosphere.

As part of curricular our institution conducts camps for students' teachers. The huge waste accumulated during these camps is segregated as per the policy.

Pieces of chalks are powdered and mixed with lime powder and used for sports day activities.

The institution ensures the policy of 3R's (Reduce, Reuse & Recycle) to create an eco-friendly environment within the campus.

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 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:** C. Any 2 of the above

File Description	Document
Income Expenditure statement highlighting the specific components	<a href="#">View Document</a>
Geo-tagged photographs	<a href="#">View Document</a>
Documentary evidence in support of each selected response	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**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:** D. Any 1 of the above

File Description	Document
Geotagged photographs	<a href="#">View Document</a>
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

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

**Response:**

Cleaning plays a vital role in our daily lives. Setting a standard for environmental cleanliness, effective cleaning is our first line of defense against diseases. Cleanliness is a habitual process that we must do on a daily basis. Personal hygiene and environmental cleanliness are equally important to lead a happy life. As a second home, one should ensure the maintenance of clean environment.

Proper hygiene policy is maintained in our institution. Dusting, sweeping and mopping are done daily instead of littering the classrooms and considers with paper waste we inculcate the habit of throwing them in waste baskets. Racks and other equipment's are always kept clean. Wash rooms and wash areas are cleaned in proper intervals.

Conventional sanitation methods are used to sanitize the campus. Safe garbage collection, waste water

treatment and disposal are ensured. Students are instructed to clean the place after having food. Well and mannered eating habits are followed by the institution. The student teachers' are allowed to bring only fresh vegetarian food. It ensures the problems faced by vegetarians when they come in contact with non-vegetarian food. There is a provision for boiled drinking water in our institution during the working hours.

Since most of the student teachers' are women, sanitization is ensured by carefully disposing sanitary pads using incinerators'. The institution is ensured with hygienic and well managed drainage systems.

Our institution is very particular in maintaining a green campus where environment friendly practices and education which promotes sustainable and eco-friendly practices are carried out. Planting saplings, taking care of trees, quantifying damage from tree felling are all done periodically. Our office premises are also decorated with ornamental plants for an eco-friendly look. To pressure this practice, World Environment Day, June 5th is providing a greener look in and around the campus. Medicinal plants are also collected and taken care for academic purpose also.

Our campus is maintained green with serious effort to curtail pollution. Two- stroke motor bikes are avoided within the campus to stop the noise as well as air pollution. Honking within the campus is also restricting prohibited. Also it is Tobacco free zone. Parking space is provided for vehicles which is 20mtr away from the building. Burning of plastics, paper or any other degradable products are strictly prohibited as these products are given for recycling. Entry of visitor's vehicles beyond a certain limit is banned. Two-stroke vehicles are restricted as they have a higher emission rate. We have given awareness on the E-vehicles to promote their usage. To avoid the pollution created by chemical fertilizers, the organic manure produced from our compost which is made from food waste is used for plants. The college programs are organized with minimized loudspeakers in order to avoid the noise pollution. The activities conducted in our campus like rallies, making badges are done in such a way that our neighboring institutions are not at all disturbed.

The college committee to provide its staff, students and local community a higher quality of life through having a clean, safe and accessible national, urban and rural environment and also to value and protect the environment, conserving and enhancing it for future generation.

File Description	Document
Documents and/or photographs in support of the claim	<a href="#">View Document</a>

**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:** B. Any 4 of the above

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

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

**Response:** 1.52

#### 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
0.61	0.25	0.19	0.52	0.05

File Description	Document
Income Expenditure statement on green initiatives, energy and waste management	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

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

**Response:**

The teacher is considered as a social builder, hence the relation between a teacher and a community must be round the clock. Imbibing cultural values through various programmes to leverage local environment. Programmes like rallies, social awareness programmes were conducted. Distributing awards and appreciating young talents among local community is our usual practice. As part of our curriculum the task is to utilize waste materials and to create socially useful productive works (SUPW). A one day workshop was conducted to train recycling of waste materials.

Locational knowledge remarks the knowledge of local community. Getting a clear picture about the locality and its people, the student-teacher must know about the community. The community living camp is the best way to build the relationship and get to know the cultural practices of the local community. To create a sense of culture among the student programmes like Ahimsa Yathra, Rangolsavam, Sathsandes yathra etc., were conducted. As a part of community living camp various art forms were organized. This brings a cultural exposure and feeling among student-teachers.

Nature is something which can heal all our pain and sorrows and also it has a power to freshen out mind. A visit was made to Veezhumala, 13Km from Alathur. The visit brought an enlightening experience to all. The life lessons; nature's beauty, the gift of nature, nature is everything was clear to everyone. Such spots in near and here brought an amazing experience.

To acquaint with resource knowledge of special institution the students visited nearby educational institution including anganvady.

Since our institution is situated in heart of Alathur, which includes both urban and rural population. The institution is facing an imbalance to deal with people of those regions equally. Hence the awareness programmes were got that much reaching among the beneficiaries. The programmes like donations conducted in the banner of H.O.P.E are not properly reaching to the apt people as there was a mass distribution of services among the people.

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**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
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	<a href="#">View Document</a>
Details of the Monitoring Committee, Professional ethics programmes, if any	<a href="#">View Document</a>
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 7.2 Best Practices

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

#### Response:

#### Best Practice I

**Title:** Morning Assembly for Mental and Physical Harmony

#### The Context that required the initiation of the practice:

It was felt by the faculty that morning marks the beginning of the day and is a unique time for freshness, silence, and reflection before starting the work for the day. The focus of the morning assembly is also on self-thinking and creating a positive environment for conducive learning.

#### Objectives:

- To create a positive environment for learning and practice.
- To nurture self-discipline and self-confidence amongst the student-teachers.

#### The Practice:

Morning assembly begins with Meditation, Guru Vandanam, the thought for the day followed by morning assembly address by the Principal and announcements. It concludes with National Anthem. Special assemblies are celebrated on select occasions to mark various national days and festivals through well-prepared programmes by the student- teachers.

#### Obstacles faced and strategies adopted to overcome them:

The institution has not faced any obstacles in the implementation of the practice of morning assembly ever since it started as part of the institution programme.



### **Impact of the Practice:**

This helps them acquire a more positive outlook towards their own students in their schools. In short, morning assembly facilitates the student-teachers to strike a balance with the modern challenges of lives with the wisdom of the past.

### **Resources Required:**

The resources required for morning assembly are as follows: Multipurpose Hall, Electronic Communication System, LCD Projector when needed, Comfortable Seating arrangements for student-teachers.

### **Best Practice II**

**Title:** MEMORANDUM OF UNDERSTANDING

### **The Context that required the initiation of the practice:**

Hands-on courses and faculty development programs for institution students and teachers in India. The projects are designed for introducing technology in educational institutions early on to align with National Educational Policy 2020 from the Indian Government.

### **Objectives:**

- Identifying the technology areas and projects that suit their interest and career goals
- Work with institution management for scheduling Faculty Development Programs (FDP).

### **The Practice:**

Our Institution inculcates our student-teachers while conducting functions through this MoU, how the global teachers are; in what way can we update our knowledge in the teaching field; what are the global level expectations on teachers; curricular activities in different countries, etc.,

### **Obstacles faced and strategies adopted to overcome them:**

**Obstacle – 1:** Proper internet facilities

**Strategy:** We educate our student-teachers about the minimum utilization of the internet by avoiding unnecessary applications on the smartphone so as to get proper internet facilities.

**Obstacle-2:** Lack of gadgets like computer system or smart phones

**Strategy:** We educate the students about the importance of individual gadgets.

### **Impact of the Practice:**

Through these collaborative educational programmes, our student-teachers are becoming the constructors of collective knowledge. The cohesiveness among our students has been increasing significantly.

**Resources Required:**

Internet facilities, Smart Phones, Common Online Platform

**About the Institution:**

1. **Name of the Institution: BSS B.Ed. TRAINING INSTITUTION**
2. **Year of Accreditation: NA**
3. **Address: ALATHUR, PALAKKAD-678541, KERALA**
4. **Grade Awarded by NAAC: NA**
5. **E-Mail: bssaltr@gmail.com**
6. **Contact person for further details: Dr.K.S.BALAMBIKA, PRINCIPAL**
7. **Website:**

File Description	Document
Photos related to two best practices of the Institution	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**7.3 Institutional Distinctiveness****7.3.1 Performance of the institution in one area of distinctiveness related to its vision, priority and thrust****Response:**

Our institution along with HOPE – a non-profitable student-run charity organization of our parent institution designed with far-sightedness to transform the life of hopeless people, progresses with gentle love moulding the future generation to be the Epitome of Humanity, with courage, compassion, and giving confidence to dejected people.

The onset of our venture dates back to 15 years of service to the society during Gandhi Jayanthi, providing sarees, rice, coconuts, and dhotis to needy old people in and around Alathur. The main intention of taking part in such noble deeds is that they are to be trained in such a way grounded with values of life which in turn they develop to be a powerful leader creating happy human beings for the entire universe.

We fondly remember the helping hands during the unprecedented floods of Kerala, standing by the call of ‘We shall overcome’, with the flood relief fund stepping forward to advance a collection and distribution of commodities from our collection point during those consecutive three days.

We reached the doorsteps of each house at Kannadi, Palakkad as bees to collect the nectar of love in form of money, and with a smile we were able to contribute Rs.3 lakhs in this KannadiKarunyaViplavam donating it for an std 10 student Kumari Aneasha for her bone marrow transplantation.

When KavasseryKarunyaViplavam was initiated, our student-teachers with previous experience stood sweating for charity to save a mother Smt.Sowmya for a child collected an attractive amount for kidney transplantation where the donor's and the receiver's family stay happy and healthy now.

Along with Daya Charitable Trust, to raise funds we rendered our support for 'Payasam Challenge' in packing and distributing it to the destination that process was carried away by our trainees systematically.

We established our service in raising funds in buying lands and providing houses under the 'Nirmal Bhavan Project' in which we have successfully handed over the keys for seven houses to open smiles at the threshold of Happy Homes. We initiated 'Padheyam' – the folding service to the roadside refugees and the future plan is to continue the service on regular basis.

Knitting all these frames together, we arrive at a signal with the go-green mind of 'ManushyanNannavanManassuNannayaalMathi' – The absorption of mind is the true salvation.

Visiting the differently abled children at Devashrayam, Palakkad, helped them to understand how gifted they are and also to help those true-hearted children, who become that inevitable part of the society and the other phase of life at old age home, instills in them that the wise heads and the wrinkled faces are the treasures and not to be abandoned.

We understand we have a long way to go. But for sure our trainees will be humans with hearts and handswill always ready tohelp. May our fragrance of goodness spread wherever they go as a messengers of peace.

<b>File Description</b>	<b>Document</b>
Photo and /or video of institutional performance related to the one area of its distinctiveness	<a href="#">View Document</a>

## 5. CONCLUSION

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### **Additional Information :**

The institution nurtures the divine inner resources students and to evolve as an integrated personality through better education. The whole academic and non-academic learning infrastructure of the institutions focuses on building future leaders. The institution best practices and distinctiveness re directs this idea by offering exposure to the students in all areas of social engagements. Moreover, the institution encourages teachers and students to widen knowledge through specially designed strategies and value-added courses. The hosting of events and programs of national and local importance gives more pride and inclusiveness to the institutionpractices.

### **Concluding Remarks :**

The institution runs with the principles of **Brahmananda Swami Sivayogi** the Founder of “**Ananda Matham**“ - the religion of bliss which advocates the importance of pure mind. Being inspired by this doctrine the ardent disciple Swamy Nirmalananda Yogi – established this institution in the year 2005 to instil the great values in the minds of the people along with the Quality Teacher Education to provide better communal Harmony. Contemplating this view, the institution has already set a landmark in the field of creating future teachers with educatedness (The capacity to strive towards their own well-being and the well-being of others). According to the National Policy of Education 2020, the institution is still committed to re-establishing teachers as the most revered and significant members of our society at all levels because they truly mould the future generation of citizens.

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																								
1.2.1	<p><b>Curriculum provides adequate choice of courses to students as optional / electives including pedagogy courses for which teachers are available</b></p> <p><b>1.2.1.1. Number of optional/ elective courses including pedagogy courses offered programme - wise during the last five years.</b></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>12</td> <td>12</td> <td>12</td> <td>12</td> <td>12</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>16</td> <td>16</td> <td>16</td> <td>16</td> <td>16</td> </tr> </tbody> </table> <p><b>1.2.1.2. Number of optional / elective courses including pedagogy courses programme wise as per the syllabus during the last five years..</b></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>12</td> <td>12</td> <td>12</td> <td>12</td> <td>12</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>16</td> <td>16</td> <td>16</td> <td>16</td> <td>16</td> </tr> </tbody> </table> <p>Remark : Input edited as per the given clarification by HEI , Curriculum provides adequate choice of courses to students as optional / electives including pedagogy courses for which teachers are available as per Metric 1.2.1.</p>	2021-22	2020-21	2019-20	2018-19	2017-18	12	12	12	12	12	2021-22	2020-21	2019-20	2018-19	2017-18	16	16	16	16	16	2021-22	2020-21	2019-20	2018-19	2017-18	12	12	12	12	12	2021-22	2020-21	2019-20	2018-19	2017-18	16	16	16	16	16
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16	16	16	16	16																																					
1.2.2	<p><b>Average Number of Value-added courses offered during the last five years</b></p> <p><b>1.2.2.1. Number of Value – added courses offered during the last five years</b></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>03</td> <td>02</td> <td>02</td> <td>02</td> <td>02</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>03</td> <td>02</td> <td>02</td> <td>02</td> <td>02</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	03	02	02	02	02	2021-22	2020-21	2019-20	2018-19	2017-18	03	02	02	02	02																				
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2021-22	2020-21	2019-20	2018-19	2017-18																																					
03	02	02	02	02																																					

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
108	105	100	100	86

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
108	100	94	90	64

Remark : Input edited as per the given observation , As B.Ed. is Two years program so it will be doubled.

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

**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
09	09	08	08	08

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
09	09	09	08	08

Remark : Input edited as per the given clarification documents by HEI , Number of students enrolled from the reserved categories during last five years..

**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**

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
11	11	08	08	08

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
11	09	09	09	09

Remark : Input edited as per the given clarification documents by HEI , Number of teachers integrating ICT for effective teaching with Learning Management Systems (LMS), e-Learning Resources and others excluding PPT..

**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**

Answer before DVV Verification : A. All of the above

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

Remark : Input edited as per the given observation , Any 3 of the above can be considered.

**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**

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 : Input edited as per the given supporting documents & observation , Any 6 of the above can be considered.

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

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

Answer before DVV Verification : 108

Answer after DVV Verification: 93

Remark : Input edited as per the clarification documents given by HEI , Physical Instructor will not be considered as full time teacher so the value is 93.

### 2.7.2 **Average pass percentage of students during the last five years**

#### 2.7.2.1. **Total number of students who passed the university examination during the last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
46	47	43	45	30

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
47	46	43	45	30

Remark : Input edited as per the given clarification documents by HEI , Total number of students who passed the university examination during the last five years.

### 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**

Answer before DVV Verification : A. All of the above

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

Remark : Input edited as per the given observation , Any Two of the above can be considered.

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

**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****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**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
02	02	02	02	03

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
02	03	03	02	02

Remark : Input edited as per the given clarification documents by HEI , Total number of books and / or chapters in edited books, papers in National / International conference proceedings published during the last five years.

**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**

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

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

Remark : Input edited as per the given clarification documents by HEI , Institution has no subscription for e-resources and has membership/ registration for the following Shodhganga , E-Pathshala Etc. but used by them.

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**

Answer before DVV Verification : B. Any 4 of the above

Answer After DVV Verification: C. Any 2 or 3 of the above

Remark : Input edited as per the given observation , Any 2 of the above can be considered.

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**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. Any 3 or 4 of the above

Remark : Input edited as per the given observation , Any 4 of the above can be considered.

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)**

Answer before DVV Verification : A. Any 5 or more of the above

Answer After DVV Verification: B. Any 3 or 4 of the above

Remark : Input edited as per the given observation , Any 4 of the above may be considered.

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
31	52	29	34	06

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
29	10	26	1	06

Remark : Input edited as per the given clarification documents by HEI , Number of students qualifying in state/ national level examinations (eg: NET/SLET/ TET/ CTET) during the last five years.

**5.3.2 Average number of sports and cultural events organized at the institution during the last five years****5.3.2.1. Number of sports and cultural events organized at the institution during the last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
43	10	11	14	12

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
38	12	8	16	12

Remark : Input edited as per the given clarification documents by HEI , Events on same day will be counted as one .

**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****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**

Answer before DVV Verification:

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

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
04	02	03	04	04

**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.****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**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
07	04	03	03	03

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
08	04	03	03	03

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
40	24	27	23	27

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
44	30	20	23	27

Remark : Input edited as per the given clarification documents by HEI , Number of quality initiatives taken by IQAC or any other mechanism for promoting quality during the last five years.

**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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. Any 4 of the above

Remark : Input edited as per the given observation , Any 4 of the above can be considered.

## 2.Extended Profile Deviations

ID	Extended Questions																				
1.3	<p><b>Number of seats earmarked for reserved category as per GOI/ State Govt. rule year wise during the last five years..</b></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>09</td> <td>09</td> <td>09</td> <td>09</td> <td>09</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>25</td> <td>25</td> <td>25</td> <td>25</td> <td>25</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	09	09	09	09	09	2021-22	2020-21	2019-20	2018-19	2017-18	25	25	25	25	25
2021-22	2020-21	2019-20	2018-19	2017-18																	
09	09	09	09	09																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
25	25	25	25	25																	
1.6	<p><b>Number of students enrolled(admitted) year-wise during the last five years..</b></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>53</td> <td>55</td> <td>50</td> <td>50</td> <td>50</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>53</td> <td>55</td> <td>50</td> <td>50</td> <td>50</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	53	55	50	50	50	2021-22	2020-21	2019-20	2018-19	2017-18	53	55	50	50	50
2021-22	2020-21	2019-20	2018-19	2017-18																	
53	55	50	50	50																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
53	55	50	50	50																	
2.1	<p><b>Number of full time teachers year wise during the last five years..</b></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></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18															
2021-22	2020-21	2019-20	2018-19	2017-18																	

10	10	10	10	10
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Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
10	10	10	9	9

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
10	10	10	10	10

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
10	10	10	10	16

3.2 **Number of Computers in the institution for academic purposes..**

Answer before DVV Verification : 45

Answer after DVV Verification : 43