



YEARLY STATUS REPORT - 2023-2024

Part A	
Data of the Institution	
1.Name of the Institution	BRAHMANANDA SWAMY SIVAYOGI B.Ed TRAINING COLLEGE
• Name of the Head of the institution	Dr K S BALAMBIKA
• Designation	PRINCIPAL
• Does the institution function from its own campus?	Yes
• Alternate phone No.	04922224415
• Mobile No:	9446807896
• Registered e-mail ID (Principal)	bssaltr@gmail.com
• Alternate Email ID	naacbss@gmail.com

• Address	BSS B.Ed TRAINING COLLEGE, ALATHUR POST, PALAKKAD
• City/Town	ALATHUR
• State/UT	KERALA
• Pin Code	678541
2.Institutional status	
• Teacher Education/ Special Education/Physical Education:	Teacher Education
• Type of Institution	Co-education
• Location	Rural
• Financial Status	Self-financing
• Name of the Affiliating University	UNIVERSITY OF CALICUT
• Name of the IQAC Co-ordinator/Director	Mrs. NEEMA SURENDRAN
• Phone No.	04922222315
• Alternate phone No.(IQAC)	04922224415
• Mobile (IQAC)	9633351466
• IQAC e-mail address	naacbss@gmail.com

• Alternate e-mail address (IQAC)		naacbsscr1@gmail.com			
3.Website address		http://bsstcaltr.com/			
• Web-link of the AQAR: (Previous Academic Year)					
4.Whether Academic Calendar prepared during the year?		Yes			
• if yes, whether it is uploaded in the Institutional website Web link:		http://bsstcaltr.com/new/uploads/store/Academic_Calendar_2023-24.pdf			
5.Accreditation Details					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	B++	2.85	2023	19/07/2023	18/07/2028
6.Date of Establishment of IQAC			18/10/2021		
7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNMTT etc.					
Institution/ Department/Faculty		Scheme	Funding agency	Year of award with duration	Amount
Nil		Nil	Nil	Nil	Nil
8.Whether composition of IQAC as per latest NAAC guidelines			Yes		
• Upload latest notification of formation of IQAC			View File		
9.No. of IQAC meetings held during the year			11		
• Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?			Yes		
• (Please upload, minutes of meetings and action taken report)			View File		
10.Whether IQAC received funding from any of the funding agency to support its activities during the year?			No		

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

1. Organized charity based outreach activity called 'Nirmal Bhavan'.
2. Conducted 'Swatch Bharat Movement'.
3. Signed new three (3) Memorandum of Understandings (MoU) during the academic year 2023-2024.
4. Organized Art & Drama Theatre Workshop
5. Participated National Level 'Cultural Exchange Programme'.

12.Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year (web link may be provided).

Plan of Action	Achievements/Outcomes
NAAC AQAR 2023-2024	Frequent Meetings conducted through NAAC Committee and regular monitoring and necessary guidelines administered by the BSS-IQAC
Teaching Proficiency	An updated semester wise teaching notes prepared by the BSS-IQAC
New Value-added Courses	Course content are enriched viz the value-added courses Aspects of Growth and Development, Familiarizing School, First Aid and Health Education are
Outreach Activities	Nirmal Bhavan - Fund Raising Programme under HOPE for donating new houses for homeless people. Our institution collected around two lakh rupees.
External Financial Support for students	Our Institution signed a new MoU with Ramuni Panikar Trust, Spain and got scholarship for students course fee as well as hostel fee. Five students has benefited with ninety five thousand rupees.
Swatch Bharath Programme on National Development	Organized Campus Cleaning Programme on 03.10.2023 during the occasion of Gandhi Jayanthi
New Memorandum of Understandings	Three new MoUs signed during viz., HOPE, Ramuni Panikar Trust (Spain) and IHRD College of Applied Science
Field Visit	Field visit programme - visited mega Thiruvathira - an authentic kerala traditional programme at Palakkad - organized by Thalam Organization with the theme of
Awareness Programmes	(1) Awakening programme on 'Inner Splendor' on 18.10.2023 (2) Awareness programme on 'Constitution Day' on 27.11.2023 (3) Awareness programme on 'World Aids Day' on 01.12.2023 (4) Awareness programme on 'Breast Cancer' on 07.11.2023

Programme Development Programme	Organized Teachers Orientation Programme on 09.08.2023
Workshop	Organized workshop on Art & Drama on 18.12.2023 - Resource Persons: Mr Ajith Chandran and Ms. Athuli, Theatre Artist, Thirussur
Cultural Exchange Programme	Our 20 students participated in National Level Cultural Exchange Programme called 'SAHATARANGA' organized by PACE-INDIA
Community Based Outreach Activity	Nirmal Bhavan - Find Raising Programme under HOPE for donating new houses for homeless people. Our institution collected around two lakh rupees.
Health Education Facilities Augmentation	Established an open gym and being benefited by all the students, teachers and local community people
Feedback on Curriculum	Feedback collected, analysed and action taken by the Curriculum Development Committee
Training on English Language Proficiency	Our language student-teachers communication skills improved.
Building Augmentation - Hostel Construction	Since our Institution has a proposal to offer ITEP with a new campus, it has decided to arrange outside accommodation temporarily.

13.Whether the AQAR was placed before statutory body?	No
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- Name of the statutory body

Name of the statutory body	Date of meeting(s)
Nil	Nil

14.Whether institutional data submitted to AISHE
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Year	Date of Submission
2022-2023	06/03/2024

15.Multidisciplinary / interdisciplinary
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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 mission statements represent the idea of transdisciplinary and interdisciplinary components of academic and non-academic programmes, we are predetermined to implement NEP.
16.Academic bank of credits (ABC):
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.
17.Skill development:
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 selfawareness, 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 efficiencys. 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.
18.Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)
Indian knowledge systemis a collective range of Indian Knowledge that has exhibited in systematised ways of knowing. It encompasses the foundational knowledge, Science, Engineering & 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 & 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.
19.Focus on Outcome based education (OBE):Focus on Outcome based education (OBE):
Outcome Based Education possesses the power to transform the learning experience of students and must be embraced by educational institutions for enhancing their knowledge & skills. The university offered B Ed program has its own has 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. Th IQAC initiative of regular intervention and feedback analysis helps both the teachers and students to asquint 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 cocurricular activities, Rubrics based assessments for alinternals, projects, practical aspects, practice teaching and internship programme. are some initiatives for acquainting OBE.
20.Distance education/online education:
The pandemic has forced institutions to have a 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 proceeedures. 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.

Extended Profile	
1.Student	
2.1	106
Number of students on roll during the year	
File Description	Documents
Data Template	View File

2.2		53
Number of seats sanctioned during the year		
File Description	Documents	
Data Template	View File	
2.3		12
Number of seats earmarked for reserved categories as per GOI/State Government during the year:		
File Description	Documents	
Data Template	View File	
2.4		53
Number of outgoing / final year students during the year:		
File Description	Documents	
Data Template	View File	
2.5Number of graduating students during the year		53
File Description	Documents	
Data Template	View File	
2.6		53
Number of students enrolled during the year		
File Description	Documents	
Data Template	View File	
2.Institution		
4.1		21 . 38

Total expenditure, excluding salary, during the year (INR in Lakhs):								
4.2		55						
Total number of computers on campus for academic purposes								
3. Teacher								
5.1		11						
Number of full-time teachers during the year:								
<table><tr><th>File Description</th><th>Documents</th></tr><tr><td>Data Template</td><td>View File</td></tr><tr><td>Data Template</td><td>View File</td></tr></table>		File Description	Documents	Data Template	View File	Data Template	View File	
File Description	Documents							
Data Template	View File							
Data Template	View File							
5.2		10						
Number of sanctioned posts for the year:								

Part B
CURRICULAR ASPECTS
1.1 - Curriculum Planning
1.1.1 - Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation. Describe the institutional process of planning and/or reviewing, revising curriculum and adapting it to the local context in not more than 100 - 200 words
The institution is affiliated with the University of Calicut and implements a diverse curriculum strategy, ensuring all the curricular aspects of the university B.Ed curricular framework. Proper academic planning is adopted at the resumption of every academic year with a view to build holistic development of the student in line with the vision and mission of the institution and local context. The academic development committee deliberately designs plans and procedures to ensure the same. While resuming the academic session Induction for students, orientation for teachers, and discussion on curriculum are carried out. The preparation of institution- based academic calendar with the guidance of BSS-IQAC monitors the curricular and co-curricular activities of the program by integrating local context through community living camps, outreach activities, and teaching internship practicums are planned accordingly. A part from these periodic meetings and discussions with the teachers and students for the effective execution of the academic-

related program and practicums of the course help in the systematic reviewing and monitoring. The feedback collection on curriculum and its analysis, action taken were helpful for upcoming curriculum implementation.

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

1.1.2 - At the institution level, the curriculum planning and adoption are a collaborative effort; Indicate the persons involved in the curriculum planning process during the year Faculty of the institution Head/Principal of the institution Schools including practice teaching schools Employers Experts Students Alumni	B. Any 5 of the above
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File Description	Documents
Data as per Data Template	View File
List of persons who participated in the process of in-house curriculum planning	View File
Meeting notice and minutes of the meeting for in-house curriculum planning	View File
A copy of the programme of action for in- house curriculum planned and adopted during the academic year	View File
Any other relevant information	No File Uploaded

1.1.3 - While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) for all programmes offered by the institution, which are stated and communicated to teachers and students through Website of the Institution Prospectus Student induction programme Orientation programme for teachers	A. All of the Above
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File Description	Documents
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Data as per Data Template	View File
URL to the page on website where the PLOs and CLOs are listed	http://bsstcaltr.com/new/Mainpage/polsandcols
Prospectus for the academic year	View File
Report and photographs with caption and date of student induction programmes	View File
Report and photographs with caption and date of teacher orientation programmes	View File
Any other relevant information	View File

1.2 - Academic Flexibility

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

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

17

File Description	Documents
Data as per Data Template	View File
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	View File
Academic calendar showing time allotted for optional / electives / pedagogy courses	View File
Any other relevant information	http://bsstcaltr.com/new/uploads/store/Any_other_Relevant_Information.pdf

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

03

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

03

File Description	Documents
Data as per Data Template	View File

Brochure and Course content along with CLOs of value-added courses	View File
Any other relevant information	View File

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

53

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

53

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

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

All of the above

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

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

02

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

02

File Description	Documents
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Data as per Data Template	View File
Certificates / evidences for completing the self-study course(s)	View File
List of students enrolled and completed in self study course(s)	View File
Any other relevant information	View File
1.3 - Curriculum Enrichment	
1.3.1 - Curriculum of the institutions provides opportunities for the students to acquire and demonstrate knowledge, skills, values and attitudes related to various learning areas Describe the curricular thrusts to achieve the following in not more than 100 - 200 words each A fundamental or coherent understanding of the field of teacher education Procedural knowledge that creates teachers for different levels of school education skills that are specific to one’s chosen specialization Capability to extrapolate from what one has learnt and apply acquired competencies Skills/Competencies such as: Emotional Intelligence, Critical Thinking, Negotiation and Communication Skills, Collaboration with others, etc.	
A fundamental or coherent understanding of the field of teacher education Teacher education combines theoretical and practical aspects, offering orientation programs and expert talks. Procedural knowledge that creates teachers for different levels of school education skills that are specific to one’s chosen specialization The B Ed program focuses on specialization in courses, it focuses on subject-specific teaching practice, peer discussion, observation, faculty demonstration, peer criticism, teacher enrichment workshops, microteaching and skill enhancement in yoga, health, initiatory school experience, activities enhance professional competencies and pedagogical trends. 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 (80 working days) internship program provides opportunity to undergo meaningful experience as a practitioner in schools. Skills/Competencies such as: emotional intelligence, critical thinking, negotiation and communication skills, collaboration with others, etc The curriculum enhances human characteristics like emotional intelligence, critical thinking, negotiation, communication, and collaboration through community living camps, outreach activities (patheyam,visit kalamandalam etc.), , practicums, ICT understanding, self-reflection, seminar presentations, yoga, health and physical education, Art and Drama etc.	

File Description	Documents
List of activities conducted in support of each of the above	View File
Documentary evidence in support of the claim	View File
Any other relevant information	View File
Photographs indicating the participation of students, if any	View File

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

Institutions that focus on familiarizing students with educational diversities aims to provide a comprehensive understanding of various school systems. Students learn about different educational structures, curricula, and pedagogical approaches. Institutions encourage students to compare and contrast educational practices across different contexts, identifying both unique and common elements. Induction programs for student teachers are designed to ease their transition into the teaching profession and support their development. They aim to improve teaching effectiveness and professional integration. School internship programs are a crucial component of teacher education, designed to bridge the gap between theoretical knowledge and practical teaching experience. workshops are a valuable component of teacher education, preparing student teachers to effectively meet the demands of modern classrooms. The elective course of the B Ed program offers opportunities to critically appraise the international and comparative perspective of schools across the world. Additionally, to supplement the ideas of comparison the teachers provide an overview country wise novel trend in education characteristics like e-learning, digital initiatives, ICT based teaching learning, assessment and modern methods of pedagogical practices.

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

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

The B.Ed. program aims to enhance students' professional understanding and acumen through various curricular activities. The program is divided into college-based, school-based, and community-based activities. 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 teaks 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.

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

1.4 - Feedback System

1.4.1 - Mechanism is in place for obtaining structured feedback on the curriculum - semester wise from various stakeholders. Structured feedback is obtained from Students Teachers Employers Alumni Practice Teaching Schools/TEI	All of the above
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File Description	Documents
Sample filled-in feedback forms of the stake holders	View File
Any other relevant information	No File Uploaded

1.4.2 - Feedback collected from stakeholders is processed and action is taken; feedback process adopted by the institution comprises the following	Feedback collected, analyzed and action taken
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File Description	Documents
Stakeholder feedback analysis report with seal and signature of the Principal	View File
Action taken report of the institution with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

53

2.1.1.1 - Number of students enrolled during the year

53

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

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

09

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

09

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

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

03

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

03

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

2.2 - Honoring Student Diversity

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

Our college conducts a comprehensive assessment of newly admitted students' learning levels, aligned with Gardner's Multiple Intelligence framework. This entry-level evaluation focuses on essential skills like communication, passion, commitment, and presentation techniques, complementing merit-based admissions. Ongoing assessments utilize checklists and rating scales to monitor students' aptitudes and attitudes, informing data-driven adjustments to their learning journeys.

We prioritize inclusive support, offering remedial classes and tailored techniques to cater to diverse abilities, learning paces, and special needs. Our 'Talents' Day' program uncovers hidden potential, empowering students to discover their skills and explore opportunities. Morning assemblies, featuring prayer songs, news readings, and national anthems, help build confidence and coordination.

Orientation programs, special sessions with renowned experts like mind trainers, and our flagship 'PRAYANA' program foster talent showcase, interest development, and language enhancement. We celebrate national and international festivals to promote unity and peace. Regular publications, including monthly magazines and activity reports, keep our community informed.

By blending traditional values with modern approaches, we nurture perseverance and equip students for achieving peace and happiness not only for themselves but for everyone in the world.

File Description	Documents
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Documentary evidence in support of the claim		View File
Documents showing the performance of students at the entry level		View File
Any other relevant information		No File Uploaded
2.2.2 - Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through Mentoring / Academic Counselling Peer Feedback / Tutoring Remedial Learning Engagement Learning Enhancement / Enrichment inputs Collaborative tasks Assistive Devices and Adaptive Structures (for the differently abled) Multilingual interactions and inputs		All of the above
File Description		Documents
Data as per Data Template		View File
Relevant documents highlighting the activities to address the student diversities		View File
Reports with seal and signature of Principal		View File
Photographs with caption and date, if any		View File
Any other relevant information		No File Uploaded
2.2.3 - There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students No Special effort put forth in accordance with learner needs Only when students seek support As an institutionalized activity in accordance with learner needs Left to the judgment of the individual teacher/s Whenever need arises due to student diversity		One of the above
File Description		Documents
Relevant documents highlighting the activities to address the differential student needs		View File
Reports with seal and signature of the Principal		View File
Photographs with caption and date		View File
Any other relevant information		View File

2.2.4 - Student-Mentor ratio for the academic year

15:1

2.2.4.1 - Number of mentors in the Institution

7

File Description	Documents
Data as per Data Template	View File
Relevant documents of mentor-mentee activities with seal and signature of the Principal	View File
Any other relevant information	View File

2.3 - Teaching- Learning Process

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

The institution adopts various teaching modes including lecture, discussion, demonstration, experiential learning, assignment, online learning, etc. Lecture methods is adopted to improve comprehension skill, while discussion methods helps to develop collaborative exchange of ideas. Demonstration methods teach step-by-step processes. It helps the teacher students to observe the teacher behaviour in various teaching learning situations and to observe teaching skills etc Experiential learning focuses on developing professional capacities. It involves initiatory school experience internship, field visit, case study etc. As participative method we have conducted morning assembly, discussion etc. For problem solving method, we have action research. Assignment methods aim to enhance students' reading, referring, and paper presentation skills. Online learning is encouraged with emphasis on learning platforms and social media. Other teaching modes include lectures, seminars, small group discussions, field surveys, projects, seminars, case studies, video viewing, peer learning, IT-based learning, blended learning, community participation, and face-to-face communication. These methods help ensure continuous learning and development of students.

File Description	Documents
Course wise details of modes of teaching learning adopted during the academic year in each programme	View File
Any other relevant information	View File

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

11	
File Description	Documents
Data as per Data Template	View File
Link to LMS	http://bsstcaltr.com/new/uploads/store/2_3_2_Number_of_teachers_integrating_ICT_(Link_to_LMS).pdf
Any other relevant information	View File
2.3.3 - Number of students using ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning, during the academic year	
106	
File Description	Documents
Data as per Data Template	View File
Programme wise list of students using ICT support	View File
Documentary evidence in support of the claim	View File
Landing page of the Gateway to the LMS used	View File
Any other relevant information	View File
2.3.4 - ICT support is used by students in various learning situations such as Understanding theory courses Practice teaching Internship Out of class room activities Biomechanical and Kinesiological activities Field sports	Five/Six of the above
File Description	Documents
Data as per Data Template	View File
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	View File
Geo-tagged photographs wherever applicable	View File
Link of resources used	http://bsstcaltr.com/new/uploads/store/2_3_4_Link_of_esources_Used_1.pdf
Any other relevant information	View File

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

The institution provides excellent mentoring for all study programs

Working in Team

Empowering students to become the epitome of humanity through collaborative learning, mutual respect, and collective growth through curricular and co_curricular activities.

Dealing with students diversity

Celebrating individuality, promoting inclusivity, and fostering a sense of belonging, ensuring every student feels valued and supported in their unique journey.

Conduct of self with colleagues and authorities

Cultivating empathy, integrity, and compassion in all interactions, reflecting the highest standards of human values and conduct.

Balancing home and work stress

Nurturing holistic well-being, providing support systems, and encouraging self-care, enabling students to thrive in all aspects of life for achieving peace and happiness..

Keeping oneself abreast with recent developments in education and life

Embracing innovation, creativity, and lifelong learning through various lectures on NEP and many educational workshops by empowering students to adapt, grow, and make a positive impact in an ever-changing world for achieving world peace and welfare as the ambassadors of BSS by following Swamiji's principles.

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

2.3.6 - Institution provides exposure to students about recent developments in the field of education through Special lectures by experts Book reading & discussion on it Discussion on recent policies & regulations

Five/Six of the above

Teacher presented seminars for benefit of teachers & students Use of media for various aspects of education Discussions showcasing the linkages of various contexts of education- from local to regional to national to global

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

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

Our institution focuses on nurturing creativity, innovativeness, intellectual skills, empathy, and life skills among students through the Outcome Based Education (OBE) Curriculum.

Case 1: Nurturing Innovativeness, Creativity, Intellectual And Thinking Skill through various activities

1. Creation of blog
2. presentation of learning resource materials for school pupils and ICT supported materials
3. art and drama in education- Theatre practices
4. Preparation of a learning resource material
5. Analysis assessment practices in schools
6. Organizing an activity to conscientize National Integration, Patriotism and Universal brotherhood during internship
7. Educational journal review
8. Film review
9. Writing script on advertisement
10. Preparing Manuscript Magazine
11. Participating in seminars
12. Training in Health and Physical Education classes,
13. Preparing creative and innovative teacher planner,
14. Reflective journal writing,
15. Organising and participating in various art and literally programmes
16. Prayana- the Exploring Wisdom

Case 2: Nurturing empathy and life skills through community engagement programmes

1. Community living camp

2. Cleaning drives

3. Food distribution for the needy ones

4. Awareness programmes in the community

5. Participation in outreach and extension activities

6. Organising adventurous tour programme

7. Visit to Kerala Kalamandalam

8. Collecting money to build a house for a needy woman

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

2.4 - Competency and Skill Development

2.4.1 - Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include Organizing Learning (lesson plan) Developing Teaching Competencies Assessment of Learning Technology Use and Integration Organizing Field Visits Conducting Outreach/ Out of Classroom Activities Community Engagement Facilitating Inclusive Education Preparing Individualized Educational Plan(IEP)

All of the above

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

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

Ten/All of the above

differential learning activities according to student needs Addressing inclusiveness Assessing student learning Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement

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

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

All of the above

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

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

Four of the above

File Description	Documents
Data as per Data Template	View File

Samples prepared by students for each indicated assessment tool		View File
Documents showing the different activities for evolving indicated assessment tools		View File
Any other relevant information		No File Uploaded
2.4.5 - Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of Preparation of lesson plans Developing assessment tools for both online and offline learning Effective use of social media/learning apps/adaptive devices for learning Identifying and selecting/ developing online learning resources Evolving learning sequences (learning activities) for online as well as face to face situations	All of the above	
File Description		Documents
Data as per Data Template		View File
Documentary evidence in support of each response selected		View File
Sample evidence showing the tasks carried out for each of the selected response		View File
Any other relevant information		View File
2.4.6 - Students develop competence to organize academic, cultural, sports and community related events through Planning and scheduling academic, cultural and sports events in school Planning and execution ofcommunity related events Building teams and helping them to participate Involvement in preparatory arrangements Executing/conducting the event	All of the above	
File Description		Documents
Data as per Data Template		View File
Documentary evidence showing the activities carried out for each of the selected response		View File
Report of the events organized		View File
Photographs with caption and date, wherever possible		View File
Any other relevant information		View File
2.4.7 - A variety of assignments given and assessed for theory courses through Library work Field exploration Hands-on activity Preparation of	All of the above	

term paper Identifying and using the different sources for study

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

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

Selection/identification of schools for internship: participative/on request

The institution has a regular plan for internship selection, allowing interns to prioritize and select schools. Sevenreputed schools are allotted for selection, with final decisions based on interns' requests and feasibility analysis.

Orientation to school principal/teachers

The institution provides timely internship orientations to school principals/teachers, providing guidelines for familiarity with the learning environment and evaluation strategies for trainee competency assessment.

Orientation to students going for internship

The institution provides an internship orientation program for students, focusing on professionalism, attire, etiquette, and code of conduct.

Defining role of teachers of the institution

The internship program involves specific instructions for teachers, including action plans, evaluation criteria, student behavior , instructional practices, learning environments, and classroom management.

Streamlining mode/s of assessment of student performance

The institution and internship schools jointly monitor each student. The assessment involves continuous observation of five lessons, with unique indicators based on individual differences and learning styles.

Exposure to variety of school set ups	
During internships, student-teachers critically reflect on school activities, including familiarizing with records, initiating programs, conducting innovative ones, understanding school culture, and visiting other schools.	
File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	View File
2.4.9 - Number of students attached to each school for internship during the academic year	
2.4.9.1 - Number of final year students during the academic year	
53	
File Description	Documents
Data as per Data Template	View File
Plan of teacher engagement in school internship	View File
Any other relevant information	View File
2.4.10 - Nature of internee engagement during internship consists of Classroom teaching Mentoring Time-table preparation Student counseling PTA meetings Assessment of student learning - home assignments & tests Organizing academic and cultural events Maintaining documents Administrative responsibilities- experience/exposure Preparation of progress reports	Nine/All of the above
File Description	Documents
Data as per Data Template	View File
Sample copies for each of selected activities claimed	View File
School-wise internship reports showing student engagement in activities claimed	View File
Wherever the documents are in regional language, provide English translated version	No File Uploaded
Any other relevant information	No File Uploaded

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

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 teachers

Teachers are crucial in monitoring internship programs, guiding students from orientation to post-internship activities. They teach 60 lessons, assess school activities, conduct research, develop resources, administer tests, and organize activities. Teachers maintain supervision and reflective journals.

Role of School Teacher

School and college teachers support internships by observing and reflecting classroom teaching practices, approving lesson plans, and promoting continuous improvement in teaching skills.

Role of School Principal/ Head Master

The principal assesses student internship performance by fostering a strong learning vision, collaborating with teachers, and ensuring high-quality curriculum, subsequently granting internship certificates based on teacher feedback.

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.

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

2.4.12 - Performance of students during internship is assessed by the institution in terms of observations of different persons such as Self Peers (fellow interns) Teachers / School* Teachers Principal / School* Principal B. Ed Students / School* Students (* ‘Schools’ to be read as “TEIs” for PG programmes)	Three of the above
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File Description	Documents
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Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	View File
Two filled in sample observation formats for each of the claimed assessors	View File
Any other relevant information	No File Uploaded

2.4.13 - Comprehensive appraisal of interns’ performance is in place. The criteria used for assessment include Effectiveness in class room teaching Competency acquired in evaluation process in schools Involvement in various activities of schools Regularity, initiative and commitment Extent of job readiness	Five of the above
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File Description	Documents
Format for criteria and weightages for interns’ performance appraisal used	View File
Five filled in formats for each of the aspects claimed	View File
Any other relevant information	No File Uploaded

2.5 - Teacher Profile and Quality
2.5.1 - Number of fulltime teachers against sanctioned posts during the year
11

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

2.5.2 - Number of fulltime teachers with Ph. D. degree during the year
02

File Description	Documents
Data as per Data Template	View File

Certificates of Doctoral Degree (Ph.D) of the faculty	View File
Any other relevant information	No File Uploaded

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

11

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

120

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

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

Teachers put forth efforts to keep themselves updated professionally through a variety of strategies and activities..

In house discussions on current developments and issues in education.

It is an important aspect of professional growth for teachers. These discussions provide a platform for educators to share insights, raise concerns, and collaborate on solutions to challenges they face in the classroom and beyond. The institution organises formal discussions with Principal, regular meeting of Academics Development Council and IQAC, Staff Orientation programmeand supports to attend professional development programmes, semianars, conferences, workshops as well as MOOC courses.

Share information with colleagues and with other institutions on policies and regulations

Sharing information with colleagues and other institutions is an essential part of maintaining a transparent, collaborative, and informed educational environment. Institution organises regular meeting with colleagues, supports formal discussion with teachers from other institutions during central valuation, other colleges during special occassions like practical viva examinations, discussion with the teachers from other institutions through theMoU, visiting and representation by Principal with other colleges and associations. A special discussion happened during the 2023-2024 session was with NAAC Peer Team members which felicitates a vide range of explosure towards teacher education programme and NEP.

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

2.6 - Evaluation Process

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

The two-year B.Ed. program is divided into four semesters, with end-of-semester exams and ongoing internal assessment using internal systems. The curriculum consists of theory classes that are assessed in an open manner and practical courses that are broken down into college-based, community-based, and school-based courses. The latter give student teachers the opportunity to work with kids and schools. There is no minimum score required for theory courses under the college-based continuous internal assessment system, which assigns marks based on tasks, assignments, and test papers. Competencies in microteaching, yoga, health, and physical education are evaluated through practical instruction and observation. The assessment of teaching proficiency involves peer discussion, observation, and criticism lessons. Testimonials are reviewed by the external examination board. College-based, community-based, and school-based practical courses enable student engagement with the topic.

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

2.6.2 - Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation Display of internal assessment marks before the term end examination Timely feedback on individual/group performance Provision of improvement opportunities Access to tutorial/remedial support Provision of answering bilingually	Five of the above
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File Description	Documents
Copy of university regulation on internal evaluation for teacher education	View File
Annual Institutional plan of action for internal evaluation	View File
Details of provisions for improvement and bi-lingual answering	View File

Documentary evidence for remedial support provided	View File
Any other relevant information	View File
2.6.3 - Mechanism for grievance redressal related to examination is operationally effective Our student-teachers can file assessment grievances directly with cell members or the Principal, or use a suggestion box. They are discussed, remedial actions taken within seven days, and communicated during assembly. The grievances are recorded in minutes for future reference. The examination grievance redressal cell focuses on areas such as continuous internal assessment, viva-voce, end semester university examination, re-appearing, and testimonials. Continuous Internal Assessment Student-teachers are informed about internal and external assessment schemes at the start of each semester, with the examination grievance redressal cell ensuring smooth assessments without bias. Transparency is maintained through transparency and display on the institution notice board. Viva-voce The viva-voce examination is well-informed to student-teachers through orientation, students' diary, and college website, promoting self-assessment and remedial actions. End Semester University Examination The cell provides orientation on exam responsibilities, do's and don'ts, peaceful exam preparation, and success strategies before end semester university exams, with necessary guidelines displayed on the institution notice board. Re-appearing The IQAC and Examination Cell analyze results, taking remedial actions for students and addressing grievances raised by student-teachers to the Principal. Testimonials The cell ensures the timely issue of various certificates from both institutions and universities, addressing any related grievances promptly.	
File Description	Documents

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

2.6.4 - The institution adheres to academic calendar for the conduct of Internal Evaluation Describe the mechanism of adhering to academic calendar for the conduct of Internal Evaluation in the institution in not more than 100-200 words.

Our institution, affiliated with the University of Calicut, prepares its own academic calendar each academic year, incorporating curricular, co-curricular, and extra-curricular activities. This process is guided by the College Development Committee and various committees and cells.

The institution creates an academic calendar based on Vision & Mission, Programme Learning Outcomes, and Course Learning Outcomes, including teaching tasks and activities. Monthly meetings with the staff council discuss the calendar, and semester timetables are prepared based on the calendar. Continuous internal evaluation is conducted to ensure holistic student-teacher development.

Subject teachers adhere to the academic calendar to complete course work on time, including pre-planned tests, term tests, and model examinations for theory courses. They also execute practical tasks and outreach activities in advance, ensuring proper execution of community and school-based tasks without disrupting regular class work.

The staff council meets monthly to monitor academic plan actions and take remedial actions. Review meetings occur at semester and academic year ends. The Internal Quality Assurance Cell ensures effective implementation of the academic calendar, providing clear vision for teacher-educators and student-teachers, ensuring successful completion.

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

2.7 - Student Performance and Learning Outcomes

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

Our institution, creates its own Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) each academic year, adhering to the institution's vision, mission, and NEP recommendations. An induction and orientation program are provided to teachers and students, ensuring they understand the program's objectives.

The academic calendar is based on the PLOs and CLOs, ensuring progressive learning outcomes for student-teachers. The institution assesses student-teachers' records after completing each task. The curriculum offers innovative strategies

and programs, micro-teaching, peer discussion, observation, faculty demonstration, and peer criticism lessons. A 16-week school internship practice is included to acquire competencies for effective classroom teaching, class management, evaluation of student learning, organization of co-curricular activities, and community involvement. Various learning tasks and assignments are offered to analyze learning processes, factors, and theoretical bases. The institution also provides outreach activities, community living camps, and field visits to promote professional ethics and collaboration. Unique programs like meditation, morning assemblies, monthly celebrations, club activities, and expert talks are organized to cater to the institution's vision and diverse needs.

Every semester, the staff council reviews the matrix and achievements of each PLOs and CLOs in terms of student-teachers' achievements and performance reports and necessary remedial measures are taken accordingly.

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

2.7.2 - Pass percentage of Students during the year

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

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

The institution focuses on the complete development of student-teachers, focusing on knowledge, skills, individual care, and methods to facilitate learning in line with the institution's PLOs and CLOs. It monitors and records student-teacher performance through continuous internal evaluation. The institution offers seven theory courses, six curriculum and pedagogic studies courses, and optional courses to optimize cognitive development.

Student-teachers' teaching skills are assessed by teacher-educators through mentor evaluation reports. Professional competencies are documented through records such as achievement tests, diagnostic tests, and observation reports. Engagement with the Field courses are introduced to enhance professional capacities, including language communication, reading proficiency, arts and crafts, digital resources, ICT integration, and e-content development. These courses are recorded and evaluated by optional teachers, verified by Principal and external examiners.

Outreach activities, sports, and cultural events are conducted in community-based settings, with student-teacher performance assessed by subject experts. Learning tasks are designed in line with institution's PLOs, CLOs, vision, and mission, and subjected to subjective teachers and external examiners.

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

2.7.4 - Performance of outgoing students in internal assessment

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

53

File Description	Documents
Number of students achieving on an average 70% or more in internal assessment activities during t	View File
Record of student-wise / programme-wise / semester-wise internal assessment of students during the year	View File
Any other relevant information	View File

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

Students might expand their first indicated learning needs with the help of the institution's sufficient opportunities and support. Our institutionuses a self-responsive check list and in-person interviews to try to understand and find out what the students want and expect throughout the admissions process. During this procedure, the kids' degree of academic and extracurricular accomplishment is also assessed. Teachers regularly analyze students' performance through ongoing observation and assessment.The curriculum highlights a number of assessment tasks. To address the first identified learning needs, teachers make efficient use of all of these assessment tasks. Additionally, the institution upholds and adheres to a set of standards for evaluating students' extracurricular and academic pursuits in relation to their college-based, school-based college-based practices and community-based practices.

Theoretical classes also include regular homework and projects. Their initially determined learning needs are further reflected in the assessment of subject-specific activities. Through a variety of lectures and discussions, the institution also aids in shaping students' perceptions of the teaching profession. Through unique programs, raise students' awareness of their duties and responsibilities. Stress the value of academic success through assignments, tests, and tasks. Through carefully planned events and programs, promote involvement and performance in extracurricular activities.

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

2.8 - Student Satisfaction Survey
2.8.1 - Online student satisfaction survey regarding teaching learning process
http://bsstcaltr.com/new/uploads/store/Student_Satisfactory_Survey_Consolidated_Report_2023-241.pdf
RESEARCH AND OUTREACH ACTIVITIES
3.1 - Resource Mobilization for Research
3.1.1 - Number of research projects funded by government and/ or non-government agencies during the year
01

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

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

01

File Description	Documents
Sanction letter from the funding agency	View File
Income Expenditure statements highlighting the research grants received certified by the auditor	View File
Any other relevant information	View File

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

One of the above

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

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

Two of the above

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

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

3.2 - Research Publications

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

02

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

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

02

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

Any other relevant information		No File Uploaded
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3.3 - Outreach Activities

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

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

07

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

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

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

106

File Description	Documents
Event-wise newspaper clippings / videos / photographs with captions and dates	View File
Report of each outreach activity with seal and signature of the Principal	View File
Any other relevant information	View File

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

106

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

106

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

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

Outreach activities benefits both students to develop awareness, skills and communities to build bonds with the institution.

1. Community based charity programmes: By incorporating charitable efforts towards the community, students can foster a sense of social responsibility. Some of the activities are food donation drive "Padheyam".

2. Awareness building activities: Awareness building activities can educate the community about social issues and how they can work together. Such programs initiated by the institution are Voter's awareness campaign, environmental protection etc.

3. Participation in community events in National priority programmes: National programs in campus enable to find out talents & build Unity SAHATHARANGA one of the programmes arranged by the institution for students at national priority level.

4. Interaction with Resource persons and experts: A Day with Masters at Kalamandalam, a talk session with Dr. M Ponraj Consultant Medical Oncologist Thankam Hospital for breast cancer awareness day programs are some of the important sessions arranged by the institution.

5. Volunteering another institution: students assisted and supported the overall success of the event sub-district shasthramela 2023 promoting community, health, and sustainability.

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

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

02

File Description	Documents
Data as per Data Template	View File
Appropriate certificates from the awarding agency	View File
Any other relevant information	View File

3.4 - Collaboration and Linkages

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

56

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

56

File Description	Documents
Data as per Data Template	View File
List of teachers/students benefited by linkage - exchange and research	View File
Report of each linkage along with videos/photographs	View File
Any other relevant information	View File

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

03

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

3.4.3 - Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes Local community based activities Practice teaching /internship in schools

All of the above

Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education Discern ways to strengthen school based practice through joint discussions and planning Join hands with schools in identifying areas for innovative practice Rehabilitation Clinics Linkages with general colleges	
File Description	Documents
Data as per Data Template	View File
Report of each activities with seal and signature of the Principal	View File
Any other relevant information	View File
INFRASTRUCTURE AND LEARNING RESOURCES	
4.1 - Physical Facilities	
4.1.1 - The institution has adequate facilities for Teaching- Learning. viz., classrooms, laboratories, sports field, fitness center, equipment, computing facilities, sports complex, etc. for the various programme offered Describe the adequacy of facilities for Teaching -Learning as per the minimum specified requirement by statutory bodies in not more than 100 - 200 words	
The institution offers comprehensive teaching-learning facilities that comply with NCTE norms, covering all aspects of student progression and development, and contributing to institutional practices. The institution's teaching-learning infrastructure includes classrooms, a library, a general and multipurpose hall, labs, and subject resource centers. Classrooms are well-lit, ventilated, and equipped with interactive flat panel boards and wired LAN facilities. The library is fully automated, with 8050 books and 10 journals. The halls are air-conditioned and equipped with speakers, amplifiers, and LCD projectors. The institution has 4 science labs, including psychology, and an ICT lab with 40 computers and 300 mbps internet speed. The optional subject-based resource centers provide students with information and materials for enhancing teaching and learning processes. The institution has a spacious playground and fitness center, equipped with games and free exercises, to cater to the health and physical wellness of students and teachers. The institution's security infrastructure includes CCTV cameras and security personnel, with special premises like the general hall, library, and Principals' chamber under surveillance. The institution provides clean facilities, accessible toilets, and ramps for differentially abled students, and operates active committees and cells with flexible policies for efficient curricular execution.	

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

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

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

07

File Description	Documents
Data as per Data Template	View File
Geo-tagged photographs	View File
Link to relevant page on the Institutional website	http://bsstcaltr.com/new/Mainpage/facilities
Any other relevant information	View File

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

0.86

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

4.2 - Library as a Learning Resource

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

The institution has a well-equipped library with ample seating capacity, fully automated functioning, and a large stock of books and journals. It caters to the B.Ed. program's diverse collection and supports teaching-learning material preparation. The library has 8050 books 10 journal subscriptions, and a digital reading room with 10 Wi-Fi-enabled

computers for online access. The library has separate sections for books and journals, a reference section, and subscribed magazines and newspapers.

The institution uses Library Management Software for library services, replacing manual operations and increasing efficiency. The software links with administrative software for monitoring student and teacher details, performs tasks like cataloging, organizing, and delivering books, and reduces paper usage. It also assists in monitoring student and teacher access records, and periodically adds additional services as needed.

File Description	Documents
Bill for augmentation of library signed by the Principal	View File
Web-link to library facilities, if available	http://bsstcaltr.com/new/Mainpage/facilities
Any other relevant information	View File

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

The institution has a comprehensive library to aid students in their learning, though the remote access feature is not fully enabled. However, the institution tries to distribute library content to teachers and students via email whenever necessary.

The institution issues library memberships to students in optional subjects during the admission process, using email IDs stored in a library automation platform. Students receive useful materials via these email IDs. The institution also efficiently delivers online content to needy students, collecting e-copies of reading materials not accessible directly. Libraries collect these resources from other sources and share them with students' email IDs. No limitations are set on accessing and requesting e-contents, and library policies are designed to ensure this. The institution also provides guidance on accessing freely available e-resources to align with remote access facilities.

File Description	Documents
Landing page of the remote access webpage	View File
Details of users and details of visits/downloads	View File
Any other relevant information	View File

4.2.3 - Institution has subscription for e-resources and has membership / registration for the following e-journals e-Shodh Sindhu Shodhganga e-books Databases	All of the above
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File Description	Documents
Data as per Data template	View File
Receipts of subscription /membership to e-resources	View File
E-copy of the letter of subscription /member ship in the name of institution	View File
Any other relevant information	View File

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

0.23

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

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

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

63

File Description	Documents
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the academic year with seal and signature of both the librarian and principal	View File
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	http://bsstcaltr.com/new/uploads/store/Upto_September_merged_compressed_(1).pdf

Any other relevant information	View File	
4.2.6 - Efforts are made to make available National Policies and other documents on education in the library suitable to the three streams of teacher education -general teacher education, special education and physical education by the following ways Relevant educational documents are obtained on a regular basis Documents are made available from other libraries on loan Documents are obtained as and when teachers recommend Documents are obtained as gifts to College	Three of the above	
File Description	Documents	
Data as per Data Template	View File	
Any other relevant information	View File	
4.3 - ICT Infrastructure		
4.3.1 - Institution updates its ICT facilities including Wi-Fi Describe ICT facilities including Wi-Fi with date and nature of updatation in not more than 100 - 200 words		
The institution has enhanced ICT in education by introducing Wi-Fi facilities and a LAN for internet access, initially in the ICT Lab but now across all academic premises using BSNL, Kerala Vision, and rail wire broadband connections. ICT facilities: • The institution provides ICT-enabled classrooms for five optional subjects, interactive panel boards, and multimedia facilities for hosting important events in its general and multipurpose halls. • The institution's library is fully automated, equipped with a digital reading room with 10 computers and Wi-Fi facilities, allowing student teachers to access digital content online. • The institution boasts a modern ICT lab with 40 top-of-the-line computers with LAN connection, offering students functional computer learning and academic practices for various curricular and co-curricular activities. • The administrative office has 5 computers and advanced ICT facilities, ensuring efficient administrative services for all institution stakeholders. • The institution utilizes CCTV cameras for security, webcams, tripods, and projectors for class creation, and maintains a website for student access, continuously upgrading its hardware and ICT infrastructure.		
File Description	Documents	

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

4.3.2 - Student - Computer ratio during the academic year

106:50

File Description	Documents
Data as per data template	View File
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	View File
Any other relevant information	View File

4.3.3 - Available bandwidth of internet connection in the Institution (Leased line) Opt any one:	B. 500 MBPS - 1GBPS
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File Description	Documents
Receipt for connection indicating bandwidth	View File
Bill for any one month during theacademic year indicating internet connection plan, speed and bandwidth	View File
Any other relevant Information	View File

4.3.4 - Facilities for e-content development are available in the institution such as Facilities for e-content development are available in the institution such as Studio / Live studio Content distribution system Lecture Capturing System (LCS) Teleprompter Editing and graphic unit	Five or more of the above
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File Description	Documents
Data as per Data Template	View File
Link to videos of the e-content development facilities	https://www.youtube.com/watch?v=iJ6JSqN1rfo
List the equipment purchased for claimed facilities along with the relevant bills	View File

Link to the e-content developed by the faculty of the institution	http://bsstcaltr.com/new/uploads/store/4_3_4_Link_to_the_e-content_developed_by_the_faculty_of_the_institution.pdf
Any other relevant information	View File

4.4 - Maintenance of Campus and Infrastructure

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

17.70

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

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

- Classroom maintenance is the responsibility of teachers and students, with class representatives reporting any breakages or non-functioning instruments to authorities, following a common policy.
- The institution uses a general and multipurpose hall for curricular and cocurricular activities, requiring prior reservation and policy documents for information.
- The library advisory committee creates library policies, ensuring standards in stacking, shelf arrangement, cleaning, shelving, stock verification, weeding, and student services.
- The institution's internet usage and maintenance policies are crucial for its functioning, with a dedicated schedule for physical lab equipment maintenance and periodic updates to address security risks.
- The physical education teacher manages sports and games rooms, requiring prior permission for equipment usage, issuing equipment according to event schedules, and promptly addressing faulty equipment.
- Lab equipment requires proper handling and utilization, with a separate usage policy displayed in labs and resource centers. Lab in charge teachers maintain discipline.
- The institution's security infrastructure includes personnel, CCTV cameras, fire extinguishers, and well-maintained external protective measures to ensure safety and prevent fires.
- Institution provides clean drinking water, washrooms, accessible toilets, ramp, parking, and recreation facilities. Regular maintenance, cleaning staff, and waste segregation ensure cleanliness and a pollution-free environment.

File Description	Documents
Appropriate link(s) on the institutional website	http://bsstcaltr.com/new/Mainpage/facilities
Any other relevant information	View File

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

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

Five fo the above

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

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

Nine or more of the above

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

5.1.3 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students’ grievances Timely redressal of the grievances through appropriate committees		A. All of the above	
File Description		Documents	
Data as per Data Template for the applicable options		View File	
Institutional guidelines for students’ grievance redressal		View File	
Composition of the student grievance redressal committee including sexual harassment and ragging		View File	
Samples of grievance submitted offline		View File	
Any other relevant information		View File	
5.1.4 - Institution provides additional support to needy students in several ways such as Monetary help from external sources such as banks Outside accommodation on reasonable rent on shared or individual basis Dean student welfare is appointed and takes care of student welfare Placement Officer is appointed and takes care of the Placement Cell Concession in tuition fees/hostel fees Group insurance (Health/Accident)		Four of the above	
File Description		Documents	
Data as per Data template		View File	
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter		View File	
Report of the Placement Cell		View File	
Any other relevant information		View File	
5.2 - Student Progression			
5.2.1 - Number of students of the institution placed as teachers/teacher educators during the year			
Number of students placed as teachers/teacher educators		Total number of graduating students	

38		51	
File Description		Documents	
Data as per Data Template		View File	
Reports of Placement Cell for during the year		View File	
Appointment letters of 10 percent graduates for each year		View File	
Any other relevant information		View File	
5.2.2 - Number of student progression to higher education during the academic year			
5.2.2.1 - Number of outgoing students progressing from Bachelor to PG (A1).			
07			
File Description		Documents	
Data as per Data Template		View File	
Details of graduating students and their progression to higher education with seal and signature of the principal		View File	
Documentary evidence in support of the claim		View File	
Any other relevant information		View File	
5.2.3 - Number of students qualifying state/national level examinations during the year (eg: NET/SLET/ TET/ CTET)			
41			
File Description		Documents	
Data as per Data Template		View File	
Copy of certificates for qualifying in the state/national examination		View File	
Any other relevant information		View File	
5.3 - Student Participation and Activities			
5.3.1 - Student council is active and plays a proactive role in the institutional functioning Describe the ways in which student council plays a proactive role in the institutional functioning and contribute for students welfare in not more than 100 - 200 words			

Service with pride, led with confidence, inspire to impact lives - this upbrings to the formation of BSS Student Council. Our council stands as a strong amalgam of students and teachers, bringing the ideas of unique perspective and the opinions to bridge the gap between faculty and student community. Moreover, the Institution gives due representation to student’s council both in both curricular/ co-curricular bodies.

Student council layout opportunities for leadership and student’s involvement in promoting conducive learning environment by redressing student’s grievances. The Student Union plans and executes activities that inculcate values relating to social and communal harmony and national integration..Many of the institutional events and trainings like camp, excursion, and annual day are coordinately planned and are executed by student council and faculties.

Students’ council used to inform student teachers about the placement drives being conducted in or outside the campus. College Arts festival and Sports festivals are planned and executed by the elected student representatives and also, they are entrusted with the publication of the annual college magazine lead by Student Magazine Editor.

Under the HOPE, every academic year our college is continuously doing charity works in different contextual names like Nirmal Bhavan Project, food packet distribution, Awareness Programme ,Donating land or houses, etc.

File Description	Documents
Copy of constitution of student council signed by the Principal	View File
List of students represented on different bodies of the Institution signed by the Principal	View File
Documentary evidence for alumni role in institution functioning and for student welfare	View File
Any other relevant information	View File

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

28

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

5.4 - Alumni Engagement

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

Academic Support: -. 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. Learning material support also offered by the alumni to the students who are facing difficulty in accessing such resources. 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: - 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..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.

IQAC Support: - Alumni have significantly contributing the Internal Quality Assurance Cell in various ways such as providing feedback and suggestions, mentorship, resource mobilisation, curriculum development and Accreditation and ranking.

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

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

Five/Six of the above

File Description	Documents
Documentary evidence for the selected claim	View File
Income Expenditure statement highlighting the alumni contribution	No File Uploaded
Report of alumni participation in institutional functioning for the academic year	View File

Any other relevant information.		No File Uploaded
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5.4.3 - Number of meetings of Alumni Association held during the year

01

File Description	Documents
Data as per Data Template	View File
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	View File
Any other relevant information	View File

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

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, Academic Development Committee, placement cell, etc.

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 resumptions, every regular curricular activity in proper alumni interaction is planned and the actual benefit is ensured.

Every year IQAC collects alumni feedback and suggestions to improve teaching learning process. Another important alumnus support in institutional functioning is seen in the academic areas and alumni offer exemplary support in executing college based, community based and school-based practicums.

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.

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

GOVERNANCE, LEADERSHIP AND MANAGEMENT	
6.1 - Institutional Vision and Leadership	
6.1.1 - The governance of the institution is reflective of an effective leadership and participatory mechanism in tune with the vision and mission Describe the vision and mission statement of the institution on the nature of governance, perspective plans and participation of the teachers, students and non-teaching staffs in its decision making bodies of the institution in not more than 100 - 200 words.	
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 of others The institution adopts a systematic academic and administrative approach, considering its vision, mission, and values. It forms committees and cells to coordinate and organize academic and administrative activities, with staff mentoring. Students' union elections follow university guidelines, and committees conduct regular meetings to implement the academic action plan. The institution focuses on holistic student development, teacher education updates, staff professional development, and contributing to society. It aims to create passionate leaders who can guide others in creating a better world.	
File Description	Documents
Vision and Mission statements of the institution	View File
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal	View File

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

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

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' Development Committee

Academic Development Committee

Staffs 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

The Institution follows a decentralized and participative management system, with committees meeting regularly and decisions made through minutes. Students and staff have a suggestion box for free expression, and suggestions related to the institution's vision and mission are considered. Alumni provide valuable input, and the college maintains a WhatsApp group for passed-out batches. Parents' opinions are collected during meetings, and Stakeholders' recommendations are included in extracurricular activities. The Institution also participates in NGO activities and organizes Community-based activities. All managerial activities are posted on the college's website and social media for public awareness and suggestions.

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

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

The institution ensures financial transparency through regular payment of program fees, and staff salaries, and providing Provident Fund and Employee State Insurance. It maintains bills and vouchers, submits files to the income tax department, and files audit reports. Eligible students receive e-grants for tuition fees and other fees. Admission is made following NCTE and University of Calicut standards, with 50% surrendered to the university for merit admission and the remaining by management. The institution creates an academic calendar and website for effective program implementation. All curricular, co-curricular, and extra-curricular activities are planned in advance, and staff are recruited based on qualifications prescribed by NCTE, UGC, and university norms. Administrative activities are circulated through circulars, minutes, or decisions signed by the Principal. Monthly activities allow students to organize and manage events independently, and orientation and induction programs promote transparency.

File Description	Documents
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Reports indicating the efforts made by the institution towards maintenance of transparency	View File
Any other relevant information	View File

6.2 - Strategy Development and Deployment

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

Teacher education is crucial for shaping future generations, requiring multidisciplinary perspectives, values, and practice. Teachers should be grounded in Indian values, languages, and traditions while staying updated with educational advancements. An innovative strategic plan, "PRAYANA - Exploring Wisdom," was implemented to ensure teachers are well-versed in these aspects.

Objectives of the Strategic Plan:

- To develop organizing skills
- To develop leadership quality
- To enhance communication skills
- To enrich technology utilization skills
- To promote teamwork among the students

Implementation Process of the Strategic Plan:

This strategic plan allows student-teachers to organize monthly programs based on their optional subjects, including morning assemblies, flyers, and important national or international days. Club activities, including language, physical science, mathematics, commerce, social science, yoga, health, and art clubs, are coordinated and shared in advance for better implementation.

Learning Outcome of the Strategic Plan:

The institution's strategic plan, "PRAYANA - Exploring Wisdom," encourages student-teachers to organize events to develop their organizing, leadership, communication, teamwork, administrative, technology, and teaching proficiency skills. Monthly reports are uploaded to the institution's website, blog, and social media, promoting innovative ideas and involving introverts in team activities. This plan continues even in online classes, preparing students for hybrid-level teaching methodologies.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	http://bsstcaltr.com/new/Mainpage/strategic

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

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

Institutional bodies are efficient in their policies, administrative setup, appointment, and service rules. The management committee is well-organized, communicating with various bodies, organizing events, and managing financial aspects. The governing body executes decisions, organizes academic plans, and evaluates curriculum effectiveness. The students' union maintains harmony, organizes activities, and supports extracurricular activities. The admission cell follows university norms and standards, administering admission procedures, and managing fees. The institution's infrastructure is maintained. Overall, the institutions are well-organized and efficient. The institution has an active IQAC which plans, 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 AQAR and such reports as may be decided from time to time. 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	Documents
Link to organogram on the institutional website	http://bsstcaltr.com/new/uploads/store/organogram.pdf
Documentary evidence in support of the claim	View File
Any other relevant information	View File

6.2.3 - Implementation of e-governance are in the following areas of operation Planning and Development Administration Finance and Accounts Student Admission and Support Examination System Biometric / digital attendance for staff Biometric / digital attendance for students

All of the above

File Description	Documents
Data as per Data Template	View File
Screen shots of user interfaces of each module	View File
Annual e-governance report	View File

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

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

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 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.

One decision based on the minutes of the meetings

IQAC in its meeting dated 1stJanuary2024,it was decided to organize national level cultural exchange programme. In order to fullfil the agenda, a national level cultural exchange programme for future teachers named "SAHA THARANGA" under EK BHARATH SHRESTHA BHARATH, (a joint initiation of the colleges of education established memorandum of understanding with the Principal's association of colleges of education-PACE) was organized on 25.01.2024. Nation wise 13 colleges performed and reflected their state's cultural heritage. Our students explored and showcased the cultural heritage of Kerala. The first group performed a folk dance that exhibited the folk culture of Kerala and the second group performed serpent workshop song that proceeds in a storytelling manner, unveiling the supreme heritage of Kerala traditional culture.

File Description	Documents
Minutes of the meeting with seal and signature of the Principal	View File
Action taken report with seal and signature of the Principal	View File
Any other relevant information	View File

6.3 - Faculty Empowerment Strategies

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

Welfare Measures for Professional Development

The institution offers an orientation program for staff, periodic faculty development and technical training, and incentives for higher studies and research. It encourages staff to pursue higher studies, offers travel grants, registration fees, and MOOC courses, and provides financial assistance for higher studies. The institution provides interactive flannel boards, reading spaces, computer systems, and photostat facilities for efficient teaching-learning.

Staff are honored for their special work and their academic performance is assessed annually. Staff have full autonomy in organizing activities and can serve as resource persons when needed.

Welfare Measures for the Promotion of Emotional and Mental Health

The institution offers regular yoga classes, psychological counseling, tours, field trips, leave permissions, a grievance cell, various festivals, recognition, and rewards for staff, along with timely medical assistance and allowances.

Economic Welfare-related Measures

Staff receive attractive salaries, provident funds, state insurance, yearly salary hikes, fee concessions for new wards, and charity through money or assets.

Basic Amenities related Welfare Measures

The institution offers various facilities such as water, sanitation, refreshments, medical assistance, and flexible timings for pregnant and lactating staff.

File Description	Documents
List of welfare measures provided by the institution with seal and signature of the Principal	View File
List of beneficiaries of welfare measures provided by the institution with seal and signature of the Principal	View File
Any other relevant information	View File

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

07

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

Income Expenditure statement highlighting the financial support to teachers	View File
Any other relevant information	No File Uploaded

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

02

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

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

03

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

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

The institution encourages teachers to update their education, professional, technological, and ethical skills through a performance-based appraisal system. This system measures productivity and professional gaps among staff. The institution promotes teachers to become the epitome of humanity and developmental harmony by following Guru Bramananda Swamy Sivayogi's principles. Teaching staff submit performance reports at the end of the academic year, focusing on professional eligibility, research work, ICT-based teaching skills, outreach activities, and additional courses. The head of the institution scrutinizes these reports based on various parameters, including work habits, classroom management, and professionalism. The institution provides welfare measures like orientation programs, faculty development programs, technical training, financial assistance, study leaves, autonomy in academic activities, and

career development programs. This system indirectly enhances the teaching-learning process and encourages new teacher-educators to achieve in the field of teacher education.

File Description	Documents
Proforma used for performance appraisal for teaching and non-teaching staff with seal and signature of the Principal	View File
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	View File
Any other relevant information	View File

6.4 - Financial Management and Resource Mobilization

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

Our institution conducts regular internal and external audits to ensure transparency in financial administration, ensuring accurate and comprehensive financial reporting.

Process of Internal Financial Audit

The institution prepares an annual budget for the next academic year and submits it to the management society. The society assesses the available resources and the budget through internal auditors. After approvals, internal auditors verify financial records and submit a report on income, expenditure, bills, and vouchers. The institution also conducts internal audits by the principal, planning and purchasing team members, and management members. They verify student fees, administrative expenses, and long-term investments. The institution aims to maintain quality despite budget limitations, ensuring the institution's ability to sustain quality.

Process of External Financial Audit

Chartered accountants audit every institution's income and expenditure three months annually, preparing balance sheets based on income, expenditure, receipts, and payment accounts. They also scrutinize all financial and accounting activities, including student fees, grants, interest, and payments. Internal auditors cross-examine the draft balance sheet for necessary approvals.

File Description	Documents
Report of Auditors of during the year signed by the Principal.	View File
List of audit objections and their compliance with seal and signature of the Principal	View File
Any other relevant information	View File

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

0.85

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

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

Our institution employs unique strategies for fund mobilization and utilization, adhering to university norms. Funds are crucial for local community growth, and we propose receiving them from the government and statutory bodies. Currently, we rely on student tuition fees as our income source. Our institution efficiently uses student-teacher fees for student development, technical, infrastructural, and maintenance. The head and staff prepare a budget for the upcoming academic year, considering expenses like staff salary, travel, printing, student welfare, EPF, university registration, internet, and more. The budget is then approved by management. 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 society. The mobilization and utilization of funds are reviewed and necessary mid-course corrections are taken by the head of the institution.

File Description	Documents
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	View File
Any other relevant information	View File

6.5 - Internal Quality Assurance System

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

The institute's 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'in alignment with the vision and mission of the

institution.

IQAC is continuously striving for academic and administrative excellence which is conducting several in-house workshops, orientations, outreach activitiesrelated to the NAAC Accreditation process.

The academic development committee reviews and executes the curriculum plans, provides appropriate faculty instructions, discusses better strategies, and provides suitable resources for optimum utilization.

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.

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.

Disciplinary Committeeis orienting the students about the code of conduct of the institution and assisting the anti-ragging committee.

Grievance Redressal Cellpromotes unbiased educational conditions within the institution by orienting the students by adopting the institution’s grievance policy.

Library Management Committeeenriching quality library service to the students and the Placement Cellguiding the students by arranging campus interviews.

File Description	Documents
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	View File
Any other relevant information	View File

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

The institution is implementing quality learning activities through IQAC, including academic calendar preparation, orientation programs, ICT-enabled classrooms, workshops, seminars, and co-curricular activities, reviewed by committees and optional teachers.

The institution is implementing various quality learning activities through IQAC, including academic calendar preparation, orientation programs, ICT-enabled classrooms, workshops, seminars, and co-curricular activities. These activities are continuously reviewed and documented by respective committees, mentors, and optional teachers. The institution also conducts community-based outreach activities and community living camps. Regular reviews of student-teachers learning are conducted by optional teachers and the institution's head.

The head of the institution reviews teaching processes through IQAC, evaluating teaching notes, test results, student feedback, and suggestions from student-teachers to committees or cells

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.

Annual plans are prepared based on stakeholder feedback and teacher-educator performance appraisals, enhancing performance by effectively utilizing institution infrastructure.

File Description	Documents
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	View File
Any other relevant information	View File

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

68

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

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

Two of the above

File Description	Documents
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Data as per Data Template	View File
Link to the minutes of the meeting of IQAC	Nil
Link to Annual Quality Assurance Reports (AQAR) of IQAC	Nil
Consolidated report of Academic Administrative Audit (AAA)	No File Uploaded
e-Copies of the accreditations and certifications	View File
• Supporting document of participation in NIRF	No File Uploaded
Feedback analysis report	View File
Any other relevant information	View File

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

Academic Domain- Teaching Internship Performance

Our students achieved outstanding results in their teaching internships this year, demonstrating remarkable dedication and skill in real-world educational settings. Through rigorous preparation programs and strong mentor-shipsupport, they were well-equipped to excel in diverse classroom environments. Feedback from host schools was overwhelmingly positive, highlighting our students' ability to effectively engage and manage students, implement innovative teaching strategies, and contribute positively to the school community. Notably, over 99% of our teaching interns received ratings of "excellent" or "very good" from their supervising teachers, with many being recognized for their creativity, professionalism, and adaptability.

In administrative domain- Upskilling programs in ICT integration

Our institution is committed to continually upskilling both teachers and non-teaching staff in the effective use of Information and Communication Technology (ICT). Through a comprehensive program of workshops, training sessions, and hands-on practice, we ensure that our staff remain proficient with the latest digital tools and platforms. This training improves administrative efficiency and streamlines processes, enabling better service delivery. By fostering a culture of continuous learning and technological adeptness, we equip our entire team to thrive in an increasingly digital world, ultimately benefiting our students and the broader educational community.

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

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

Our institution has an energy policy to conserve electrical energy. It creates awareness among students and staff to switch off lights when unnecessary, use natural light, and reduce electricity consumption. Awareness programs are conducted to increase responsibility. The institution has a solar plant for energy conservation.

Also, we are using low voltage light emitting bulbs (LED) instead of high voltage tube lights.

The CFL fittings with higher rating wattage are replaced with LED fittings with lower wattage.

The institution 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 institution block.

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

The annual maintenance contract for computers and Xerox machines helps us obtain periodical services, which in turn reduces the consumption of energy.

Our institution regularly replaces energy-consuming equipment, monitors electrical bills, and conducts energy efficiency audits to improve overall energy performance in our buildings.

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

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

Our institution follows a policy of collecting 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 in different types of ways. Plastic wastes are collected by local Panchayath frequently. The washroom in our institutions are consistently cleaned at a regular interval of 4-5 hrs. Classrooms and staffroom are sanitized every day. A separate mechanism of e-waste disposal is followed by the institution. Yearly disposal of unwanted electronic devices is given to e-waste vendors to contribute environmental friendly atmosphere. The huge waste accumulated during these camps is segregated as per the policy. The institution ensures the policy of 3 R's (Reduce, Reuse & Recycle) to create an eco-friendly environment within the campus.

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

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

Two of the above

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

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

Two of the above

File Description	Documents
Income Expenditure statement highlighting the specific components	View File
Documentary evidence in support of the claim	View File

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

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

Cleanliness is crucial for our daily lives and personal hygiene. Our institution maintains a proper hygiene policy, including daily dusting, sweeping, and mopping, and promoting paper waste disposal. We use conventional sanitation methods, including safe garbage collection and waste water treatment. We encourage well-mannered eating habits and provide boiled drinking water during working hours. We also use incinerators for sanitary pads and manage drainage systems. Our institution is dedicated to maintaining a green campus, promoting sustainable practices and education. We plant saplings, care for trees, and care for medicinal plants. We also strive to curb pollution by avoiding two-stroke motor bikes, honking, and being a tobacco-free zone. We provide parking spaces, prohibit the burning of degradable products, and promote the use of E-vehicles. We use organic manure from compost for plants and minimize loudspeakers during campus activities. Our goal is to provide a higher quality of life for staff, students, and the local community while conserving and enhancing the environment for future generations.

File Description	Documents
Documents and/or photographs in support of the claim	View File
Any other relevant information	View File

7.1.6 - Institution is committed to encourage green practices that include Encouraging use of bicycles / E-vehicles Create pedestrian friendly roads in the campus Develop plastic-free campus Move towards paperless office Green landscaping with trees and plants	All of the above
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File Description	Documents
Videos / Geotagged photographs related to Green Practices adopted by the institution	View File
Circulars and relevant policy papers for the claims made	View File
Snap shots and documents related to exclusive software packages used for paperless office	View File
Income- Expenditure statement highlighting the specific components	View File

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

5.57

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

7.1.8 - Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges. Describe institution’s efforts showcasing the way it leverages local environment, locational knowledge and resources, community practices and challenges in not more than 100 - 200 words

The community implemented various initiatives to incorporate cultural values, including community-based charity programs, awareness-raising exercises, national priority programs, expert communication, and volunteering at other institutions.

Community-based charity programs:By incorporating charitable efforts towards the community students can foster a sense of social responsibility. One of the activities are food donation drive “Padheyam”.

Awareness-building activities:These activities can educate the community about social issues and how they can work together. Such programs are, Voter awareness campaigns, environmental protection,etc.

Participation in community events in National priority programs: National programs on campus enable usto find out talents & build unity. ‘SAHATHARANGA – Collaboration with PACE India’isone of the programs arranged for students at thenational priority level.

Interaction with Resource persons and experts: A Day with master's at Kalamandalam, anda talk session with Dr. M Ponraj Consultant Medical Oncologist, Thankam Hospitalfor breast cancer awareness dayprograms are some of the important sessions.

Volunteering atanother institution:Students assisted and supported the overall success of the event Sub-district Shasthramela 2023promoting community, health, and sustainability.

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

7.1.9 - The institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic sensitization programmes in this regard: The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff Annual awareness programmes on the Code of Conduct are organized	A. All of the above
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File Description	Documents
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	View File
Web-Link to the Code of Conduct displayed on the institution’s website	View File
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	View File
Details of the Monitoring Committee, Professional ethics programmes, if any	View File
Any other relevant information	View File

7.2 - Best Practices

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

Morning Assembly for Mental and Physical Harmony

The Context that required the initiation of the practice:

The faculty believes morning assembly marks the start of the day, offering freshness, silence, and reflection, focusing on self-thinking and creating a positive learning environment.

The Practice:

Morning assembly begins with meditation, Guru Vandanam, the Principal's address, announcements, and the National Anthem. Special assemblies celebrate national days and festivals with well-prepared programs by students and teachers.

Impact of the Practice:

Morning assembly helps student-teachers develop a positive outlook toward their students, balancing modern challenges with past wisdom.

HARITH GHAR

Home is where happiness is found, and we must make it a place to live. Small actions, like "Harith Ghar," can lead to bigger changes and contribute to the planet.

It is the 5-4-3-2-1 formula to achieve environmental sustainability and promote ecological conservation

- 1. Water: English Option
- 2. Earth: Social Science Option
- 3. Energy: Commerce Option
- 4. Forest: Physical Science Option
- 5. Biodiversity: Mathematics Option

Objectives

- 1. To make every home Harith Ghar achieve environmental sustainability and promote ecological conservation.
- 2. To promote the importance of Harith Ghar and provide technical support to achieve it
- 3. To create awareness and encourage individuals to adopt eco-friendly practices daily.

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

7.3 - Institutional Distinctiveness

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

HOPE (HUMANS OFFERING PARADISE ON EARTH)

In accordance with the mission and vision statements, the institution has offered and taken part in many numbers of charity and fund-raising activities. Student teachers of the institution rendered timely interventions and offered their wholehearted support in these endeavors. HOPEis a student-run non-profit charity organization which turns 6 years now. It allows our children to know the right needy and support society voluntarily. B.S.S. B.Ed. Training College and HOPE (HUMANS OFFERING PARADISE ON EARTH) to work in a collaborative relationship to better serve people under the charity

programme. Together we will transform the lives of hopeless people, progress with gentle love moulding the future generation to be the Epitome of Humanity with courage, and compassion, and give confidence to dejected people through the following activities.

- 1. Visit and contribute to special schools
- 2. Visit Anganwadi and contribute welfare
- 3. Visit Old Age Homes and offer relief
- 4. Organize various awareness programines
- 5. Patheyam-offer lunch for the poor people
- 6. Donate fundamentals to the victims of natural calamities
- 7. Collect and seed monitory assistance for the medical treatment of poor people
- 8. "Nirmal Bhavan Project - Donating houses for homeless people
- 9. Charity and assistive measures for differently abled people

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