



SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

S. N. M. TRAINING COLLEGE

**S N M TRAINING COLLEGE MOOTHAKUNNAM N.PARAVUR ERNAKULAM
DISTRICT
683516**

www.snmtrainingcollege.org

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Sree Narayana Mangalam (SNM) Training college, Moothakunnam was established on July 20, 1960 as a gracious attempt of imparting quality teacher education to the weaker sections of the society and with the noble intention of producing committed and competent teachers who are accountable to the nation. The college is owned and managed by the Hindu Matha Dharma Paripalana (HMDP) Sabha, a voluntary organisation formed in 1882 by the spirited youth of the backward Ezhava Community in the Vadakkekara region of Ernakulam district. The visionaries of this voluntary organization, who were illumined and inspired by the teachings of Sree Narayana Guru, the greatest guru of humanity Kerala has ever produced, dreamt of effecting 'emancipation through education' of the people of the marginalised classes of the locality. To make this dream come to reality, HMDP sabha began to establish educational institutions at all levels in the small undeveloped village, Moothakunnam. The Educational ventures of HMDP Sabha started with the establishment of an English medium middle school in the year 1922. Since then it has been serving as a beacon of hope and wisdom to the poor and downtrodden. So far 12 educational institutions at different levels are managed by HMDP sabha spread within a range of 2.5 kms. SNM Training College is one among them, an aided college affiliated to the Mahatma Gandhi University, Kottayam.

The college is recognized by the UGC under 2(f) and 12(B) of the UGC Act of 1956, and all the courses offered by the college are recognised. The college is a coeducational institution admitting 50 students to the B. Ed. course under seven optional subjects; Malayalam, English, Commerce, Mathematics, Natural science, Physical science and Social Science education through a centralised admission procedure laid down by the Mahatma Gandhi University, Kottayam. Besides the B.Ed. programme, the college admits 50 students for M.Ed. programme. The college is now upgraded as Research Centre in Education recognised by Mahatma Gandhi University, Kottayam. The college was initially accredited by National Assessment and Accreditation Council (NAAC) with 'B++' Grade (Score 82) in 2007 and 'B' Grade (CGPA 2.85) in 2016.

The college is situated on the banks of the Periyar river in the vicinity of the famous Sankara Narayana Temple. As the college is by the side of NH 66 and is just 4 km away from Kodungallur the very famous ancient port town of Musiris, it is easily accessible by road. The nearest railway station is at Alwaye, 20 km away. The calm, refreshing and serene atmosphere of the college campus is quite conducive for intellectual pursuit.

The college is trying to envisage its vision and mission through various endeavours. The academic and non-academic activities of each year are planned and implemented based on the national and state policies and keeping in mind the needs of its stakeholders and society. The college is functioning in accordance with the rules and regulations of NCTE, UGC, Govt. of Kerala and MG University.

Vision

" **Avanavan Atmasukhathinacharippava Aparanu Sukhathinayvarenam** " (Let the practices for our well-being be beneficial for others) is the vision of the college. The college aims to bring about radical changes in the students by bringing forth personalities endowed with the ability of being matured, stable, culturally sound, morally upright, physically strong, socially committed, spiritually enlightened, economically self reliant and internationally liberal.

Mission

We try to spread the reverberation of the words '**Vidyakundu Prabudharakuvin**' (**Be enlightened through Education**) of Guru to the young minds of 21st century, that served as a panacea to instil pride & self confidence in the minds of the downtrodden and outcasted sections of people.

Objectives

The objectives of the institution are given below.

- To develop competent and committed teachers
- To develop teachers who uphold the value of universal brotherhood and non-violence
- To inculcate in the teacher trainees the skills and attitudes to serve the community and nation
- To familiarise the prospective teachers with global trends in technology and environmental education
- To equip the teacher trainees to help the progress and prosperity of the locality and backward community by providing quality education
- To inspire the teacher trainees to propagate the idea of educating the pupils for liberation from ignorance, poverty and superstitions
- To propagate the concept of universalisation of education at teacher education level

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Curriculum Planning

- Well defined vision and clear cut mission
- Well planned action plan and organised academic activities based on vision, mission and curriculum prescribed by the university.
- Scope for selecting different courses as elective, ensuring academic flexibility
- Proactive IQAC ensuring quality enhancement
- Proper Feedback mechanism from stakeholders
- Efficient grievance management mechanism.

Teaching-Learning Process

- Resourceful experienced and qualified faculty members among whom many serve as Members of Board of studies, Curriculum development committee, Interview board of Kerala public service commission, Chairpersons, Deputy Chairperson, Coordinating chairperson, Chief and Additional Examiners for university practical and theory exams, Research guides of various universities, Resource persons for seminars and conferences, Question paper setters for various universities.
- Instruction through well equipped LMS - Moodle platform
- Additional programmes like Bridge courses, Certificate courses, Value added course, Changathi training programme
- Good student - teacher ratio
- Remedial coaching

- Excellent academic records
- Multimodal Teaching Learning strategies
- Reflective practices
- Continuous and comprehensive evaluation methods incorporating self assessment, peer assessment and e-assessment techniques

Research and Outreach Activities

- Organisation of seminars on various research topics
- Socially responsible outreach activities
- Quality Circle and Research Forum

Infrastructure and Learning Resources

- Easily accessible location
- Well built and spacious infrastructure for academic and co-curricular activities.
- Smart classrooms and well equipped laboratories
- Resourceful library with remote access through Web OPAC, N-List & Del Net
- Optimal deployment of resources

Student Support and Progression

- Systemized mentoring and counselling practices
- Financial support for deserving students
- Coaching for competitive examinations
- Active Placement services
- Grievance Redressal cell
- Conducive hostel facilities
- Personality, skill and professional development activities

Governance and Leadership

- Decentralisation implemented in an effective manner in all spheres of activities
- Robust and Supportive Management
- Various professional development programmes organised for faculty
- Systematic Academic and Administrative Audit
- Pro-active Internal Quality Assurance Cell (IQAC)

Institutional Values and Best Practices

- Initiatives like Grama sevana Padhathi, Snehadanam Kesadanam, A Teacher A Tree
- Sustainable development practices and awareness programmes
- Promotion of Values and Social Responsibilities through curricular, co-curricular and extra-curricular activities

Institutional Weakness

- Lack of funds to undertake research projects
- Delay in getting ISSN status for college journal
- Lack of efficient fund raising strategies
- Low enrollment for M. Ed. Course

Institutional Opportunity

- Ample scope for academic/professional enrichment
- College journal (Journal of Strides in Education) provides platform for publishing articles
- Exposure to activities outside the campus through social/educational extension services
- Special attention to differently abled students
- Placement services
- Networking linkages with society and educational institutions and MOUs with various organisations
- Scholarship and Freeship programmes sponsored by Teaching staff, PTA and Alumni
- Value added, Certificate and coursera courses
- RUSA funding

Institutional Challenge

- Tight semester wise schedule of the programmes hinders students and faculty in updating with courses of emerging areas.
- Many of the students are from socially and economically backward conditions
- Student migration
- Lack of fund to provide more facilities to differently abled students

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Our Institution follows the curriculum prescribed by the Mahatma Gandhi University, Kottayam. The Inhouse Curriculum Planning Committee which comprises of external experts, alumni, employers and teaching practice schools meet at the beginning of each academic year to design, plan and implement the various curricular and co-curricular activities which focus on the enrichment of the new generation teachers with values and life skills, thereby equipping them to be professionally competent, adaptable and socially committed to meet the challenges of tomorrow.

Curriculum transaction is designed reflecting the vision and mission of the institution. The curriculum combines academic knowledge, fundamental skills, personality development, social and ethical values. The programme outcomes and course outcomes are framed in accordance with the local, regional, national and global needs. The college has an annual plan, hand book and calendar. The curriculum and syllabus are provided to the students in the beginning of every academic year. The co-curricular activities include realization of the local and global objectives.

During the implementation stage, on the basis of the previous feedback obtained from the students, other stake holders including the Alumni and the teaching practice schools, corrective measures are introduced and short comings are rectified properly.

The curriculum includes various modes of transaction and learning strategies like community living camps,

case studies, peer tutoring, project related studies, ICT based teaching-learning, community interactions and various educational surveys. Proper planning, preparation, execution and evaluation of pedagogic and learning activities are conducted systematically to achieve this end.

The planning of curriculum focuses on providing students with wide range of experiences that help them engage in cognitive, emotional and cultural levels. During each semester, the Staff Council conducts discussions regarding annual academic calendar, and monthly plans for effective curricular planning, delivery and evaluation. Local contexts and societal needs including contemporary issues are also given vital importance during curricular transaction. Discussion, demonstration, criticism classes, micro-teaching classes, practice teaching in schools, classes on value education, online mode of teaching-learning, assessment and evaluation are all organised to develop the teaching competencies of students of two-year B.Ed. programme. Value Added Courses, Self-learning courses like MOOC and Coursera, courses on ICT, research and inclusive education, help to enhance professional competency. The curriculum spread out throughout the year is rich in activities that facilitate the overall development of the students.

Teaching-learning and Evaluation

The college has made sustained and continuous efforts to bring innovations in teaching-learning methodology. In fact, it has shifted the focus from teacher-centred to learner-centred pedagogy through innovative strategies and assessment techniques. Besides encouraging the faculty to participate in various faculty development programmes they are also sensitised to modern teaching technology and encouraged to experiment with it inside the classrooms. As a result, the use of ICT has improved considerably. LMS is used by all teachers and students for the transaction of teaching and learning. The provision for study materials, teaching plans and lesson plans, multi-strategic teaching, ICT-enabled teaching, FDP for teachers, practical exposures for enhanced comprehension, internet connectivity in the campus, invited lectures, brainstorming, group discussions, student interactions, quiz, project works and assignments, preparation of educational documentaries and short films, study tour, extended library working hours, mentoring system, community living camps, extension activities, remedial teaching, additional tips for advanced learners, regular internal assessments and endowments and scholarships, are the initiatives to sustain quality in teaching-learning and evaluation. Drama and art become an integral part of the transaction as it is promoted as a cultural, social and value development activity of the programme. Language Across Curriculum activities promote the multilingualism of students. The academic calendar and Teacher's Diary have activated effective planning and implementation of teaching learning and evaluation. The feedback on the different aspects is collected from different strands of stakeholders and students by means of well framed schedules and proforma which enable systematic analysis and interpretation. These are discussed in different bodies which itself leads to the natural evolution of qualitative improvement. Expertise is obtained in various fields related to curriculum transaction through seminars and workshops led by experts in the field.

Induction programme help the students to familiarize themselves with the novel aspects of teacher education curriculum. In the consortium held among the teaching fraternity, discussions and creative suggestions are consolidated to add up to the varied levels of curricular transaction. Involvement in research projects like reflective practices, techno-pedagogy and critical thinking by the faculty of the institution helps in contributing towards curriculum planning and transaction by incorporating contemporary trends and methods in teaching-learning. Through a succession of activities in and outside the institution the curricular transaction is actualized in an effective manner.

Infrastructure and Learning Resources

SNM Training college has a built up area of 4676.6 sq.m in the main campus of 4.44 acres for running B.Ed. and M.Ed. courses. College has a fine infrastructure that adequately meets the curricular, co-curricular and extra- curricular requirements.

From smart classrooms and specialized laboratories to recreational areas like fitness centers and playgrounds, the institution has put effort into providing a comprehensive environment for learning and development. The inclusion of various labs (natural science lab, physical science lab, psychology lab and language lab) shows a commitment to hands-on learning and research opportunities. The availability of digital resources, Wi-Fi, e-journals, and library automation enhances access to educational materials. The emphasis on sports and physical education through a dedicated physical education room, fitness center, and multipurpose ground highlights the importance placed on holistic student development. Additionally, the college's eco-friendly initiatives, such as rainwater harvesting and maintaining a butterfly and medicinal garden, demonstrate a commitment to sustainability and environmental awareness. The institution's adherence to NCTE norms is evident in the constructed area, ensuring ample resources for educational, administrative, and extension services. Sustainable design elements like good ventilation, lighting, and eco-friendly initiatives reflect the institution's commitment to efficiency and environmental consciousness. Facilities designed specifically for teaching and learning cover a wide spectrum: smart classrooms, laboratories for natural and physical sciences, psychology, language, and computer studies. These labs are well-equipped with apparatus, consumables, and technology, fostering practical learning experiences. Learning Management Systems (LMS), automated libraries, reading rooms, multipurpose grounds, and assembly halls further augment the academic landscape. The presence of additional infrastructure facilities including parking, separate toilets, CCTV security, Wi-Fi-enabled campus, and hostels underscores a holistic approach to student well-being and safety. The provision of separate facilities like a sick room, counseling room, and women's cell room reflects a concern for student welfare beyond academic pursuits.

Student Support and Progression

As part of student support programme, college has developed a prospectus along with the regulations of the programme, the syllabus, calendar of activities with name of the events and dates fixed in the institution plan for conducting curricular, co-curricular activities, community service programmes and community living camps. Small Group activities including co-curricular activities, communication skill workshop, microteaching, simulation and practice teaching help in giving individual attention to students and building team spirit and cooperation among students. Students play an active role in the academic and co-scholastic activities of the institution. Their representation is ensured through student council and various committees.

Alumni of the institution play a pivotal role in the welfare of the institution by providing resourceful interactions, sessions and even sponsorships. Some of our students get scholarships from the Government as they belong to SC, ST, OEC and Other Backward Classes. Support is provided through a learning management system which they can access from anywhere. Many students have cleared qualifying exams like UGC-CSIR – NET, SET and KTET. Institution has initiated value added courses, value education, mentoring system, remediation and extension activities that sensitize the students to the needs of the society and nation etc. Students participate in various types of cultural and sports activities at university and state levels. Progression of the students to further studies and employment is monitored. Students are given proper career guidance through Career corner and Placement Cell. Several sessions are conducted to improve awareness and promotion of mental health among college students.

Student representatives are included in various academic and administrative bodies. All the curricular and co-curricular programmes are reviewed and modified based on the feedback received from students. College Students Grievance Redressal Cell provides opportunities for students to submit their grievances to the

Principal directly and resolve the same within a stipulated time. Anti- ragging cell, anti-drug cell, Internal Complaints Committee (ICC), Complaints of caste based discrimination against SC/ST/OBC Students/Teaching Staff/Non- Teaching Staff and Collegiate Student Grievance Redressal Committee (CSGRC) are also constituted in the college as per the guidelines of UGC to prevent ragging and drug abuse.

Governance, Leadership and Management

The governance of the college reflects the principles of decentralisation, participative management, leadership and transparency in tune with its vision and mission. It has a well-defined organisational structure under the management of Hindu Matha Dharma Paripalana Sabha. The principal acts as the academic and administrative head of the college under the management. Various committees, clubs, and cells are formed in the college for easy management of academic and administrative functions. Participation of all stakeholders is ensured in the functioning of the college by the involvement of various bodies like the managing council, college council, IQAC, students' council, Parent Teachers Association (PTA) and Alumni association. The college functions in accordance with the rules and regulations of UGC, NCTE, Government of Kerala and Mahatma Gandhi University. Various faculty development strategies are in place such as organising training programmes, providing opportunities for professional development and welfare initiatives. The policies, rules and regulations of the college are made available to the stakeholders through orientation, handbook and website. Academic and administrative auditing and financial auditing help the institution to maintain transparency in its functioning. The college has a system for performance appraisal of teaching and non-teaching staff. IQAC plays a major role in maintaining the quality culture of the college by preparing annual action plans, conducting academic and administrative audit, need assessment survey, feedback analysis, organising extension and outreach activities, skill development programmes, bridge courses, value added courses, eco-friendly initiatives and collaborative initiatives.

Institutional Values and Best Practices

The institution places strong emphasis on its core values and societal obligations, actively advocating sustainability and ethical standards. It has implemented a robust strategy that encompasses various facets, including energy efficiency, waste management, water conservation, leveraging local knowledge, and a stringent ethical framework. The institution's focus on efficient energy practices and eco-friendly technologies aims to curtail resource consumption, while waste management systems prioritize minimizing ecological footprints. The institution integrates local expertise into learning and community engagement efforts, enriching programs and curriculum. A culture of continuous improvement thrives through the sharing and adoption of best practices across the institution.

The institution showcases two flagship initiatives, namely "BODHANA" and "SEVANA." The former empowers educators by fostering essential Life Skills, Techno pedagogical Skills and Environmental Consciousness, nurturing a sustainable educational setting. The latter, "SEVANA," addresses local rural community disparities by raising awareness of societal issues, aligning with the institution's commitment to student empowerment and student welfare.

Guided by '**Vidyakundu Prabudharakuvinn**' - **Be Enlightened through education** the institution embodies a visionary approach focused on universal brotherhood, cultural reverence, and impactful social responsibility. This commitment drives the institution toward its overarching vision. The institution's core principle of '**KSHEMA**' (**Welfare**) emphasizes community well-being through activities promoting knowledge,

generosity, compassion, respect, inclusivity, and mentorship.

The institution's holistic approach encompasses sustainability, ethical conduct, educator empowerment, societal awareness, and community well-being. Rooted in its core values, this comprehensive framework guides its efforts toward creating a conscientious and responsible educational environment.

Research and Outreach Activities

SNM Training College has given great importance to research, innovation, and extension activities along with teaching and learning. The college is upgraded to a Research center in Education with 2 research guides approved by Mahatma Gandhi University. The research output of the college has increased manifold with publication of 28 papers in Journals and 37 chapters in edited books during the review period. Two UGC-funded minor research projects sanctioned in 2014 have been completed during the assessment period, and ten faculty members have so far acquired Ph.Ds. To provide research exposure IQAC organized several Conferences, Seminars, and FDPs. It includes the Three-day International Multidisciplinary Conference On 'Remodelling Strategies And Policies For Future Ready Learning' (2021) in collaboration with KSHEC, CTEF, National Conference on 'NEP 2020: Towards A Self-Reliant India' in collaboration with KSHEC, CEAM, CTEF (2020) and UGC-HRDC Two days National Seminar on "Academic Research Practices in Higher Education: Multidisciplinary Perspectives in NEP" in collaboration with SIRA and UGC - HRDC, University of Kerala. Besides the International and National Seminars/Conferences several webinars were organised during 2018-2023 focussing on the latest educational developments including Research Methodology, IPR and Industry-Academia interactions.

A peer-reviewed Interdisciplinary e-Journal 'JOURNAL OF STRIDES IN EDUCATION (JSE)' was launched by the college in 2022.

In order to address the evolving needs of students SNMTC offers courses on Entrepreneurship development, ICT, Disaster management, and Environmental sustainability transacted by practitioners to develop innovative mindsets for engaging in outreach activities. The institution has developed an ecosystem for supporting innovative ideas among the students through activities like tryout of innovative learning resources, idea generation contests like Trailblazing, evolution molistrix, Ladio, DIY Campaign, SNM Vani Podcasts and Butterfly Garden. The students thus become part of this innovative ecosystem.

Internships and field trips are encouraged to strengthen experiential learning. College organised events of mutual interest- literary, cultural, and inter school competitions, exhibitions, on themes on school education and took measures to strengthen school-based practice by identifying areas for innovative practice. The college has linkages with various educational institutions for assigning internships and placement services.

The college has collaborations with a local Government body and one NGO for community engagement, and social welfare activities. It has collaborations with educational institutions for mutual exchange of academic resources, faculty exchange and for organisation of Conferences, for professional enhancement of faculty, students, and the betterment of society. MoUs have been signed with the following institutions.

- Vadakkekara Grama Panchayat
- LIONS Club
- St. Thomas College of Teacher Education, Pala
- Amala Institute of Medical Sciences (AIMS)

- Association of Learning Disabilities India (ALDI)

Extension activities are organized to sensitize students about social realities and challenges. All students and faculty are involved in a large number of socially relevant activities. The programs range from creating awareness about plastic menace, gender sensitisation, and prevention of social evils to activities that are aimed at environmental conservation, disaster management, women empowerment, health education and book lending drive to instill the value of responsible citizenship.

These initiatives have helped to arouse social consciousness among students to provide them opportunities to connect meaningful community service to academic curricula and to achieve the vision of the college in moulding responsible citizens.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	S. N. M. TRAINING COLLEGE
Address	S N M Training College Moothakunnam N.Paravur Ernakulam District
City	Ernakulam
State	Kerala
Pin	683516
Website	www.snmtrainingcollege.org

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	Susmitha P S	0484-2482084	9645810941	-	snmtrainingcollege mkm@gmail.com
IQAC / CIQA coordinator	Seeja K R	0484-2482115	9847519235	-	seejasnmtc@gmail. com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

State	University name	Document
Kerala	Mahatma Gandhi University	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	30-06-1996	View Document
12B of UGC	03-02-2007	View Document

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
NCTE	View Document	05-08-2020	120	The validity period is not mentioned in the NCTE recognition order

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	S N M Training College Moothakunnam N.Paravur Ernakulam District	Rural	4.44	4676.6

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BEd,Education,	24	UG	English	50	50
PG	MEd,Education,	24	UG	English	50	8
Doctoral (Ph.D)	PhD or DPhil ,Education,	36	PG	English	12	0

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				3				9			
Recruited	0	0	0	0	1	2	0	3	0	9	0	9
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				1				8			
Recruited	0	0	0	0	1	0	0	1	0	4	0	4
Yet to Recruit	0				0				4			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				7
Recruited	5	1	0	6
Yet to Recruit				1
Sanctioned by the Management/Society or Other Authorized Bodies				1
Recruited	0	1	0	1
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	2	2	0	0	4	0	8
M.Phil.	0	0	0	0	0	0	0	1	0	1
PG	0	0	0	0	0	0	0	3	0	3
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	6	0	0	0	6
	Female	93	0	0	0	93
	Others	0	0	0	0	0
PG	Male	0	0	0	0	0
	Female	11	0	0	0	11
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Certificate / Awareness	Male	6	0	0	0	6
	Female	104	0	0	0	104
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	0	0	0	1
	Female	9	7	8	9
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	2	3	1	0
	Others	0	0	0	0
OBC	Male	0	1	5	0
	Female	12	17	6	11
	Others	0	0	0	0
General	Male	3	5	3	3
	Female	27	29	30	30
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		53	62	53	54

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>The preparedness of the college for the implementation of the National Education Policy (NEP) for a multidisciplinary/interdisciplinary approach initiated from the Plan to transform itself into a hub of multidisciplinary education, and a practitioner of NEP. The college offers certificate programs that supplement the main curriculum, providing students with additional skills and knowledge beyond their chosen field. These courses include Value added courses in Entrepreneurship; Environmental Sustainability, Public Relations and Disaster Management. The assessment methods encourage holistic learning and evaluate students' ability to integrate knowledge from different</p>
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	<p>disciplines. The College is extending collaboration with industries for designing awareness programs that are relevant to current market demands and align with NEP objectives. Training programs are provided to faculty for adopting a multidisciplinary approach. The college has the necessary infrastructure and resources to support a variety of disciplines. This includes libraries, labs, and technology that facilitate interdisciplinary research and learning. Moreover the college has submitted initial proposal for augmenting facilities that support in implementing multidisciplinary education. The college is upgraded to Research Centre of Mahatma Gandhi University which helps in Multidisciplinary research endeavours. The college has SNMTC Coursera Programme that helps the students to attain degrees offered by different universities across the Globe through Coursera Platform. The college has conducted programmes like “National Conference on NEP 2020: Towards a Self-Reliant India” and Seminar on “Academic Research Practices in Higher Education : Multidisciplinary Perspectives in NEP” SNM Training College exhibits a commendable level of preparedness for embracing the multidisciplinary/interdisciplinary approach outlined in the National Education Policy. The integration of value-added and certificate programs, coupled with strong industry collaboration and faculty development, supports the institution for NEP-aligned education.</p>
2. Academic bank of credits (ABC):	<p>The college has undertaken initiatives to raise awareness among its stakeholders about the Academic Bank of Credit. This involves informing stakeholders about the benefits of the credit-based system and its alignment with NEP goals, fostering community support for the institution's progressive approach. In the implementation of the Academic Bank of Credit, uniform credit recognition across institutions remains as a challenge. The college is actively addressing these challenges and remains committed to refining its ABC system in line with NEP's long-term vision. The college, being affiliated to the Mahatma Gandhi University, is awaiting the University's registration with ABC. Meanwhile, the students have been oriented to enroll for online credit learning courses platforms.</p>
3. Skill development:	SNM Training College has successfully revamped its

curriculum transaction strategies to incorporate a skill-centric approach. Courses prescribed by the university are designed with a strong emphasis on practical, hands-on learning experiences to equip students with the relevant skills demanded by the job market, aligning closely with NEP's objectives. Certificate Courses are offered in Calligraphy, ICT technologies, Craft etc which arise their aesthetics skills and talents. Professional Trainings are provided for soft skills and Life skills development. Art Integrated Learning is a part of the curriculum and its integration into the teaching-learning process enables in creating aesthetic resource materials and develops the entrepreneurial skills of the students. Apart from this the college has different clubs and cells which allows students to tailor their skill development journey based on their interests and career goals, promoting the personalized learning advocated by NEP. To enhance the learning experience and keep pace with modern educational trends, the college has integrated technology into its skill development programs. This includes e- assessment tools, virtual simulations, animated tools in education, online resources, and digital tools, aligning with NEP's call for a technology-driven educational landscape. In line with NEP's encouragement of entrepreneurship and innovation, the college has initiated programs that nurture an entrepreneurial mindset among students. This includes incubation centers, mentorship programs, and opportunities for students to develop and implement their innovative ideas. The college actively participated in virtual workshop on VENTAL action plan provided by Vocational Education Nai Talim & Experimental Learning and related activities were carried out. The college has registered in Connect Career to Campus(CCC), a campaign by Kerala Knowledge Economy Mission and ASAP Kerala, to spread the idea 'Right Job @ Right Time' by making an awareness about the new age jobs, change in global job markets, the need for skilling, encouraging and guiding the students in finding the proper career along with the studies. It aims to reach out to all higher education institutions for aspirants, ensuring that they are provided with curative measures such as skilling and grooming, as well as access to suitable career opportunities via the Digital Workforce Management System (DWMS) platform created by K-DISC. The college has also

	<p>registered in "Karmachari Scheme" under the "Kerala Knowledge Economy Mission". The primary goal of this initiative is to guide and train educated students as a result of Kerala's transformation into a Knowledge Society in the near future.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>SNM Training College in aligning with the National Education Policy (NEP), with a specific emphasis on the integration of the Indian knowledge system, emphasizes the inclusion of India's rich traditional knowledge alongside contemporary education. The curriculum has successfully included elements of the Indian knowledge system by integrating Indian philosophies, literature, and scientific achievements. The medium of instruction like Sanskrit in Gurukula system, Pali in Buddhist education and Arabic, Persian and Urdu in Medieval period are part of the curriculum. The curriculum also has ancient Indian texts like the Vedas, Upanishads and Indian Schools of Philosophy like Sankhya, Nyaya and Charvaka Philosophy. The classes on Yoga, Classical Indian Dance, and Music help in preserving and promoting Yoga and traditional Indian arts. Students are encouraged to celebrate festivals and special days and experience the rich cultural tapestry of India. This practice fosters an appreciation for Indian traditions and cultural diversity with special emphasis to state festivals like Onam. Onam Sadhya is a traditional vegetarian feast from the South Indian state of Kerala, typically served during the festival of Onam. It consists of a variety of dishes, often served on a banana leaf, and showcases the rich culinary heritage of Kerala. Celebrating Mother Tongue Language Day and Mother Tongue Language Week celebrations, Kerala-Piravi - Kerala Formation Day and reading week celebrations promotes the use of regional languages, preserving linguistic diversity. Bilingual teaching in line with state language policy helps students connect with their roots and ensures effective learning. "Ek Bharat Shreshtha Bharat" is a government initiative in India aimed at promoting cultural and linguistic diversity across the country. Under this program, different colleges in different states are paired with each other, and they collaborate to share their culture, traditions, and heritage. The goal is to strengthen the unity and integrity of India by celebrating its diversity. The college is assigned with a college in Himachal Pradesh, Government</p>

college, Sangrah and their customs and culture is introduced to the inmates of the college. Virtual meetings were also conducted for the mutual exchange of cultural knowledge. Field trips provide practical exposure to traditional knowledge systems. Visiting tribal hamlets for understanding tribal medicines and healing systems is a hands-on way of preserving and sharing this knowledge. The college also provides direct experience to students to interact with the Artisans of the locality, folk artists of the locality, Muzaris cultural visit – the historical monuments of Kerala , “Jnaru Nadal”- working with farmers for transplanting of rice seedlings into 'well-puddled' waterlogged or flooded soils, making butterfly garden, interaction with local organic farmers and herb farmers. Sree Narayana Academy of Value Education (SAVE) organizes activities based on the thoughts and principles of Sree Narayana Guru. The vision and mission of the Institution are intervened in the activities like seminars, debates, etc SAVE activities Promoting such practices educates students about the holistic approach in Indian culture and its role in maintaining well-being. These practices reflect a holistic approach to integrating Indian knowledge systems.

5. Focus on Outcome based education (OBE):

OBE has been introduced with the 2021-2023 batch. A course team was formed and under their monitoring CO-PO mapping was done, benchmarks were fixed and the analysis of the outcome with the action plan was framed under the guidance of IQAC. Professional Development Workshop was conducted for the teachers on CO - PO Mapping. The outcomes of the curriculum are clearly explained to the students at the orientation programmes. Programme and Course outcomes are clearly displayed in classrooms and Notice Boards of the college, Handbook and calendar, LMS platform and in the website. The same is clearly defined in the Student Induction Programme at the commencement of the programme. Principal along with faculty members, class teachers, mentors, course coordinators, program coordinator also inform the students and create awareness and emphasise the need to attain outcomes. During the beginning of each semester respective teachers of each course will explain the pattern of questions, assignments etc which will measure course outcomes. Learning Outcomes of the Programs and Courses are

observed and measured periodically. The students are also communicated about the Course outcomes. The course team under the guidance of IQAC evaluates the CO-PO attained based on the evaluation periodically done at the college and corrective measures are also suggested. Based on the gaps identified, programmes like certificate courses or other programmes are framed to improve the attainment of outcomes. Variety of curricular, co-curricular and pedagogical activities are conducted at college to attain the POs and COs. During the mentoring sessions, the mentors give an orientation on the relevance of Outcome based education and the process of evaluation of programme and course outcomes. Procedure for Assessing the Attainment of Outcomes Measurement of attainment level of outcomes begins with formally defining the Programme Outcomes, and Course Outcomes. Assessment of attainment of outcomes are done in two ways. Direct assessment tools are used to evaluate the attainment of course outcomes. Course outcomes are measured directly based on the scores attained by the students on their tests and internal evaluation and practicum like seminars and assignments of the students. Indirect assessment of programme outcomes and programme specific outcomes are mainly based on Course Exit Survey. Course Exit Survey is feedback taken from students in which the overall course and programme is analysed and corrective measures are proposed. The course outcomes and final programme outcomes and attainment values are computed by adding direct and indirect programme outcomes in the proportion of 80:20, decided by the Course Team under the guidance of IQAC. The same procedures are used for all courses in the B.Ed. and M.Ed. programmes. The goal of OBE is to identify the areas of strength and weakness in the student's educational progress and to devise strategies to improve the individual performance of the students. Teaching competency is evaluated based on set criteria during their internship. Variety of curricular, co-curricular and pedagogical activities have also been conducted to attain the POs and COs at college level and corresponding reports have been prepared to analyze the outcome.

6. Distance education/online education:

The college has the potential in terms of human infrastructure and technical resources to offer courses

through ODL. The COVID pandemic has compelled colleges to develop a comprehensive online education programme. SNM Training college has taken use of the chance and capability of our faculties and infrastructure by delivering courses via online platforms. For two semesters, students were able to complete the regular B.Ed. and M.Ed. curricula online. Classes were handled through Google classroom and Moodle during the Pandemic. The faculties were encouraged to do additional courses online and through distance education. They have attended online refresher courses like ARPIT and attended several webinars to update their knowledge. The institution currently makes use of web portals, presentations, seminars, games, quizzes, and Google forms in the teaching-learning process. SNM Training College, being a teacher training Institute, encourages use of ICT enabled tools including online resources for effective teaching learning processes. In the Institution, all the classrooms are ICT enabled with projectors/TV installed and the campus is enabled with high speed WIFI connection. The faculty at SNM Training College use various ICT enabled tools to enhance the quality of teaching-learning like-Google classroom and “i-learn”, the MOODLE site of the Institution. LMS platform is used to manage and upload learning materials, e-assessment like online quizzes, practical and practicum submissions, assignments, flipbooks etc. Online quizzes are regularly conducted to record the feedback of the students. Coaching in competitive exams is also done through online mode using LMS platform. To teach subjects in online mode, teachers have used various online tools like- Google meet, YouTube, Blogs, animation apps for pedagogy like HOLO, Animal AR 3D Safari, etc. Whatsapp is also used as a platform to post course related information and messages. Video recording, E-content development, and participation in ICT courses make the students able to carry out online education and create their own contents for delivering through online. You- Tube, E- mails, WhatsApp group, Zoom and Google classrooms were used as platforms to communicate, provide material and syllabus, make announcements, conduct tests, upload assignments, make presentations, address queries, mentor and share information. The outreach programmes like ARIKE the learning support provided to school

students are also done through online platforms. Internet and WIFI facility is made available to all the students of the Institution. The college facilitates self study courses and the college has the campus plan of Coursera, "Coursera for Campus-SNMTC Coursera Programme", through which the access to different universities and various courses are provided which acted as a platform to carry out online courses. The institution has made use of the online platform to offer value-added courses which are carried out in a blended mode. The students attend several seminars conducted online by the institution and other institutes to expand their knowledge beyond their curriculum.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	The institution actively engages in electoral literacy initiatives, notably through the establishment of the Electoral Literacy Committee at the institutional level. This committee functions as a sub-committee under the College Union. Dr. K S Krishnakumar, a senior faculty member, is appointed to oversee the committee's activities, with supervision provided by the Principal, who is the Chairman of the committee. The student Coordinator is Prabitha P P, commerce option of 2022-2024 batch. The committee is actively involved in implementing various planned initiatives sanctioned by the institution, adhering to guidelines outlined by the affiliating university. The college is dedicated to the objective of molding students into responsible citizens who embrace social and ethical values, along with the principles of integrity, fair play, equality, and justice. In pursuit of this goal, the college has instituted diverse programs aimed at fortifying the culture of electoral participation among young and prospective voters.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from,	The Electoral Literacy Club engages in various significant activities, including the observance of National Voters' Day on January 25th, Voter's day pledge taking ceremony and the Voter ID-Aadhaar Card Linking Campaign. The College Union

<p>assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>Elections are conducted annually, providing students with exposure to every stage of the election process as voters. This experience establishes a solid foundation for students in democratic values inherent in free and fair elections. Preceding the elections, a session is conducted to raise awareness about the importance of the parliamentary mode of elections in fortifying democracy. The subsequently formed College Union integrates its activities with the Electoral Literacy Club, thereby emphasizing the college's commitment to nurturing future leaders.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>The college has orchestrated comprehensive awareness drives with the aim of enlightening both students and the local community regarding the pivotal importance of electoral participation. These initiatives encompass seminars and interactive sessions featuring subject matter experts in the field. Faculty members of the college, drawing upon their experience as presiding officers in the election process, actively contribute to community engagement through interaction sessions and seminars in the Grama Sevana Project (Village Service Programme) The curriculum incorporates topics related to the Constitution of India, fundamental rights, and duties. The inclusion of these subjects in the courses serves to instill an appreciation for democratic values, ethical voting practices, and the imperative of electoral literacy. Students within the institution are actively encouraged to produce educational materials such as wall posters, slogans, essays, and articles addressing issues pertinent to elections. This multifaceted approach underscores the college's commitment to fostering civic awareness and engagement among its constituents.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>The requisite qualification for admission to the Undergraduate (UG) program in Bachelor of Education (B.Ed.) is a degree in any discipline. Consequently, the minimum age of students enrolled in the institution is consistently above 20 years. During the admission process, the institution conducts a survey to ascertain whether students have registered on the electoral roll. Furthermore, the institution proactively guides and encourages students to complete the registration process for inclusion in the electoral roll.</p>

Extended Profile

1 Students

1.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
114	115	106	108	116
File Description		Document		
Institutional data in prescribed format		View Document		
Any other relevant information		View Document		
Any other relevant information		View Document		

1.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
150	150	150	150	150
File Description		Document		
Letter from the authority (NCTE / University / R		View Document		
Institutional data in prescribed format		View Document		

1.3

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

2022-23	2021-22	2020-21	2019-20	2018-19
75	75	75	75	75
File Description		Document		
Institutional data in prescribed format		View Document		
Central / State Govt. reservation policy for adm		View Document		

1.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
60	53	53	54	62
File Description		Document		
List of final year students with seal and signat		View Document		
Institutional data in prescribed format		View Document		

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

2022-23	2021-22	2020-21	2019-20	2018-19
50	53	52	52	62
File Description		Document		
Institutional data in prescribed format		View Document		
Consolidated result sheet of graduating students		View Document		

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

2022-23	2021-22	2020-21	2019-20	2018-19
53	62	53	54	54
File Description		Document		
Institutional data in prescribed format		View Document		
Enrollment details submitted to the state / univ		View Document		

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

2022-23	2021-22	2020-21	2019-20	2018-19
13	13	14	14	14

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

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
22	22	15	14	14

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

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
43.25073	96.661965	41.1812001	23.24185	20.79504

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

3.2

Number of Computers in the institution for academic purposes..

Response: 34

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

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Planning

1.1.1

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

Response:

The teacher education curriculum of Mahatma Gandhi University focuses on enrichment of new generation teachers with values and life skills and equip them to be professionally competent, adaptable and socially committed to meet challenges of tomorrow. The curriculum for B.Ed.and M.Ed courses are designed reflecting the vision and mission of the institution.

Planning: The curriculum combines academic knowledge, fundamental skills, personality development and social and ethical values. The programme outcomes, programme specific outcomes and course outcomes are framed in accordance with the local, regional, national and global needs. An In-house Curriculum Planning Committee is functioning in college which addresses various aspects related to curricula based on staff-meetings and other interactions with various stakeholders of the Institution. Meetings of In-house Curriculum Planning Committee are held thrice every year, incorporating mid-course corrections. Effective curriculum transaction takes place based on an annual plan, hand book and calendar. The curriculum and syllabus is provided to students at the beginning of every academic year. The co-curricular activities include realisation of local and global objectives.

Execution: During the implementation stage, on basis of the previous feedback obtained from students, and other stakeholders including the Alumni and teaching practice schools, corrective measures are introduced and shortcomings are rectified properly. The curriculum includes discussions, lecture-cum-demonstration, seminars, debates, brainstorming sessions, assignments and group presentations. The various modes of curricular transaction also includes novel learning strategies like community living camps, case studies, peer tutoring, project related studies, ICT based teaching learning, community interactions and various educational surveys. Proper planning, preparation, execution and evaluation of pedagogic and learning activities are conducted systematically to achieve this end.

During each semester, and academic year discussions are conducted in Staff Council regarding annual academic calendar, weekly timetable, monthly plans, and academic activity log for effective curricular planning, delivery and evaluation. Local contexts and societal needs including contemporary issues are also given importance during curricular transactions.

Discussion, demonstration and criticism classes, micro-teaching classes, practice teaching in schools, classes on value education, online mode of teaching-learning, submission and evaluation through online devices are all organised to develop the teaching competencies of students of the two-year B.Ed programme. For enhancing Professional Competency laid down by NCTE, expertise is obtained in various fields related to curriculum transaction through seminars and workshops led by experts in the field. For the fruitful completion of M.Ed dissertations, expert advice is included through conduct of such

workshops. Induction programme helps the students to familiarize themselves with the novel aspects of the teacher education curriculum. In consortium held among the teaching fraternity, discussions and creative suggestions are consolidated to add up to varied levels of curricular transaction. Involvement in research projects like reflective practices, techno-pedagogy, critical thinking, and learning disability identification etc. by faculty of the Institution helps in contributing towards curriculum planning and transaction by incorporating contemporary trends and methods in teaching-learning. Through a succession of activities in and outside the Institution the curricular transaction is actualized in an effective manner.

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

1.1.2

At the institution level, the curriculum planning and adoption are a collaborative effort;

Indicate the persons involved in the curriculum planning process during the last completed academic year

1. **Faculty of the institution**
2. **Head/Principal of the institution**
3. **Schools including Practice teaching schools**
4. **Employers**
5. **Experts**
6. **Students**
7. **Alumni**

Response: A. Any 5 or more of the above

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

1.1.3

While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes(CLOs) for all Programmes offered by the institution, which are stated and communicated to teachers and students through

- 1. Website of the Institution**
- 2. Prospectus**
- 3. Student induction programme**
- 4. Orientation programme for teachers**

Response: B. Any 3 of the above

File Description	Document
Report and photographs with caption and date of teacher orientation programmes	View Document
Report and photographs with caption and date of student induction programmes	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
URL to the page on website where the PLOs and CLOs are listed	View Document

1.2 Academic Flexibility

1.2.1

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

Response: 91.25

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

2022-23	2021-22	2020-21	2019-20	2018-19
15	14	14	14	16

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

2022-23	2021-22	2020-21	2019-20	2018-19
16	16	16	16	16

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

1.2.2

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

Response: 2.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
4	4	4	0	0

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

1.2.3

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

Response: 53.67

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

2022-23	2021-22	2020-21	2019-20	2018-19
103	99	98	0	0

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

1.2.4

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

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

Response: A. All of the above

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

1.2.5

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

Response: 22.54

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

2022-23	2021-22	2020-21	2019-20	2018-19
50	49	27	0	0

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

Curriculum enrichment involves promoting learning experiences within curriculum, by integrating additional resources, activities and varied strategies to enhance understanding and engagement. It helps to provide students with opportunities for more in-depth exploration, critical thinking and application of knowledge.

Learning atmosphere of our Institution is planned so as to provide changes in cognition, attitudes and skills of the teacher trainees. Education and training activities rendered are designed to provide a comprehensive perception related to various learning areas. The Curriculum prescribed by Board of Studies, Mahatma Gandhi University reflects this. Various modes of transaction used include lecture-cum discussion, demonstration, group presentations, seminars, debates, assignments, brain storming sessions, and peer group discussion, interaction with community, case study, educational survey and dialogue, ICT based teaching and learning, Club activities, Day celebrations, Documentary preparations, Extension activities, Magazine preparations, Cultural and Literary activities, Awareness programmes, which are organized for effective curricular conveyance. Communication, leadership, problem solving, Emotional Intelligence, Creativity, time management, team work, adaptability, organisation, conflict resolutions, Critical thinking, Project management, interpersonal communication, active listening, decision making, collaboration, patience, confidence, motivation, empathy, work ethics, flexibility and negotiation are focused in classroom practices, training sessions and outdoor activities. Curricular transactions are designed and implemented with special emphasis on focus and self-control, internalizing others perspectives, making life connections, coping with challenges, self-directed and engaged learning and adaptation through evolution. Fostering critical thinking, updating knowledge and application in societal context are reflected in all activities of the institution.

Curriculum enrichment activities of the college are additional learning experiences designed to enhance the standard curriculum. Various activities are provided to students including projects, guest speakers, field trips and hands-on activities that deepen students' understanding of a subject. Implementing such activities fosters creativity, critical thinking, and a more comprehensive grasp of the material.

Project-based learning: Assigning projects related to various curricular aspects require research, problem solving and creativity which enhance the critical ability of the students.

Field Trips: Visits to museums, science centers, historical sites, or nature reserves provide hands-on learning experiences to them. It helps in expanding knowledge related to the varied culture and the need to preserve our natural resources.

Guest Speakers: Inviting professionals or experts to speak about real-world applications of classroom topics broadens students' perspectives. Expertise from different fields helps students to widen their curricular knowledge and help them to apply it in their teaching-learning.

Debates and Discussions: Encouraging debates on relevant topics fosters critical thinking, research skills, and effective communication, which in turn helps them to boost their varied skills required for

curricular deliverance.

Cultural Experiences: Integrating cultural activities, such as learning a new language, traditional dances, or cooking, enhance global awareness and appreciation. Cultural exchange programmes conducted help them to understand more about the cultural diversity of our nation and the need for national integration.

Service Learning: Involving students in community service projects like GramaSevana Project connects learning to real-world issues while instilling a sense of social responsibility. It provides a wide range of hands-on-experience related to societal indulgence and deliverance.

Technology Integration: Incorporating relevant technologies like coding, simulations, or virtual reality enhances digital literacy and prepares students for the future.

Literary discussions: Analyzing texts related to literature deepens understanding and encourages critical thinking and interpretation skills. Reading and discussions on varied topics expands the horizon of students and broadens their outlook.

Entrepreneurship Projects: Having students create and manage small businesses or social initiatives teaches practical skills and encourages innovation.

Thus students are offered extended learning opportunities through projects, supplemental materials, assignments which help them dive deeper into their subject area. Real-world applications help them to connect classroom learning to real-life situations to understand the practical uses of knowledge. Differentiated instruction helps in connecting to the diverse needs and abilities of students. Debates and discussions as part of curricular transaction help in cognitive development. Critical reading of varied books help in mastering language and communication. Various community-entitled projects taken up help them to understand the need to engage themselves with the society for its betterment.

Curricular Enrichment helps to keep learners engaged and motivated and fosters a deeper understanding of the subject matter. It is a way of adding variety of elements to meet the diverse needs of students. Students are provided varied projects, surveys and assignments which help them discover their innate research attitude. The conduct of programmes under each club helpsto develop their leadership qualities apart from fostering their varied skills. Field visits including visits to tribal areas, meeting people who are differentially abled, old-age home visits all are conducted which help in widening their outlook and imbibing values useful to the society. The Institution provides ample scope for fostering the innate abilities of the student community through engagement in a series of curricular explorations.

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

1.3.2

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

Response:

The school system in India varies in terms of curriculum, board affiliations and teaching methodologies. Students are familiarized through their curricula regarding the different types of school education boards in India including the CBSE(Central Board of Secondary Education), ICSE(Indian Certificate of Secondary Education) and State Boards. They become aware of the international curricula like IB and IGCSE during their training period. During the practice teaching period students become aware of the State Board, which has developed its own curriculum and syllabus, allowing regional flexibility and focus. Each board follows its own syllabus and evaluation methods, impacting the subjects taught assessment structure and overall approach to education.

Private and public schools also differ in facilities, class sizes and teaching methods adopted. The setting of syllabus, conducting examinations, and issuing certificates upon successful completion of the exams are included in the functioning of these boards. Students are made aware of the variations in assessment systems including that of CBSE which follows continuous and comprehensive evaluation system, ICSE which focuses on a more comprehensive and detailed assessment, State Boards which conduct exams normally at the end of the year.

Institutions often familiarise students with diversities in the Indian and international school systems through various methods. Guest lectures and curriculum modules that explore different educational systems are included. The Institution organises workshops, seminars, and projects that encourage students to analyze and compare education systems from around the world. This approach helps students gain a broader understanding of educational diversity and prepares them for a global perspective. The Institution has organized International and national webinars to spread the cultural diversities and bring about a wider outlook in students by assimilating it into their curricular experiences. Seminars conducted on assessment in a global context, NEP, curricular content related to functioning of various commissions, classes on diversities in school system all help to assimilate the knowledge of students regarding the functioning of various school systems in India.

Students are familiarised with national and international diversities by fostering global awareness through their curricula during the training period. This results in more rounded individuals, encouraging

pupils to see things from different perspectives and help them understand their own place in the world.

Teachers can incorporate culturally responsive instruction in the classroom by taking a culturally responsive approach to teaching that benefits all students. They also demonstrate their desire to be culturally aware by asking students to share their stories and relate their cultural experiences to the lessons they are teaching. Apart from the curriculum, the students thus get familiarised with the diversities of school systems during their practice teaching period to a great extent. This helps them to relate their teaching-learning to a broader perspective, crossing the national borders, thereby transforming them to a better teacher in future

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

1.3.3

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

Response:

Institutional initiatives for students to derive professionally relevant understandings from curricular experiences during Teacher Education Programme

SNM Training College gives thrust to provide rich and varied curricular experiences for students during their tenure of study. Learning experiences provided helps to cognize with the essential qualities, duties and responsibilities of teachers. The training programme helps to mold their professional spirits. The teaching-learning process tones up with rudiments of reflective practices for nurturing professionalism. This helps them to cope with the recent research trends in teacher education. Our institution's vision and mission are defined to give future instructors a well-rounded education. The activities include teaching life skills, holistic development, cultivation of positive attitudes, and application of theoretical and practical knowledge. The foundational and pedagogical courses promote multidisciplinary learning and provide cross-disciplinary knowledge. Students keep up with the most recent developments in the teaching profession through activities like morning assembly, which emphasises spiritual world, democratic attitude, knowledge of current events and yoga instruction. The teacher education curricula prescribed by Mahatma Gandhi University focus on enhancing professional capacity of teacher trainees, viz. EPC 1-Reading and Reflecting on Texts, EPC 2-Drama and Art in Education, EPC-3 Critical Understanding of ICT, EPC-4-Understanding the Self. Enhancing Professional Capacities [EPC] are intended to enhance cross-methodology and cross-core paper interaction for enhancing professional competencies in using topic knowledge in practical settings.

Value-added courses, such as public relations, entrepreneurship development, disaster management and sustainable development, Bridge Courses, Communicative English, classes in counselling, and ICT help students to consolidate competencies that improve their professionalism. Proficiency in communication skill helps students to excel in their personal, social and professional development. Activities that are inclusive and gender-neutral are planned to teach pupils how to effectively handle social concerns. Students are better prepared for the cross-cultural and linguistic needs of a global society through essential resource materials. To introduce students to cutting-edge approaches, webinars and interactive sessions are organised with professionals including the Alumni.

Participation in various curricular and co-curricular activities including arts day competitions and sports day competitions help to develop their cognitive as well as psycho-motor skills. Placement cell of the college organises placement sessions which help them to undergo training in facing interviews. Classes related to curricular aspects and SWOT helps in identifying their vision and mission, and helps to improve professionalism. Educational resource materials help them in better curricular delivery. The varied curricular experiences provided to the students during their teacher education programme help them to evolve as better citizens of the future. These curricular experiences help students to acquaint themselves with teacher competencies laid down by the NCTE- contextual, conceptual, curricular and content, transactional, curricular and co-curricular, developing teaching-learning materials, evaluation, management, parental contact and co-operation with community and other agencies.

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

1.4 Feedback System

1.4.1

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

Structured feedback is obtained from

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

Response: A. All of the above

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

1.4.2

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

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

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

Response: 36.8

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

2.1.2

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

Response: 30.67

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

2022-23	2021-22	2020-21	2019-20	2018-19
23	28	20	21	23

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

2.1.3

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

Response: 1.09

2.1.3.1 Number of students enrolled from EWS and Divyangjan categories during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
2	0	0	1	0

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

2.2 Honoring Student Diversity

2.2.1

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

Response:

The assessment process at the entry level of Bachelor of Education (B.Ed) program help to identify students' learning needs and their readiness to undergo professional education. The readiness of M. Ed. students to undergo advanced programme in education is also assessed at entry level. Institution use a variety of techniques to evaluate students' preparation for professional education programmes and understand their learning needs.

During the enrolment counselling session, the principal and programme coordinator assess and orient learners about the programme's requirements and professional demands. Student Profile data sheet is filled by prospective teacher candidates which help to identify learning needs of students and their socio-economic background. Non-scholastic talents are assessed during talents day-based observation and performance assessment of the students and are noted by mentors during the initial days of enrolment. Entry level assessment is done to determine students' professional readiness, study habits, learner needs and preferences to tailor instructional strategies and support them appropriately. Research attitude of the post graduate students is assessed at the entry level. The entry level testing is done in the following dimensions

- Professional readiness
- Study habits
- Skills to use ICT in teaching –learning process
- Need assessment survey
- Research attitude
- Student Profile

The information gathered from all modes are combined to provide a comprehensive picture of the pupils' abilities which is crucial for creating efficient educational plans and resources needed for professional education programmes using multimodal approach.

This entry assessment helps in knowing the learner, planning the curriculum activities, teaching materials, managing the classroom teaching process, assessing and evaluating the student performance, improving basic skills and training them for proficiency in digital skills and ICT competency. This assessment facilitated planning bridge courses, certificate courses and other value-added courses, interactive sessions, field experience, classroom management, and pedagogical knowledge to bridge the gap between theory and practice for both graduate and post graduate courses.

Additional enrichment inputs are employed to meet the demands of learners belonging to varied categories. Multilingual interactions and academic flexibility are provided to cater the needs of students with different ability levels.

Teaching competency of B. Ed Trainees is developed by exposing them to pre practice teaching workshops by faculty, micro-teaching sessions, followed by discussion and demonstration classes and workshops on preparation of learning resources. Student-teachers participate in a school induction and internship to gain competence in pedagogical skills, content mastery and classroom management for successful content transaction at school level.

The institution organised various programmes to enhance the professional competency of M. Ed. students. Field internships, interactive session on research related topics, preparation of research tools and conducting research helps them to become competent teacher educators.

Each faculty identifies the learner's requirements and assists them academically by offering individualized assistance, remedial education focussing on learner needs, and provide suggestions for improvement.

The academic support provided to the trainees prepares them to become effective educators integrating techno pedagogical skills and competent to address any learning needs or challenges in a positive and inclusive learning environment.

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

2.2.2

Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through

- 1. Mentoring / Academic Counselling**
- 2. Peer Feedback / Tutoring**
- 3. Remedial Learning Engagement**
- 4. Learning Enhancement / Enrichment inputs**
- 5. Collaborative tasks**
- 6. Assistive Devices and Adaptive Structures (for the differently abled)**
- 7. Multilingual interactions and inputs**

Response: A. Any 5 or more of the above

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

2.2.3

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

Response: As an institutionalized activity in accordance with learner needs

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

2.2.4

Student-Mentor ratio for the last completed academic year

Response: 9.5

2.2.4.1 Number of mentors in the Institution

Response: 12

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

2.3 Teaching- Learning Process

2.3.1

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

Response:

Our institution fosters inclusive learning by engaging students of diverse backgrounds in effective learning experiences. Faculty utilizes ICT-enabled classrooms with audio-visual systems, Wi-Fi, and platforms like Moodle for student-centric learning. We employ innovative programs, including power-point presentations, e-learning platforms, films, and well-stocked libraries with the latest resources, providing easy access to journals and e-materials to enhance higher-order thinking and investigation skills.

Key teaching-learning modes for this academic year in B.Ed. and M.Ed. include:

- **Pedagogical seminars-** Students deliver seminars on diverse topics, supervised by course coordinators, culminating in interactive discussions.
- **Projects-** Students select a project according to their interest and go deep into the topic.
- **Problem Based Practicum** related to education is done by each student.
- **Online and Offline Assignments-** Students prepare online and offline assignments which fosters self-enquiry and learning to learn
- **Brainstorming discussions-** Debatable syllabus aspects are discussed in small groups.
- **Video recorded Micro Teaching sessions-** Microteaching sessions are recorded for subsequent video analysis.
- **Link Practices-** Link practices integrating two or three skills are conducted before the commencement of real classes.
- **ICT integrated teaching sessions and assessment** are practiced by each student teacher.
- **Field Visits** to educationally important places to provide concrete learning experiences to students.
- **Brain Boosting activities** are conducted in various courses.
- **Inter and Intra disciplinary approaches** are practiced to identify the correlation of various subjects
- **Recreational teaching learning sessions** like Games, Puzzles and Riddles are incorporated in various courses of study.
- **Value centric programmes** are incorporated in teaching learning
- **Concept Cartoons and concept maps** are incorporated in various courses of study.
- **Remedial teaching** - Peer tutoring and previous year question paper discussions and answer analysis are provided for remedial teaching.
- **Videos in YouTube channels-** Videos are uploaded in channels of the college, classroom and individual teachers for learning and revision.
- **Focus group discussion-** Qualitative method of focus group discussion is done by researchers, PG and UG students
- **One Module in 30 minutes-** Teacher led small video lessons are provided for easy revision of topics covered
- **Teaching-Learning activities** to develop entrepreneurship skills are organized
- **Assessment tools** like Self-assessment, peer evaluation tools, Diagnostic Tests and achievement

tests are prepared by each student teacher.

- **Preparation of a variety of Self Instructional Learning Materials** - Art integrated Learning Materials, Concept Cartoons, Concept Maps, Graphic organizers, Workbooks, Digests, ICT Learning Materials, Question Banks, Albums and Digital Textbooks.
- **Educational Surveys** are conducted by each student teacher based on a relevant social issue
- **Case Studies, Identification of Learning Disorders**, and necessary remedial mechanisms are practiced.
- **Educational Blogs** are created by each student teacher and teaching learning materials are uploaded
- **Short films** are prepared as a pedagogical mode of teaching learning in various courses.
- **Action researches** are conducted to identify and manage immediate problems in the classroom during internship
- **Google Classroom and i-Learn Moodle platforms** facilitate cloud-based learning, enabling online class scheduling, resource sharing, and student work submission.
- **E-Content Preparation**- Students create multimedia learning objects with assistance in video shooting and audio-video editing.
- **Dissertation Work**- Postgraduate students undertake research studies and submit dissertations.

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

2.3.2

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

Response: 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
13	13	14	14	14

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

2.3.3

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

Response: 99.12

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

Response: 113

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

2.3.4

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

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

Response: A. Any 4 or more of the above

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

2.3.5

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

Response:

Continuous mentoring is provided to students for developing Professional attributes

Mentoring efforts within teacher education institutions are integral to shaping educators who are not only academically proficient but also equipped with essential life skills. These efforts are tailored to address various dimensions crucial to a teacher's success, ensuring that they excel in their roles as educators and leaders.

Working in teams - Mentoring in teacher education institutions underscores the importance of teamwork and collaborative skills. The teachers delegate responsibilities to the students and lead them to work together to achieve common goals. Some of the methods employed by this College in this process are **Team Teaching, Collaborative Approach, Microteaching, Simulation, Internship, Project work, Assignment Work, Book Review, Reflective Diary, Field work, School visit** and the like. Students work in teams for conducting various club activities and other events in the college. Every day morning assembly is enshrined with the activities of the team from each class for a week on a rotational basis.

Dealing with student diversity- Recognizing the diverse classroom, mentoring programs prepare educators to embrace student diversity. Mentors equip prospective teachers with culturally responsive teaching strategies, empathy, and a deep understanding of diverse learning needs. This ensures that educators create inclusive classrooms where all students feel valued, understood, and supported. Techniques for teaching diverse learners and strategies for addressing the needs of diverse learners helps the students get adapted to the concept of diversity.

Conduct of self with colleagues and authorities- Mentoring cultivates professionalism and interpersonal skills among aspiring educators. It guides them in navigating relationships with peers, colleagues and authorities with respect, integrity, and effective communication. These mentoring efforts emphasize ethical conduct, collaboration, and the importance of maintaining a positive and collaborative work environment

Balancing home and work stress - Teacher education institutions recognize the potential stressors in the teaching profession and address the importance of work-life balance. Mentoring initiatives offer coping mechanisms, time management skills, and stress-reduction techniques. Future educators are empowered to prioritize self-care, set boundaries, and manage their responsibilities effectively, resulting in a fulfilling professional and personal life.

Keeping oneself abreast with recent developments in education and life-

- To produce educators who are well-versed in modern pedagogical practices, mentoring efforts encourage a commitment to lifelong learning.
- Prospective teachers are guided to stay updated with the latest educational trends, research, and technology through journal review in the practical work and other course works.
- Mentors facilitate access to relevant resources, encourage participation in workshops, and promote a growth mindset; ensuring educators remain adaptable and innovative throughout their careers.
- Experts in various fields, alumni are invited to address the students and to talk about the demands of the industry.
- Regular morning assembly and celebration of important days keeps students abreast with recent developments in education and life.

As mentors and mentees collaborate, they foster a culture of excellence, empathy, and innovation in the realm of teacher education.

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

2.3.6

Institution provides exposure to students about recent developments in the field of education through

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

Response: A. Any 5 or more of the above

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

2.3.7

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

Response:

S N M Training College adopts various teaching learning processes to nurture creativity, innovativeness, intellectual and thinking skills, empathy, life skills etc. among students. Two case are given below:-

Case 1

Community Living Camp/Citizenship Training Camp

The college organises a residential Community Living Camp/Citizenship Training Camp in the institution for a minimum of 5 days. The camp is organised with a view to sensitise the participants on ‘Civic sense and social skills’ prescribed in the Indian constitution and to be more aware of the rights and duties of a good citizen.

The **major goals** are:

- i. developing social responsibility.
- ii. imbibing social, moral and cultural values.
- iii. learning to plan and execute community service.
- iv. learning to live together, sharing duties and responsibilities.
- v. developing personal and social skills.
- vi. practising democratic living and managing events.
- vii. practising division of labour, dignity of labour, community work.

A record mentioning all the activities is prepared and submitted by each Student

Organization of the camp: Institution selects a main theme related to Education, Society, Culture and Environment for each Community Camp.

Objectives of the camp are in tune with common goals of the course.

Programmes implemented in community living camp:

1. Speeches on Socio-educational issues
2. Introduction of writers, actors, artists, film directors etc.
3. Visit to social institutions
4. Visit to culturally important places
5. Visit to schools and residence of differently abled children
6. Visit to old age homes, orphanages and hospitals
7. Social services
8. Taking part in cooking, serving and cleaning
9. Experiencing the life in a different community
10. Camp magazine on the special theme and camp newsletters

Assessment of participation in Community Living Camp is done on the basis of the Assessment Schedule including

1. Attendance
2. Active participation
3. Responsibility
4. Teamwork
5. Discipline

Participation in community living camp provided a rich and immersive environment that nurtured various aspects of a student's development, including creativity, innovativeness, intellectual and thinking skills, empathy, and life skills. Community living camps gave opportunities to involve in hands-on, experiential activities that challenge students to think critically and solve problems in real-world situations. Living in a community camp setting promoted collaboration and teamwork. Students often had to work together to complete tasks, share responsibilities, and navigate challenges. This enhanced

their interpersonal and communication skills, which are crucial for life and professional success. Interaction with peers, camp leaders, and community members enhanced students' communication skills. The essential life skills developed through the community living camp experiences were expressing ideas effectively, active listening, and resolving conflicts through communication. Engaging in group activities, solving problems creatively, and adapting to new environments stimulated innovative thinking and creativity among the learners. The camp might present unforeseen challenges and uncertainties. Negotiating these challenges helped to build resilience and adaptability in students. Camps provided leadership opportunities through assigned roles or emergent leadership in group activities. Taking on leadership responsibilities helped students develop confidence, decision-making skills, and a sense of responsibility.

Case 2

Art Education

Through art education the prospective teachers would be able to

- appreciate India's largest collections of songs, music, dance, theatre, folk traditions, performing arts, rites and rituals, paintings and writings, literature that are known as the 'Intangible Cultural Heritage' (ICH) of humanity.
- integrate the school curriculum with various domains of knowledge as envisaged by NCF 2005
- evaluate significant role of Art, Music, Drama and Theatre in Education
- interlink education with culture and nurture children's creativity and aesthetic sensibilities
- move beyond the classroom and involve the community to participate in educational and social change
- expand the landscapes of children's art, perceive their world and explore ways to assess their work.
- internalise the understanding generated in a group and is carried forward by the individual in diverse personal and social contexts

To attain the above objectives several activities are organised and conducted in the college

- 1) Socially Useful Productive Works (SUPW)
- 2) Theatre Practice
- 3) Interview a folk artist
- 4) Criteria of evaluation of art forms
- 5) An activity to conscientize national integration, patriotism and universal brotherhood
- 6) Class on art forms

7) Credible participation in arts fest

8) Script on street play

9) Film review

Art education also played a crucial role in fostering a wide range of skills and qualities among students. Art provided a platform for self-expression, allowing students to explore and communicate their ideas, emotions, and perspectives in a visually creative manner. Creating art often involved exploring different perspectives and understanding the emotions and experiences of others and this in turn lead to increased empathy among students. Art exposed students to a variety of artistic traditions and cultural expressions that helped to foster an appreciation for diversity and to promote cultural empathy. Art Education provided an alternative means of communication, allowing students to express complex ideas through different mediums. This enhanced their ability to communicate effectively in various contexts. Artistic endeavors often require patience and perseverance. Students learned to cope with setbacks, to embrace mistakes, and to persist in the face of challenges. Collaborative art projects promoted teamwork and cooperation. Students learned to share ideas, compromise, and appreciate the contributions of others to achieve a common goal. Providing and receiving constructive feedback during art activities encouraged effective communication and collaborative problem-solving. This self-reflection contributed to personal growth and a deeper understanding of oneself and exposure to various art forms enhanced students' appreciation of beauty, fostering a sense of aesthetics.

In summary, community living camps and art education offered a dynamic and holistic environment that goes beyond traditional classroom learning. Through experiential activities, collaboration, exposure to diversity and engagement with the natural world, students developed a wide range of skills and qualities that **nurtured creativity, innovativeness, intellectual and thinking skills, empathy, life skills etc.**

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

2.4 Competency and Skill Development

2.4.1

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

- 1. Organizing Learning (lesson plan)**
- 2. Developing Teaching Competencies**
- 3. Assessment of Learning**
- 4. Technology Use and Integration**
- 5. Organizing Field Visits**
- 6. Conducting Outreach/ Out of Classroom Activities**

- 7. Community Engagement**
8. Facilitating Inclusive Education
9. Preparing Individualized Educational Plan (IEP)

Response: A. Any 8 or more of the above

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

2.4.2

Students go through a set of activities as preparatory to school-based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as

- 1. Formulating learning objectives**
- 2. Content mapping**
- 3. Lesson planning/ Individualized Education Plans (IEP)**
- 4. Identifying varied student abilities**
- 5. Dealing with student diversity in classrooms**
- 6. Visualising differential learning activities according to student needs**
- 7. Addressing inclusiveness**
- 8. Assessing student learning**
- 9. Mobilizing relevant and varied learning resources**
- 10. Evolving ICT based learning situations**
- 11. Exposure to Braille /Indian languages /Community engagement**

Response: A. Any 8 or more of the above

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

2.4.3

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

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

Response: A. All of the above

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

2.4.4

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

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

Response: A. All of the above

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

2.4.5

Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of

- 1. Preparation of lesson plans**
- 2. Developing assessment tools for both online and offline learning**
- 3. Effective use of social media/learning apps/adaptive devices for learning**
- 4. Identifying and selecting/ developing online learning resources**
- 5. Evolving learning sequences (learning activities) for online as well as face to face situations**

Response: A. All of the above

File Description	Document
Sample evidence showing the tasks carried out for each of the selected response	View Document
Documentary evidence in respect of each response selected	View Document
Data as per Data Template	View Document

2.4.6

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

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

Response: A. All of the above

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

2.4.7

A variety of assignments given and assessed for theory courses through

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

Response: A. Any 4 or more of the above

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

2.4.8

Internship programme is systematically planned with necessary preparedness..

Response:

The College envisages a school internship of 20 weeks duration spreading over two phases, first phase of four weeks during II semester and 16 weeks during III semester. It was designed to lead to the development of a broad repertoire of perspectives, professional capacities, teacher sensibilities and skills among the prospective teachers. In the first phase, there was a four week school engagement. In the second phase, there was a minimum of 16 weeks intensive school internship and one week observation of a regular classroom with a regular teacher. During the internship student teachers work as a regular teacher and participate in all school activities, including planning, teaching and assessment, interacting with school teachers, community members and children.

- **Selection/identification of schools for internship:**

participative/on request

First of all, students are informed about the list of schools provided by college for internship. Then they select their preferred school which is easy for their conveyance. Sanction letter was sought from the government and a request was given to respective schools.

- **Orientation to school principal/teachers**

A general meeting was organised among school principals and teacher educators to give awareness and mutual understanding of the internship programme. In this meeting, discussions are held about the importance of trainees' internship, their various activities, duties and responsibilities, discipline, plan of action etc.

- **Orientation to students going for internship**

The principal, programme coordinator and course coordinators oriented them about the internship and about the guidelines for teaching practice. Students are to strictly follow the rules of the school regarding dress code and code of ethics. They are provided general guidelines for attendance, observation of classes, peer feedback, classroom teaching and completion of internship related records. Getting signature from the teacher educator and supervising teacher of the school on lesson plan is mandatory for taking classes. All the classes should be supplemented with enough teaching learning materials like charts, models, ppt etc. The students are asked to complete the response column of each lesson plan and write the reflective journals.

- **Defining role of teachers of the institution**

All teachers in charge of trainees have to take the responsibility of the trainee assigned to them. They have to supervise and provide all the facilities required for teaching and make them participate in all the activities of the school such as curricular and co-curricular activities, tests and examinations, administrative works etc.

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

Teacher educators regularly visit and assess trainees' performance. They give them correct feedback to improve their performance. Peer evaluation and evaluation by teachers of school helps in proper assessment of trainees.

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

Interns are full time engaged in school activities and take part in various programmes of school such as sports, arts, exhibitions, tours etc which help them get exposure to a variety of school set ups. They make a School profile as a practical work in which the whole details of the school are collected very systematically.

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

2.4.9

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

Response: 3.16

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

Response: 19

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

2.4.10

Nature of internee engagement during internship consists of

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

Response: B. Any 6 or 7 of the above

File Description	Document
School-wise internship reports showing student engagement in activities claimed	View Document
Sample copies for each of selected activities claimed	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.4.11

Institution adopts effective monitoring mechanisms during internship programme.

Response:

S N M Training College, Moothakunnam adopts various methods to regularly monitor internship programmes.

- Before starting the internship, the college principal arranges a meeting with the Principals of teaching practice schools along with the teacher educators and discusses the plan of action for students to regularly monitor them.
- Before going to school all records and lesson plans are corrected and given signature to final reports. Optional subject teachers observe a minimum of three classes and give all corrections to each student. Besides these other practical works are regularly monitored. Core subject teachers monitor the core practical works of every student such as case study, school profile, assessment practices, adolescent problem lesson plans, exceptional childrens' assessment projects, action research etc. School teachers in charge of each trainee monitor and give suggestions to every student trainee in all classes taken by them.
- During the internship the lesson plan of the interns will be monitored by the subject/methodology teacher of the school and the suggestions will be given.
- Teacher trainees are participating in all curricular and co-curricular activities according to the direction given by school. In each lesson plan the response column is filled by students after every class. Reflective journal and supervision diary is also written by every student after completing their lessons.
- Peer evaluation done by peers also helps students to improve their teaching skill.
- Besides the classes taken in subjects every trainee has to take three classes of physical education and Yoga, and two classes are taken in each course of health and physical education, value education and Art and Drama .
- One class of adolescent problems is also taken by trainees .These classes are supervised by general teachers and physical education teacher. Every student prepares and impliment 55 subject lessons,innovative lessons and LAC lesson during the induction andinternship.
- The teachers in charge of respective schools regularly observe their classes and give suggestions to students. In addition, peers evaluated the classes regularly and wrote reports.

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

2.4.12

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

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

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

Response: A. All of the above

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

2.4.13

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

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

Response: A. All of the above

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

2.5 Teacher Profile and Quality

2.5.1

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

Response: 78.16

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

2.5.2

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

Response: 73.53

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

Response: 10

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

2.5.3

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

Response: 13.92

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

Response: 181

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

2.5.4

Teachers put-forth efforts to keep themselves updated professionally through

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

Response:

Teachers' professional growth is given prominence in our college, and they keep themselves updated through varied activities.

Participation in orientation, refresher, and short-term courses conducted by government agencies, universities, academic staff colleges, and other higher education institutions helps teachers delve deeper into educational policies and regulations to keep themselves updated professionally. In-house discussions among teachers within institution on recent trends in education are essential to keeping abreast of changes. These discussions include meetings, workshops, seminars, and informal conversations among educators, administrators, and other stakeholders. By organizing thoughtful in-house discussions, quality circles institution enhance adaptability, foster collaboration, and ultimately improve the quality of education. In such in-house seminars, teachers of our college give presentations, following which there is discussion by all teachers, which facilitates better understanding and application. We organize innovative ways to enhance the mental health of educators by practicing yoga, teacher empowerment programmes, transdisciplinary webinar series, and analysing recent developments in the field of education, from NEP 2020 to blended learning. The institution has regular interaction with the heads of internship schools for improvement of trainee teachers' professional competence. Institution have linkage with various bodies through MoUs, which contribute to professional development by exposing faculty to new ideas, teaching methods, and academic and outreach collaborative opportunities.

The faculty of the institution values its diversity and tries to maximize its benefit from the rich resources at hand. IQAC of the college initiates discussions on current practices, reflects on educational challenges and opportunities, and organizes training and capacity-building programs. The college has organized several international, national, state, and regional-level seminars in collaboration with different agencies on topics relevant to the current scenario of education. During the pandemic, webinar series were organized in the college, which helped teachers keep abreast of the advancements in the field of education. The college organizes faculty development programs in tune with its vision and mission, assisting faculty members to develop their professionalism. Teachers participate and publish papers in national and international seminars, paper presentations, chair paper presentation sessions, organize conferences, workshops in collaboration with professional bodies like SIRA, AKCTA and participate in subject conferences and question paper upgradation. Faculty members serve as board of studies member, and other reputed positions in university with respect to conduct of examination and framing of syllabus. Our institution organizes workshops, FDP in Moodle, webinars, and faculty serve as resource persons for various professional bodies. Apart from this programme the different bodies of the college, like the IQAC and Governing Body of the college, include noted personalities and retired professors who are supportive of keeping us well-informed of changes in policies and regulations. Regular faculty interactions help in upgrading professionalism, thereby fostering a conducive environment for professional excellence. The faculty members are oriented by resource persons to NAAC guidelines. The faculty members attended workshops on outcome-based education and also arranged internal workshops on the APA framework, research trends, IPR, and the like. These have equipped faculty to gain insights that are incorporated into our institution's future plans and strategies.

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

2.6 Evaluation Process

2.6.1

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

Response:

S N M Training College affiliated to Mahatma Gandhi University Kottayam strictly adhered to the guidelines of the University for internal as well as external evaluation of B.Ed. and M.Ed. students of the college. Both programmes consist of four semesters and each semester has two components for evaluation: Internal assessment and External assessment. Internal evaluation for theory and practical courses are done separately.

In theory courses internal evaluation is done for 20% marks. In which 10% is given for two unit tests and one model examination conducted in between each semester. Rest of the 10% marks are given for practicums of each theory paper. A variety of practicums are done by students like anganwadi visit, documentary preparation, critical analysis of Govt. Policies, drama script writing, survey, report writing on various problems, programmed learning material preparation, journal article review, debate, workshop, seminar, preparation of dictionary, SWOT analysis, documentation on current challenges of Indian education based on newspapers, journals and magazines, mind maps, games, quizzes, album preparation, brainstorming, buzz sessions etc.

Practical courses are evaluated internally as well as externally. In the first two semesters practical courses are evaluated internally. In the third semester, practical courses are evaluated internally then the external examination board evaluated it again. The final score of students is calculated by the Board after taking the average of two marks. In the fourth semester also the criteria of the third semester are followed. In practical courses evaluation is done for various practical activities conducted by students throughout the two year such as project, study of adolescent problems and classes on these problems for adolescent students, identification of exceptional children, case study, blog preparation, evaluation of assessment criteria, workshop participation for drama and art, short film and documentary preparation, camp, study tour, extension activity, microteaching and link practice, demonstration and criticism classes, teaching practice, sports and arts festival, communicative English classes etc. The performance of the students in all these activities are evaluated objectively not only through teacher evaluation but also through peer evaluation and self-evaluation. All the faculty members use the spreadsheet to record systematically the course on set criteria wise evaluation of each student and the hard copies of which are documented for future reference. The continuous and comprehensive evaluation records are prepared and kept by each faculty. ICT is used for preparation of question papers, evaluation schedules, grade sheets and analysis of results. ICT is used to download admit cards for university examinations. Internal grades are submitted online to the university through an examination portal. All student activities such as morning assembly club activities, magazine publication, quiz programmes, debates, video presentations, cultural activities, sports, communal activities, national days' celebrations etc. are given due weightage.

External evaluation of theory courses is done by the University and these internal marks combined with the external marks of university examinations is used for calculating the final grade cards of the students.

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

2.6.2

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

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

Response: A. Any 4 or more of the above

File Description	Document
Documentary evidence for remedial support provided	View Document
Details of provisions for improvement and bi-lingual answering	View Document
Copy of university regulation on internal evaluation for teacher education	View Document
Any other relevant information	View Document
Annual Institutional plan of action for internal evaluation	View Document

2.6.3

Mechanism for grievance redressal related to examination is operationally effective

Response:

A transparent, time-bound and efficient method is being followed in SNM Training College, Moothakunnam in terms of dealing with internal examination related grievances. Various internal examinations are being performed throughout the semester. All the students are clearly informed about the evaluation procedure, weightage of internal and external marks allotment as per their regulation provided by the university. The meeting will be conducted by the Principal with all the first year students regarding the above matters during the Induction programs. At the college level, an examination monitoring committee is constituted. The end semester examination is conducted by the university. The college follows strictly the guidelines and rules issued by the affiliating university while conducting internals and end semester examinations. Examination monitoring committee itself looks after the complaints or grievances related to formative tests and summative examinations. The students have the freedom to use the Suggestion box to submit dissatisfaction notes, if any on the internal examination mechanism.

Procedure of grievance redressal related to examination

1. At Institute level, an examination monitoring committee, composed of two senior teachers as conveners and other teaching staff as members is constituted to handle the issues regarding the evaluation process.
2. Two unit tests and one model examination are conducted for internal assessment in each semester. Time table for the test is prepared well in advance and communicated to the students earlier
3. Immediately after the test the teacher evaluates and distributes answer scripts to students, and any clarifications or grievances are addressed by the teacher.
4. The internal marks are displayed on the notice board. If any discrepancy is noticed, resolve it and the necessary corrections made.
5. Students are counselled by the faculty mentor, and remedial classes are conducted for students who have failed in the examinations.
6. Retests for the Internal Assessment are conducted for Students who remain absent for internal exams due to genuine reason.
8. Within a fixed time the Internal Assessment marks are entered in the University web portal.
9. Whenever there is a grievance relating to the examination, the Grievance committee meets and the grievance is redressed immediately.
10. Based on the request special arrangements have been made during examination days for pregnant students and sick students
11. Based on the request special arrangements have been made during university external practical board examination in the practice teaching schools for pregnant women and sick students to take class conveniently
12. Those Student-Teachers who are mothers having babies, special care centres, sick room facility is provided to look after the babies during exams.
13. Any grievances related to university question paper like out of syllabus, repeated questions, improper split of marks, marks missed, wrong question number during semester exams are addressed to the Examination Monitoring Committee and the same reported to the university immediately through the Chief Examiners of various courses from the Institution.

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

2.6.4

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

Response:

S N M Training College prepares the academic calendar at the start of every academic year keeping the schedule prescribed by the Mahatma Gandhi University Calendar. Starting and ending of each semester, theory and practical examinations etc. are kept the same in both calendars. Other schedules are prepared according to the convenience of college but not deviating drastically from the main university calendar. The schedule and academic plan is discussed in the staff council and fixed. The college calendar is prepared by taking suggestions from programme coordinator in the academic matters and from IQAC coordinator in both academic and the nonacademic matters. The calendar is prepared well in advance for every academic year. Time table is prepared according to this plan. All assignments related to curricular activities, submission of assignments, submission of practical and practicums, internal and external examinations with dates are given in the academic calendar. Semester wise detailed plan of action is also prepared accordingly. In the academic calendar details like vision, mission of the college, details of management personnel, teaching staff, non-teaching staff are given. Academic qualifications and contact number of staff, programme details, fees details, facilities of college, discipline and regulations of college, professional ethics, leave rules, forms of leave etc. are given. Detailed monthly calendars showing major holidays, important days of celebration, national holidays, examination date, teaching practice date etc. are also included in the academic calendar. Hard copy and soft copy are prepared and distributed. Soft copy is given on the website for ready reference.

The institution adheres to academic calendar for the conduct of Internal Evaluation

- Schedule of Class Assessments & Semester wise internal examination and assignment are given in the Academic calendar which is displayed well in advance before commencement of semester.
- Internal examination schedule is displayed on the notice board in advance. Two unit tests and one model examination are held per semester for internal evaluation.
- The course teachers of both B..Ed. and M Ed prepare question papers for one hour as per academic calendar from the question bank in advance for both programs.
- All the records and data bank of attendance in internal examinations, question papers, score sheets, summary of marks are properly maintained by the teachers for academic monitoring/academic audit.
- The internal assessment mark lists are displayed on the notice board according to the schedule of academic calendar

- Practical work evaluation is done according to the academic time table with transparency based on different parameters like Teachers Assessment, Practical Records, Performance, Relevance, Involvement in Work, Attendance and Timely Submission.
- Changes in schedules, patterns, methods if any, are immediately notified to the students through notice boards and also through classroom briefing by the concerned subject teachers.
- Leadership in organising creative programmes under the banner of various clubs is also given weightage and planned according to the academic plan of action
- Attendance in the college and participation in activities are given weightage which form scores of internal assessment.

File Description	Document
Any other relevant information	View Document
Academic calendar of the Institution with seal and signature of the Principal	View Document
Link for additional information	View Document

2.7 Student Performance and Learning Outcomes

2.7.1

The teaching learning process of the institution are aligned with the stated PLOs and CLOs.

Response:

In strict compliance with the objectives of Outcome Based Education (OBE), the Program Outcomes (POs) and Course Outcomes (COs) are framed by the Institution after rigorous consultation with all faculty and the stakeholders. After attainment of consensus, the same are widely propagated and published through various means such as display and/or communication specified hereunder.

- Website
- Display Board
- Classrooms
- Student Induction Programs
- PTA meetings
- Faculty meetings
- Alumni meetings
- Library meetings

While addressing the students, the Principal creates awareness on POs and COs. The faculty members, class teachers, mentors, course coordinators, program coordinator also inform the students and create awareness and emphasize the need to attain the outcomes.

Program Outcomes (POs) are broad statements that describe the professional accomplishments which the program aims at, and these are to be attained by the students by the time they complete the program. POs incorporate many areas of inter-related knowledge, skills and personality traits that are to be acquired by the students during their graduation.

Course outcomes (COs) are direct statements that describe the essential and enduring disciplinary knowledge, abilities that students should possess and the depth of learning that is expected upon completion of a course. They are clearly specified and communicated. The Course Outcomes are prepared by the BOS in Education of the affiliating MG University, Kottayam. The College adopts outcome based education. The college has clearly stated learning outcomes of the Programs and Courses. The following mechanism is followed by the institution to communicate the learning outcomes to the teachers and students.

- PLOs are described to the first year students at the commencement of the programme, during the Induction.
- Learning Outcomes of the Programs and Courses are observed and measured periodically.
- PLOS, COs and Learning Outcomes of Programmes and Courses are uploaded on the institution website for reference.
- The importance of the learning outcomes has been communicated to the teachers in every IQAC meeting and staff meeting.
- The students are also communicated about the Programme outcomes, and Course outcomes through Tutorial Meetings.
- Variety of curricular, co-curricular and pedagogical activities have also been conducted to attain the PLOs and COs at college level and corresponding reports have been prepared to analyse the outcome.

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

2.7.2

Average pass percentage of students during the last five years

Response: 95.39

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

2022-23	2021-22	2020-21	2019-20	2018-19
50	53	52	52	62

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

2.7.3

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

Response:

The institution continuously monitors and evaluates the quality of courses provided, teaching learning process, and has evolved a system to measure the attainment of the learner. To bring in Outcome Based Education the attainment of course outcome (CO) is evaluated through several direct and indirect assessment tools and continuous and comprehensive evaluation strategies. The result of attainment of CO is used to evaluate the attainment of programme outcome (PO).

The different activities that are aligned with POs and COs are as follows:

All the POs and the COs have been prepared meticulously by discussing with all stakeholders and are displayed on the college website, and on the display boards in their respective classes.

Through orientation programmes, bridge courses, classroom discussion, expert lectures and practicals such as internship training these outcomes are shared with the students. The college deputed teachers for workshops, seminars, conferences and FDPs to enrich them with competencies to attain the desirable outcomes while teaching-learning in the classes.

The internal assessment procedure at the institutional level is aimed at tracking student performance at the cognitive, affective and psychomotor levels. Apart from this regular assessment, the improvement of student performance across certain areas is assessed by comparing the performance of students at the entry level and exit level. Such an assessment helps to understand how far the initially identified needs of the students were catered to by the concerted efforts of all teachers.

The assessment of students is done through various mechanisms.

Direct Evaluation

Internal and external assessment tests.

Assessment of practicals and practicums

Assessment of teaching practice by teacher educators, school teachers and peers.

Indirect Evaluation

Continuous observation of students by teachers on their performance in various activities like organisation of programmes like talent day, national and communal festivals, sports and arts days, college day, union and arts club, and various club activities like science club, literary club, mathematics, commerce and social science club, organisation of morning assembly, extension activities, organisation of camps, tours, preparation of short films, documentaries, important days celebrations, paper presentations/ seminars, microteaching, simulations, project works, case studies, action research etc.

At the end of the programme a feedback is taken from the students regarding the attainment of Course Outcomes and .Program Outcome (POs) The POs facilitate a clear understanding about the program expectations and also support the process of learning. The POs also present a clear picture of employability, skill development and content of the course. Further the outcomes help to understand the various critical issues pertaining to gender, environment, values and professional ethics. Throughout the programme of two years almost all programmes are organised for students' professional growth and development. So PO are assessed continuously and the output attained is evaluated comprehensively using all assessment mechanisms.

File Description	Document
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	View Document

2.7.4

Performance of outgoing students in internal assessment

Response: 100

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

Response: 60

File Description	Document
Record of student-wise /programme-wise/semester-wise Internal Assessment of students during the last completed academic year	View Document
Data as per Data template	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.7.5

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

Response:

The needs of the students were initially identified through the entry assessment tests and mentoring system. The entry level assessment of B. Ed. and M. Ed. Students helped to identify their Professional readiness, Study habits, level of proficiency in Digital Skills and ICT Competency, Involvement in Group tasks, Library Use, Innovative Strategies and research attitude in the initial phase. A number of competency and skill development activities, seminars, soft skill development activities, Pedagogical Content Knowledge development initiatives, research methodology sessions, personality development programmes, Physical and yoga training sessions, sensitizing students to community service and language development initiatives were taken up by the institution.

The exit level performance of the students in selected domains was collected and analysed to find out the attainment of initially identified learning needs. The analysis showed a significant change in all the aspects related to become a professional.

One of the aspect selected at entry to identify the needs to undergo professional education programme was proficiency in Digital Skills and ICT Competency. The entry exit analysis revealed increase in proficiency in Digital Skills and ICT Competency in various dimensions

- The percentage of students with excellent typing skill increased from 13.89% to 50%
- The percentage of students with excellent voice typing skill increased from 8.33% to 58.33%
- The percentage of students with excellent word processing skill increased from 22.22% to 58.33%
- The percentage of students with the skill to use spreadsheet software in an excellent manner increased from 5.56% to 33.33%
- The percentage of students with the skill to use presentation software in an excellent manner increased from 16.67% to 66.67%
- The percentage of students with the skill to use LCD projector excellently increased to 50%
- The percentage of students with the skill to use presentation software in an excellent manner increased from 8.33% to 41.67%
- The percentage of students with excellent image editing skill increased from 5.56% to 41.67%

- The percentage of students with excellent audio editing skill increased from 5.56% to 41.67%
- The percentage of students with excellent video editing skill increased from 2.78% to 41.67%
- The percentage of students with excellent poster making editing skill increased to 41.67%
- The percentage of students with excellent blog management skill increased from 2.78% to 41.67%
- The percentage of students with the skill to use interactive white board excellently increased from 2.78% to 41.67%
- The percentage of students with efficiency to use video conferencing excellently increased from 2.78% to 41.67%

The exit level of assessment of Professional readiness, Study habits, Involvement in Group tasks, Library Use, Innovative Strategies and research attitude also revealed significant change in the performance of students compared to the entry level.

The college tries to honour student diversity through varied mechanisms to enhance the students' performance. This involves a holistic approach that begins at the entry-level and continues throughout the program to mould them as competent teachers.

File Description	Document
Documentary evidence in respect to claim	View Document
Any additional information	View Document
Link for additional information	View Document

2.8 Student Satisfaction Survey

2.8.1

Online student satisfaction survey regarding teaching learning process

Response: 4

Criterion 3 - Research and Outreach Activities

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description

Document

Sanction letter from the funding agency

[View Document](#)

Data as per Data Template

[View Document](#)

Any other relevant information

[View Document](#)

Link for additional information

[View Document](#)

3.1.2

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

Response: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

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

3.1.3

In-house support is provided by the institution to teachers for research purposes during the last five years in the form of:

- 1. Seed money for doctoral studies / research projects**
- 2. Granting study leave for research field work**
- 3. Undertaking appraisals of institutional functioning and documentation**
- 4. Facilitating research by providing organizational supports**
- 5. Organizing research circle / internal seminar / interactive session on research**

Response: A. Any 4 or more of the above

File Description	Document
Sanction letters of award of incentives	View Document
Institutional policy document detailing scheme of incentives	View Document
Income-Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	View Document
Documentary proof for each of the claims	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

3.1.4

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

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

Response: A. All of the above

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

3.2 Research Publications

3.2.1

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

Response: 1.84

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

2022-23	2021-22	2020-21	2019-20	2018-19
2	5	6	3	9

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

3.2.2

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

Response: 2.72

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

2022-23	2021-22	2020-21	2019-20	2018-19
11	1	18	0	7

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

3.3 Outreach Activities

3.3.1

Average number of outreach activities organized by the institution during the last five years..**Response:** 13.8**3.3.1.1 Total number of outreach activities organized by the institution during the last five years.**

2022-23	2021-22	2020-21	2019-20	2018-19
18	15	11	16	9

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

3.3.2**Percentage of students participating in outreach activities organized by the institution during the last five years****Response:** 86.23**3.3.2.1 Number of students participating in outreach activities organized by the institution during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
96	98	98	93	97

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

3.3.3

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

Response: 55.28

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

2022-23	2021-22	2020-21	2019-20	2018-19
63	64	58	58	66

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

3.3.4

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

Response:

SNM Training College demonstrates its commitment to society by providing quality educational experiences and preparing students to become responsible citizens in tune with the vision ‘.Avanavan Atmasukhathinacharippava Aparanu sukhatinayvarenam (Let the practices for our well-being be beneficial for others) . Extension activities have the element of nurturing sensitivities towards community problems. Affiliation and interface with Vadakkekara Panchayat, Amala Institute of Medical Sciences, Association of Learning Disabilities India (ALDI) and Lions Club sensitize students to the social issues and contexts augmenting positive outcomes . Extension activities provide opportunities envisioned to help, serve, reflect, learn, deepen understanding of social environment, and enhance personality.

OUTREACH ACTIVITIES ORGANISED FOR SENSITIZING STUDENTS TO SOCIAL ISSUES

- **Visits to rehabilitation centers**

Students visited the BUDS rehabilitation center for the mentally challenged, Prathyasha Bhavan, and Sreenarayana Sevika Ashram. This instilled valuable insights to serve as educators in inclusive classrooms.

- **Swachh Bharat campaign**

Students participated in Swachh Bharat cleanliness drives at public places, beaches, government hospitals, and Anganwadi, which fostered a sense of social responsibility and civic engagement, fostering a holistic approach to education.

- **Kesadhanam snehadhanam: hair donation campaign**

In collaboration with AIMS, the college organized a hair donation campaign aimed at supporting cancer patients.

- **Village service program**

SNMTC adopted ward 6 of Vadakkekara Grama Panchayat. Programmes were organized in five domains, such as language and culture, citizenship awareness, environmental awareness, health care, and parenting, to improve life skills

- **Awareness and conscientization activities**

Conscientization activities could create a positive feedback loop, benefiting the college and community. This includes distribution of eco-friendly learning materials, Aids Day rally, flashmob, street play, and human chain, mobilizing clothes for Dress Bank.

- **Learning support Project : ARIKE and Exhibitions**

SNMTC launched an initiative called ARIKE PROJECT: A Learning Support for Model School. A remedial teaching programme was conducted during the internship. Exhibitions like Fruitico, Moth Week, Ethnic Day, SCAFOS, chekkutty doll-making, and PICTURESQUE SAGA provided a platform to showcase skills and innovations.

- **National priority programmes**

National priority programmes were conducted to create awareness, fostering an inclusive and equitable environment for all, regardless of gender. This comprises awareness talk on gender sensitivity, water mission initiatives, digital India programmes, and yoga sessions for the fitness and well-being.

- **Flood Relief Operations**

Students participated in flood relief operations 2018 at Moothakunnam and Nilambur in 2019 thereby fulfilling their social responsibility by contributing to the welfare of communities in need.

- **Visits to create eco-consciousness**

The college organized visits for eco-consciousness and participation in the World Water Day campaign at Kuruvadweep and Paddy Seedling at Kuruvilassery on World Farmers Day.

OUTCOMES

The outreach activities nurtured strong moral values and helped students get connected with realistic experiences. The students served as volunteers in all the outreach activities, which sensitized them to many social issues. The activities made the students socially accountable, facilitating them in the following ways:

- Reflection on social issues and framing solutions to crack them
- Fostering a mindset to serve society
- Life skills acquisition and development of soft skills
- Nurture links and affiliations with organizations that serve society.

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

3.3.5

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

Response: 4

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

2022-23	2021-22	2020-21	2019-20	2018-19
2	0	2	0	0

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

3.4 Collaboration and Linkages

3.4.1

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

Response: 1.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
2	5	0	0	0

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

3.4.2

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

Response: 5

3.4.2.1 Number of functional MoUs with institutions of National and / or International importance,

other universities, industries, corporate houses etc. during the last five years

Response: 5

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

3.4.3

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

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

Response: B. Any 5 or 6 of the above

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

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

Response:

The institution possesses the necessary physical infrastructure as per NCTE norms. Currently, the college has a constructed area 3614.34 square meters within 4.44-acre campus, equipped with sufficient amenities and resources to support diverse educational programs, administrative operations, and extension services. The College building is designed with good ventilation and lighting facilities for reducing the consumption of electrical energy. The college maintains a beautiful butterfly and medicinal garden.

The institution offers the following infrastructure facilities to support the teaching learning process:

- Smart classrooms
- LMS
- Natural Science Lab
- Physical science lab
- Psychology lab
- ICT Resource Centre
- Language lab
- Automated library and Reading room
- Art and Craft Resource Centre
- Multipurpose hall
- Lecture halls
- Seminar hall
- Women's waiting room
- Counselling room
- Media Centre
- NSS Room
- Alumni Room
- Research Scholars room
- Principal Office
- Administrative Office
- Health and Physical Education Resource Centre
- Fitness centre
- Staff room for M Ed & B Ed
- Store Room
- Multipurpose play field
- Visitors Lounge
- Separate Toilet Facility for Students and Staff

- Toilet block
- Disabled friendly toilet
- Water purifiers
- Cooler
- Waste incinerator
- Sanitary pad incinerator
- Waste bin for paper and food waste
- CCTV surveillance system
- Sickroom

The other infrastructural facilities

- Kitchen
- Hostel -Male and Female
- Canteen
- Ramp with hand rails
- Biogas plant
- Green practices like rain water harvesting, eco-friendly campus
- There are a good number of recognized schools within reasonable distance for fieldwork and practice teaching-related activities of the student teachers.
- Sister institutions- SNM high school and SNM higher secondary school are readily available for practical works.
- Well ventilated, spacious smart classrooms equipped with LCD projector, T V, OHP, maps, models, globes, charts and many other equipment with high speed internet connectivity
- LMS are also available for easy and immediate access to learning resources for students.
- Well-equipped natural science and physical science lab to perform and demonstrate the experiments to college, high school and higher secondary school students
- A photocopier cum scanner is accessible to both students and teachers.
- Well maintained UPS inverters with batteries and generator corroborates unconstrained power supply.
- Psychology lab equipped with simple experiments and test related to educational psychology.
- A well-equipped language laboratory is also functioning in the college for giving training in English reading, listening and speaking skills.
- The automated library has adequate seating facilities and houses 26110 volumes of books, reference books, educational encyclopaedia, year books, digital resources, e-resources.10 referred journals of Education and 5 journals of other disciplines, Magazines and Daily Newspaper.
- A well-furnished ICT Resource centre is equipped with computers, laptops, camera, LCD projector, white board and internet connectivity
- A fitness Centre is in the college and is well equipped with different types of machines
- The college has a well-equipped Health and Physical Education Resource Centre and multipurpose playfield.
- A separate waiting room for ladies and gents and a sickroom for students
- Principal Office, Administrative Office, Staffroom for M Ed and B Ed
- Visitors Lounge
- Parking Space for staff and students and visitors
- Green practices like rain water harvesting, eco-friendly campus

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

4.1.2

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

Response: 100

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

Response: 12

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

Response: 12

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

4.1.3

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

Response: 22.67

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

2022-23	2021-22	2020-21	2019-20	2018-19
12.10	28.70	10.23	0	0

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

The library is automated with the latest version of **KOHA ILMS (KOHA 22.11.10)**. KOHA is the first free software library automation package. In use worldwide, its development is steered by a growing community of users collaborating to achieve their technology goals. KOHA's feature set continues to evolve and expand to meet the needs of its user base. KOHA is a true enterprise-class ILMS with comprehensive functionality including basic and advanced options. KOHA will work for consortia of all sizes, multi-branch, and single-branch libraries. KOHA includes modules for Acquisition, Classification, Cataloguing, Circulation, Serials management, Report Generation, Spin label and Barcode printing. All the modules are currently used in the functioning of the library. offline circulation when Internet access is not available is also possible in KOHA. All the books are catalogued with Barcode. Barcode printer is used for printing spin labels and barcodes. KOHA implementation was successfully carried out in 2014. Since then the services are provided efficiently in the library with timely up gradations in the ILMS software. Currently the latest stable version of KOHA is in usage. Library facilitates Web – OPAC services that provide remote access to users Library users can search the computerized bibliographical details of Books, Theses, CDs, Journals etc. through OPAC (On-line Public Access Catalogue) services. Using OPAC, the users can use Advanced search option to search books with keywords, the field that the book belongs to and the language in which they are written. The search results are displayed as the front page of the book, the name of the author, title, publication and the year of publication.

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

4.2.2

Institution has remote access to library resources which students and teachers use frequently**Response:**

The library is fully automated with **ILMS. KOHA software 22.11.10** version is installed in 2015 which is the world's best Open-Source library automation software consists Acquisition, Circulation, Cataloguing and Serial Control. The college library is an important hub of student life. The library is an integrated knowledge resource centre having 26110 books, periodicals, references, journals, theses, research projects, newspapers, CDs etc. It is fully computerized with an **OPAC** facility. The reading space is well furnished to accommodate 50 students at a time and provides a conducive environment for study. It remains open on all working days. A gate register is maintained in the library for entry and exit of visitors. New arrivals of books and journals are displayed on a rack. The library has cameras under closed circuit television (CCTV) surveillance system. The library has developed the database of its own collection through the library software. The library is fully computerized with a barcode-based issue-and return process. An online public access catalog (OPAC) facility is made available in the library which is used by students and faculty members for searching for books by title, author or subject name . All the books collected are updated in the library software database and the online public access catalog (OPAC) is available for students and faculty members. WEBOPAC is available on which any one can search resources by title, author, subject. Reader gets information about new arrivals through WEBOPAC.. The students are given membership in the library immediately after the admission process. The library provides internet service. The browsing centre has 3 systems. The Library is provided with a Wi-Fi facility of 80 Mbps. All e-resources are accessible locally within the campus as well as remotely. Library building have provision for both individual and group studies. Adequate space is provided for browsing and relaxed reading. It subscribes journals of great repute, along with magazines and newspapers for general reading. The library also houses a rich reference Collection of Encyclopaedia Specific Subject Encyclopaedias, Year Books, Dictionaries and other reference materials. The Library holdings also include dissertations, doctoral theses and project reports on various subjects. Library provides the e-Resources facility with the membership of **INFLIBNET N-LIST and DELNET** programme. This has 6000+ e-Journals and 199500+ e-Books. Separate ID and Password provided to user. User can access e-books, e-Journals, shodhsindhu, shodhganga. Orientation programs given on the resources and services available in the library at the beginning of every academic year.

File Description	Document
Details of users and details of visits/downloads	View Document
Landing page of the remote access webpage	View Document

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

- 1.e-journals**
- 2.e-Shodh Sindhu**
- 3.Shodhganga**

4.e-books
5.Databases

Response: A. Any 4 or more of the above

File Description	Document
Receipts of subscription /membership to e-resources	View Document
E-copy of the letter of subscription /member ship in the name of institution	View Document
Data as per Data template	View Document
Any additional information	View Document
Link for additional information	View Document

4.2.4

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

Response: 0.18

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

2022-23	2021-22	2020-21	2019-20	2018-19
0.4385	0.2537	0.059	0.07056	0.07351

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

4.2.5

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

Response: 2.28

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

Response: 80

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

Response: 40

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

Response: 45

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

Response: 42

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

Response: 82

File Description**Document**

Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the last completed academic year with seal and signature of both the librarian and principal

[View Document](#)

Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution

[View Document](#)**4.2.6**

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

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

Response: B. Any 3 of the above

File Description	Document
Data as per Data Template	View Document

4.3 ICT Infrastructure

4.3.1

Institution updates its ICT facilities including Wi-Fi

Response:

ICT facilities

The institution is equipped with high speed internet Wi-Fi LAN connection. There are six LCD Projectors two smart boards, laptops, Computers, OHP, projected digital camera and Video camera and CCTV. The office is furnished with high configured systems, connected with internet Wi-Fi LAN and has Biometric system and close circuit cameras. Computer systems are upgraded as per the requirements of the college.

ICT resources available

The ICT facilities available in the institution include:

- LMS
- Multimedia projectors with screen
- Computers
- Desktops
- Laptops
- Smart board
- Electronic podiums
- Public Addressing system comprising of speakers, microphones, amplifiers and mixers
- Digital cameras
- Video cameras
- CCTV
- User Friendly Website

The Computers, laptops and desktops are highly configured systems available for use by teachers and students. All these ICT tools support teacher-educators and student-teachers to infuse digital teaching and learning. The high speed LAN Wi-Fi connectivity throughout the campus helps in the integration of ICT tools for teaching and learning.

Classrooms and Multipurpose hall, Lecture hall and Seminar hall with Wi-Fi facility

The institution has ICT enabled classrooms for pedagogy classes. Separate classrooms fitted with projectors and laptops/computers, TV, OHP in Pedagogy of English, Malayalam, Mathematics, Physical

science, Natural Science, Social science, and Commerce classrooms. The institution has a multipurpose hall with LCD Projector, public addressing system, Electronic podium ICT facilities and high speed internet connectivity. An air-conditioned seminar hall with all the ICT facilities. Two lecture halls equipped with all technological devices like LCD Projector, Laptop, Smartboard, electronic podium. All the above ICT resources provide a conducive environment to facilitate learning.

ICT Resource Centre and Library

The ICT Resource Centre of the institution has 20 computers, LCD Projector, with high speed internet connectivity, headphones and essential software for learning. The projector in the ICT Resource Centre is useful to organize hands on training sessions and workshops. Library is fully automated with LMS-KOHA since 2014 provides a user friendly interface for searching documents in the library and their issue-status The institution has a spacious library with three computers with high configuration for the exclusive use of research scholars. The ICT facilities in the library and Resource Centre provide a conducive environment for self- directed learning.

Media Facility

Studio facility in the institution is used for developing e-content by the teacher educators. The studio is acoustically treated and has computer with audio interface, studio headphones, microphones, quality audio cables, recording facility and editing software The Wi-Fi routers are placed in the Principal's room, staffroom, ICT Resource center and library to spread signals to larger areas. The institution used broadband connection from BSNL service providers 16 mbps.

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

4.3.2

Student – Computer ratio for last completed academic year

Response: 3.35

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

4.3.3

Internet bandwidth available in the institution

Response: 16

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

Response: 16

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

4.3.4

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

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

Response: B. Any 4 of the above

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

4.4 Maintenance of Campus and Infrastructure

4.4.1

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

Response: 46.56

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

2022-23	2021-22	2020-21	2019-20	2018-19
17.27579	57.2957103	22.3123891	3.36601	4.56272

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

4.4.2

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

Response:

Infrastructure and Maintenance Policy

There are established systems and procedures for maintaining and utilizing physical, academic and support facilities – laboratory, library, sports complex, computers, classrooms etc. The Institutional Infrastructure and Maintenance policy is stated as given below.

General infrastructure

- The new infrastructure requirements raised by different stakeholders are discussed at various levels such as staff council and management council for final sanction.
- The request for purchase of sanctioned items is submitted to the college purchase committee for endorsement.
- The stock register of the infrastructure facilities is regularly maintained.
- Stock verification of inventory is done annually, and suitable additions, renovations, repairing and up gradation are carried out, in accordance with the requirements of the learners.
- Utmost care is given for optimum utilization of the physical, academic and support facilities available in the college.
- The complaints regarding infrastructural cleanliness and maintenance can be raised through the Grievance Redressal Cell.
- Posters, banners or boards should not be put up on the campus without permission of the principal.
- College infrastructural facilities like Auditorium, Classrooms and Seminar halls are shared with sister institutions and local community without disturbing the academic activities, on prior permission from Principal and Manager of the institution.

- Details of the equipment and devices taken outside the college for repair are to be recorded in the register meant for it.
- ICT Infrastructure facilities are open to all the staff and students
- ICT equipment in the classrooms are monitored regularly by the Non-teaching staff (NTS)
- Annual maintenance contract (AMC) is sustained for all technological gadgets like servers, computers and other ICT equipments.

Laboratories

- Lab equipment are purchased and maintained periodically.
- Lab equipment are issued to students during internship, on recommendation of the subject teacher and noted in the issue register.
- Status of perishable and consumable items of the laboratory is also recorded regularly in the stock register
- Stock registers are maintained and verified annually.
- Any repair work is done immediately

Library

- Library management software is used for data maintenance.
- Anyone entering the library should enter his/her details in the gate register
- The rules on utilization, maintenance and augmentation of the library facilities are framed by the Library Advisory Committee
- The Library Advisory Committee monitors the developments in the library, and meets regularly to suggest new initiatives and purchases
- Library systems and software are under continuous maintenance
- N-LIST subscription is renewed every year for staff and students.
- Stock verification is done at the end of every year.
- Research scholars and students from other institutions are permitted to refer library resources upon request.

Classrooms

- Classrooms are designed and furnished as per NCTE norms
- Classrooms are renovated and maintained according to the needs of the learners.
- Every student should handle with care the facilities of the classrooms and shall do everything in his power to preserve the cleanliness of building and furniture.

Sports Infrastructure:

The college has good sports infrastructure.

- The sports courts, grounds, and physical fitness centre are maintained and regularly upgraded as per requirements.
- These facilities are open to the staff and students.
- The proper utilization and maintenance of the Sports Infrastructure is ensured by the faculty in charge of Physical Education.

- A Stock Register of the Sports items is maintained in the physical education room.
- Stock verification is done annually.

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

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

Response: A. All of the above

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

5.1.2

Available student support facilities in the institution are:

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

- 9. Canteen**
10. Toilets for girls

Response: A. Any 8 or more of the above

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

5.1.3

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

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

Response: A. All of the above

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

5.1.4

Institution provides additional support to needy students in several ways such as:

- 1. Monetary help from external sources such as banks**
- 2. Outside accommodation on reasonable rent on shared or individual basis**
- 3. Dean student welfare is appointed and takes care of student welfare**
- 4. Placement Officer is appointed and takes care of the Placement Cell**
- 5. Concession in tuition fees/hostel fees**
- 6. Group insurance (Health/Accident)**

Response: A. Any 5 or more of the above

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

5.2 Student Progression

5.2.1

Percentage of placement of students as teachers/teacher educators

Response: 43.87

5.2.1.1 Number of students of the institution placed as teachers/teacher educators during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
52	23	11	24	8

File Description	Document
Data as per Data Template	View Document
Appointment letters of 10% graduates for each year	View Document
Annual reports of Placement Cell for five years	View Document

5.2.2**Percentage of student progression to higher education during the last completed academic year****Response:** 38**5.2.2.1 Number of outgoing students progressing from Bachelor to PG.**

Response: 16

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

Response: 3

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

5.2.3**Percentage of students qualifying state/national level examinations during the last five years (eg: NET/SLET/ TET/ CTET)****Response:** 54.65**5.2.3.1 Number of students qualifying in state/ national level examinations (eg: NET/SLET/ TET/ CTET) during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
17	39	32	20	39

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

5.3 Student Participation and Activities

5.3.1

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

Response:

The College Union Student Council is an elected body, which is empowered to promote and facilitate all curricular and co-curricular activities of the college and provide opportunities for the training of students as good citizens. Election to the College Union is held democratically in conformity with the guidelines and procedures laid down by the College in accordance with the recommendations of Mahatma Gandhi University. Election follows parliamentary system under the leadership of a senior faculty, appointed as the Returning Officer. The council of class representatives (Student parliament), formed with one from each class, is constituted every year. Students' Union consists of Chairperson, Vice-Chairperson, General Secretary, Magazine Editor, University Union Counsellor, Lady Representative, Arts Club Secretary, Sports Secretary and Class Representatives. The elected Union is mentored and guided by the Staff Advisor, in organising various events, sports and arts competitions. The Vision and Mission is perceived empirically by the Student Council and is reflected through activities conducted within and outside Institution. Student Council interacts with the alumni association in organising various events in the institution.

- **Dynamic Role in Institutional Functioning**

The Student Council of the institution is actively involved in all academic and co-curricular ventures which help in promoting institutional excellence. The Student Council collaborates with the different cells and clubs of the college like Ethics Committee, College Magazine Committee, Cultural club, Grievance-Redressal Committee, Literary Club, Anti-ragging Cell, Women's Cell, SC/ST Monitoring Cell, Extension Club, Mathematics Club, Social Science Club, Commerce Club, Eco Club and Science Club for its effective functioning. It leads and supports students to participate in cultural programmes in local events, National Day Celebrations, Sree Narayana Mangalam Temple Annual Celebrations, and in rendering services for "Annadhanam" for the public organised by the college management HMDP Sabha. Sree Narayana Guru Jayanthi and Samadhi are celebrated by the students along with the college management by participating in procession and competitions.

- **Contributions for Students' Welfare**

The Student Council plays a major role in the proper functioning of the institution. It represents all the students in the college and voices their opinions, suggestions, grievances and provides feedback to the

administration and vice versa. It helps in addressing and solving problems of students-academic, social, cultural or personal. They promote a conducive environment for educational and personal development, encourage involvement of students in organising institutional activities, and help in creating a positive spirit and environment in the institution. The Student Council supports the management, administrative officials and faculty in the development of the college by partaking in decision making processes and committees. They help in organising activities like cultural events and sports events. They help in proposing activities beneficial to the institution to sustain its quality. The council meets regularly to plan activities, share students' ideas, interests and concerns with teachers and the college management. Student Council ensures a democratic mode of functioning through proper planning, fruitful implementation and objective evaluation of activities. The students elected as University Union Counsellor (UUC) represents the college by voicing opinions in the university students union.

File Description	Document
Upload any additional information	View Document
List of students represented on different bodies of the Institution signed by the Principal	View Document
Documentary evidence for alumni role in institution functioning and for student welfare	View Document
Copy of constitution of student council signed by the Principal	View Document
Paste link for additional information	View Document

5.3.2

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

Response: 16

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

2022-23	2021-22	2020-21	2019-20	2018-19
21	20	22	9	8

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

5.4 Alumni Engagement

5.4.1

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

Response:

Alumni Association of the Institution plays a vital role in its holistic development and contributes significantly in all activities. The Alumni are involved in both curricular and co-curricular endeavours. Their expertise and experience are shared among all the significant events starting from induction and orientation programmes for B.Ed and M.Ed students every academic year. It provides academic and professional development guidance and renders help in extension activities imbibing the vision and mission of the institution. The annual alumni meet is held every year on the second Saturday of January, which is a spectacular event when the members from different batches gather together to share their experiences and express their concerns for their Alma mater. Alumni offer their productive and creative suggestions for institutional development in the meetings. The heads and teachers of various schools are Alumni members of the institution, who can commendably guide the teacher trainees during internship. They act as mentors for trainees, orient them about updations in the education system, school administration and evaluation mechanism. Their expertise in different spaces of teaching is taken as inspiration to the trainees for excelling in their field. They give demonstration lessons to the trainee teachers, monitor, supervise and provide feedback on all internship programmes. The Alumni includes outstanding achievers, nationally and internationally acclaimed award winners, thereby serving as models of professionalism for the upcoming teachers.

The major interventions of the Alumni include the following:

- Active participation in the induction and orientation program for new B.Ed and M.Ed batches.
- Holistic assistance and association for academic and co-curricular events.
- Honouring the highest achievers in University examinations with endowments.
- Organise and actively participate in seminars and other activities like sports day, celebrations, commemorating days of importance, annual day, etc.

- Honours the students, teachers and the alumni members who have made notable accomplishments every academic year.
- Financial contributions towards development of the college.
- Serve college as resource persons in scholastic and co-scholastic activities.
- Extend help by providing demonstration classes to the trainees.
- Organises instructional sessions of experts from SCERT curriculum committee showcasing the prevailing pedagogic environment at schools before practice teaching.
- Shares experiences during pre and post-practice teaching to polish the B.Ed and M.Ed students' pedagogic skills useful for their teaching competency sessions in schools.
- Provide industrial support and familiarisation including placement related information in the field of teaching.
- Serve as mentors providing professional guidance in self-study, higher studies and employment.
- The following are the two significant contributions of Alumni in the functional aspects of the Institution.

1. Resource sharing

The expertise of Alumni members are utilised for effective teacher education and training beginning from orientation, induction, bridge courses to academic seminars, value added courses, certificate courses, workshops, camp, extension activities, competitive examination related classes and training.

2. Free- ship (providing University tuition fees to two students every academic year)

The needy students are identified and provided financial assistance for university tuition fees. One student from two batches is selected every academic year and they are offered the financial assistance.

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

5.4.2

Alumni has an active role in the regular institutional functioning such as

- 1. Motivating the freshly enrolled students**
- 2. Involvement in the in-house curriculum development**
- 3. Organization of various activities other than class room activities**
- 4. Support to curriculum delivery**
- 5. Student mentoring**
- 6. Financial contribution**
- 7. Placement advice and support**

Response: A. Any 6 or more of the above

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

5.4.3

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

Response: 12

5.4.3.1 Number of meetings of Alumni Association held during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
3	4	0	4	1

File Description	Document
Data as per Data Template	View Document
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	View Document

5.4.4

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

Response:

The Alumni Association renders effective support to the institution to encourage students by recognizing, nurturing and extends their inborn talents. The Alumni Association maintains regular contacts with the ongoing batch of students, both B.Ed and M.Ed. All support is provided by the Alumni for the upcoming teachers through assistance, guidance and motivation for identifying their innate abilities for better professional performance in future. The active involvement of the Alumni is ensured in all the curricular and co-curricular activities by using their expertise and inviting their suggestions during the phases of planning, implementation and evaluation. Alumni is given communications regarding all the events pertaining to the college. It helps in identifying the students with special talents and also to provide the needed assistance for better outputs and expressions. NRI Alumni also gives great support in this regard. They identify the students who are capable of performing in an international scenario and help to get awareness regarding placements in and abroad the country. The experts and resource persons among the Alumni in their respective fields help in opening up new spaces for the teacher trainees. They serve as experts for Induction/Orientation programme, Bridge Courses, seminars/webinars, Value Added Courses etc. The contemporary trends and scope in industry where new expertise and talents are required are also illustrated in their sessions and communication. Commemoration of various day celebrations related to scientists, artists and the like also involve talks and sessions of Alumni. Expertise from fields like Civil Services are used for identifying and nurturing special talents and abilities among teacher trainees. Information is provided regarding the courses and competitions held in the various institutions and organisations involving Alumni members.

The teacher education curriculum of the Institution involves scope for expressing the varied talents of students apart from teaching. There are provisions in the B.Ed and M.Ed curricula for expressing their innate potentials. The following are some of the fields where the expertise of the Alumni is incorporated to inspire and extend the students:

- Civil services like IAS, IFS, IPS
- Entrepreneurship
- Disaster Management
- Eco-initiatives

- Drama, theatre and music
- Visual media like cinema, photography
- Design and Art works

The Alumni Association consists of personalities like Civil Servants, Artists, Entrepreneurs, who to a great extent serve as role models and inspiration for bringing out the innate talents of the present students of the institution.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Vision - "Avanavan Atmasukhathinacharippava Aparanu sukhatinay varenam" (Let the practices for our well-being be beneficial for others)

Mission - "Vidya Kondu Prabhudharaakuvin" (Be enlightened through Education)

In accordance with the vision and mission, the following objectives are framed

- To develop competent and committed teachers
- To develop teachers who uphold the value of universal brotherhood and non-violence
- To inculcate in the teacher trainees the skills and attitudes to serve the community and nation
- To familiarise the prospective teachers with global trends in technology and environmental education
- To equip the teacher trainees to help the progress and prosperity of the locality and backward community by providing quality education
- To inspire the teacher trainees to propagate the idea of educating the pupils for liberation from ignorance, poverty and superstitions
- To propagate the concept of universalisation of education at teacher education level

The college is under the management of Vadakkekara Hindu Matha Dharma Paripalana Sabha, a voluntary organisation and one of the pioneers in imparting education to the weaker sections of society. The governing body of the college meets regularly to monitor the functioning of the college and provide creative suggestions for maintaining the quality. The academic and non-academic activities of each year are planned and implemented based on national and state policies and keeping in mind the needs of its stakeholders and society. The college is functioning in accordance with the rules and regulations of NCTE, UGC, Govt. of Kerala and MG University.

The principal of the college acts as the executive head of the academic and administrative functions of the college. The participation of teachers, non-teaching staff and students in governance is ensured by including them in various committees, clubs and decision-making bodies. Decisions regarding various activities in college are discussed in staff council. The general and executive meetings of Parent Teachers Association act as an opportunity to collect the views and opinions of parents. The student council has a major role in making decisions regarding the activities of the students. IQAC plans and coordinates various programmes for maintaining the quality culture of the institution.

The college is trying to envisage its vision and mission through various endeavors based on institutional

objectives. The college always strives to provide thorough understanding and experience to the teachers and students about recent and updated trends in the field of education. Importance is also given to extend its resources for the betterment of society. A perspective plan for executing the activities to satisfy these goals are prepared every year under the leadership of IQAC and communicated through orientation programme, website, academic calendar, handbook and notices. The initiatives of the college that reflected its vision and mission include ICT integration in teaching learning process, bridge courses, training programmes for teachers and staff, expert talks, value added courses, extension activities, eco friendly campus initiatives and collaborative activities with various agencies.

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

6.1.2

Institution practices decentralization and participative management

Response:

The organisational arrangement of the institution follows the principle of decentralisation. The college is under the management of HMDP Sabha. The manager of the institution selected by the management guides the functioning of the college. The college managing council, meets quarterly to make decisions regarding the developmental activities of the institution. The principal, teaching and non-teaching representatives are members of the managing council. Under the management, the principal acts as the executive head of academic and administrative functions. Besides the principal, the academic and administrative bodies like the staff council and IQAC make various decisions regarding the functioning of the college.

The institution has a well organised system for ensuring participative management. It is made possible by the appropriate and efficient organisation, implementation and evaluation by the various academic and administrative bodies.

At the starting of the academic year, the staff council conducts a meeting to discuss and plan the activities of the academic year. The meeting also discusses and distributes the charges of different clubs and cells functioning in the college to the staff members. Different committees are formed before the commencement of important programmes conducted in the college and the duties of each committee are assigned to the teachers. It helps in the effective implementation of the plans. Representation of non

teaching staff is ensured in various administrative bodies and committees in the college.

Students' council has a leading role in planning and executing different programmes including curricular, co-curricular and extension activities. Student coordinators are selected for various clubs and cells functioning in the college. Students are also assigned with duties of committees of various programmes under the leadership of teachers.

The participation and involvement of all members in the college are ensured while actualising each programme. The decisions are taken in a democratic atmosphere by considering the opinions of all. All the stakeholders of the institution are free to express their opinions about the functioning of the college. The meetings of the college managing council, staff council, students' council, PTA, Alumni and other meetings with the manager act as the platform to express the views of its stakeholders.

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

6.1.3

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

Response:

The college maintains transparency in its financial academic and administrative functions.

Financial Transparency

All the financial transactions in the college are transparent. A budget for every financial year is prepared by the principal and submitted to the management for approval. The funds available under various heads are utilised very systematically. The expenses of the funds collected from students are clearly explained to the students and parents. Receipts are provided for receiving funds from students. All financial transactions are recorded in cash books. The entries in the cash book are verified by the principal regularly. A registered chartered accountant audits the annual financial statement. To monitor the financial transactions, the college has an internal auditing system by the management and an external audit by the Government. The audit committee constituted by the management audits the financial transactions of the college. The auditing team from the office of the Deputy Director of Collegiate Education, Ernakulam audits the Government account. The audit objections raised are rectified immediately by taking proper action. The income-expenditure statement of PTA and Alumni funds are presented in the meetings of respective bodies annually. The fund utilisation statements of RUSA project are submitted on time according to the intimation received from government officials.

Academic Transparency

The curriculum of the course and academic calendar are made available for the students which helps them to verify the completion of curricular activities on time. The answer sheets of internal examinations and assignments are evaluated properly and returned to the students for verification. The feedback of various practical activities is provided on time. The internal marks are awarded to the students genuinely and are distributed to the students for verification before they are submitted to the university.

Administrative Transparency

The admission process of students is done through the centralised allotment process of Mahatma Gandhi University. The rules and regulations of the college are made available to the students through the handbook and website. The grievance redressal cell and internal compliance committee are always ready to receive grievances from students and teachers. The committees try to find solutions to the grievances raised by the students and staff at the earliest.

The staff council and IQAC monitor the academic and administrative functions of the colleges. The final decisions regarding various programmes are discussed and finalised in the staff council before implementation. The opinion of the students' council also has an important role in the various activities. Teachers maintain a teacher's diary that details the monthly academic and administrative activities of each teacher and is monitored by IQAC. The IQAC conducts academic and administrative audit every year which gives directions for improving the quality of the institution. The IQAC and staff council monitor the timely and effective implementation of various activities conducted in the college and provide necessary suggestions.

File Description	Document
Reports indicating the efforts made by the institution towards maintenance of transparency	View Document
Any additional information	View Document
Link for additional information	View Document

6.2 Strategy Development and Deployment

6.2.1

The institutional Strategic plan is effectively deployed

Response:

The college has developed a strategic plan for five years from 2019 to 2024. The plan gives emphasis to the restoration of infrastructure lost during flood - 2018, integration of advanced ICT facilities, research development activities and social extension activities. The restoration of infrastructure lost in the flood was a major challenge for the institution.

Infrastructure Development

One of the worst calamities in the recent history of Kerala, the flood in August 2018, affected the college severely. The college was submerged in water up to 4 feet in height for six days. The entire ground floor of the college building was immersed in mud covered water which ruined the long-cherished resources of the institution beyond repair. It affected the library books, interiors, computers, reprographic machines, server facilities, generator, electrical computer networks, sports and physical fitness equipment etc. The strategic plan of the college given prime importance in restoring the infrastructure that was lost in the flood. In order to raise the fund to renovate the damages and to upgrade the facilities, the college submitted a proposal to RUSA. The proposal was prepared by analysing the opinion of the stakeholders. The proposal was accepted and an amount of 2 crore for 'infrastructure development for colleges' under RUSA 2.0 was allotted for the college for construction renovation and purchase. A major portion of the fund was used for the renovation works. The renovation works planned included the renovation of library, classrooms and seminar hall and leakproofing of the terrace. Forest Industries (Travancore) Limited was the agency selected for the implementation of the work. The Board of Governors and Project Monitoring Committee of the college are formulated to make decisions regarding the project and to monitor the works. The works started on 18/11/2020. The library was shifted from the ground floor to the second floor. The new library room was renovated by tiling the floor, fixing false ceilings, constructing new cabins and shelves etc. The classrooms of ground floor and first floor were renovated by paving tiles and fixing false ceilings. A seminar hall with video conferencing facilities was planned in the ground floor. The furnishing of the seminar hall with sound proofing is completed. Leak proofing of the terrace and steel roofing and painting of the walls are other works done using RUSA fund. The works planned under RUSA 2.0 was completed by 30/03/2022. The progress of the work was monitored at regular intervals by the Project Monitoring Unit. The systematic planning helped the college to complete the renovation works in the stipulated time. The renovation works under the RUSA project helped the college to regain the infrastructure facilities to a great extent.

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

6.2.2

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

Response:

The institution has an organised administrative set-up under the management of Vadakkekara Hindu Matha Dharma Paripalana Sabha, a charitable trust. The executive committee of the Management

controls the overall administration of the college. The college managing council with members from the executive committee, manager, principal, staff representatives, syndicate member of the affiliated university, deputy director of collegiate education and nominated members from management reviews and gives advice on the promotion of academic and administrative activities of the college. The college manager selected by the management monitors the functioning of the college. The funding, monitoring and appraisal of college developmental activities are done by the management. Under the management, the principal acts as the head of academic and administrative activities at the institutional level. The staff council acts as an advisory body that gives advice and assists the principal in academic and administrative functions. Various academic and administrative bodies function under the leadership of the principal. Teaching faculty are the key players in deciding and implementing the academic activities of the college. The administrative functions are managed by the non-teaching staff of the college.

The IQAC is responsible for deciding and executing the quality initiatives. The cocurricular activities are planned and implemented by various clubs and committees under the leadership of the teachers in charge. The academic bodies are responsible for framing implementing and evaluating the academic activities. The students' council also contributes to the effective implementation of curricular and co-curricular activities. A staff advisor is there to advise the students' council.

The administrative bodies of the college include library council and purchase committee. The administrative responsibilities are distributed to the non teaching staff. The matters related to the activities, development and administration of the library are taken in the library council. The decisions regarding the purchase of items needed for the development of the college are taken by the purchase committee.

In addition, various welfare bodies and cells are formulated for the effective implementation of the activities. The Parent Teacher Association (PTA), alumni association, placement cell, grievance redressal cell, equal opportunity club, Internal Compliance Committee (ICC), National Service Scheme (NSS), SC – ST cell, OBC cell, Minority cell, anti ragging cell and anti drug cell are some of the major bodies present in the college. IQAC monitors all the academic and administrative functions of the institution.

At the beginning of the academic year, the plan of curricular, co-curricular and administrative activities is prepared under the leadership of IQAC. The academic calendar serves as a guideline for the effective implementation of the activities. The duties of various bodies functioning in the college are distributed to the staff and the students for effective implementation of the action plan.

The functioning of the college including the appointments of teaching and non-teaching staff, promotion, professional advancements etc. follows the policies, rules and regulations of the Government of Kerala, University, NCTE and UGC. The manager of the college has the authority to appoint staff in the college. The staff of the college are directed to follow the Kerala Education Rules (KER) and Kerala Service Rules (KSR). The college framed various policies that are to be followed by the staff and students of the college. These policies are provided through website and handbook.

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

6.2.3

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

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

Response: A. Any 6 or more of the above

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

6.2.4

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

Response:

Various bodies, cells and committees of the college meet at regular intervals and the decisions are recorded in the minutes book. The actions taken based on the reports are reviewed in the next meeting. The staff council is an important body that makes important decisions regarding the functioning of the college. The staff council meeting held on 23rd May 2021 discussed the need to conduct a learning support programme for the students of Ward VI of Vadakkekara Grama Panchayath of Ernakulam

district of Kerala. The programme was named as 'ARIKE'. The aim of the programme was to help the school students by improving their learning during the COVID period. As many of the students from Ward VI are studying at SNMHSS, Moothakunnam, it was decided to conduct an online meeting with the teachers of SNMHSS Moothakunnam to know the needs of the students and teachers. Google Meet was conducted on 16th July 2021 with the teachers of SNMTC and SNMHSS Moothakunnam for the planning of the ARIKE project. The teachers of SNMHSS gave valuable suggestions regarding the needs of the students and the learning support needed. In the post-discussion conducted by the staff council of SNMTC, it was decided to start the programme by the month of August. The teachers from each optional subject along with the school teachers were assigned with the charges of each subject. Teachers were asked to prepare a weekly action plan regarding the portions and activities to be given. Based on the suggestions a weekly action plan was prepared by the teacher coordinator. Student coordinators were also selected from each optional subject.

The programme was inaugurated on 9th August 2021. A WhatsApp group for teachers from SNMTC and SNMHSS was formed for interaction and discussion. The teachers of the school were asked to find the students who need the support and another WhatsApp group was formed for the students for communication and resource sharing. The students of the college prepared various learning resources including short videos and presentations and shared them with the school students. Live classes through Google Meet were also arranged for them. The teachers of the college also provided special classes for them.

Even after the pandemic, the programme is still continuing as a supporting resource for the students of SNMHSS. Along with providing online resources, direct classes are provided by the students and teachers of the college to support the needs of the school.

The programme continues very systematically as per the action plan. The programme acts as a support for the students to understand the learning materials easily and interestingly. Students are very enthusiastic about participating in this programme.

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

The college always tries to maintain the well-being of its staff. It tries to maintain a healthy environment for the staff to work. A welfare policy is developed by the college in order to ensure the effective implementation of welfare practices for the staff. Various measures are in place to ensure the welfare of the teaching and non-teaching staff of the college.

- Permanent staff of the college are provided with Kerala Private College Staff Provident Fund
- Permanent staff are enrolled in the medical and health insurance schemes provided by the government such as State Life Insurance (SLI), Group Insurance Scheme (GIS), Group Personal Accident Insurance Scheme (GPAIS) and Medical Insurance for State Employees and Pensioners (MEDISEP).
- All of them are the members of SNM College staff co-operative Society, which grants loans to the staff with nominal interest rates, and monthly savings schemes.
- Service Retirement Benefit Scheme (SRBS) provides financial support to non-teaching staff during their retirement.
- Spacious and secure cabins are arranged to ensure a comfortable working atmosphere for the staff.
- The staff are honoured for their achievements in various fields.
- Staff welfare fund initiated by the staff themselves is used to manage various financial emergencies.
- The retiring staff are honoured for their service to the institution by arranging retirement parties and presenting gold coins.
- Teachers are encouraged to attend various professional development programmes by granting duty leaves.
- Teachers are encouraged to publish articles in journals and edited books
- Internal arrangements are provided for teachers who are pursuing Ph. D. for the smooth conduct of their work.
- Training programmes were organised for both teaching and non-teaching staff.
- Health awareness programmes especially at the time of COVID-19 were provided to the staff.
- The staff participate in cultural and recreational activities conducted by the college.
- Staff tours are arranged occasionally to ensure harmonious bonding among the staff.
- Children of the staff are honoured for special achievements.

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

6.3.2

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

Response: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

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

6.3.3

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

Response: 24

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

2022-23	2021-22	2020-21	2019-20	2018-19
7	4	7	5	1

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

6.3.4

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

Response: 33.82

6.3.4.1 Total number of teachers undergoing online/face to face Faculty Development Programmes (FDPs) viz., Orientation Programme and Refresher Course of the ASC / HRDC, Short Term Course and any other similar programmes during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1	2	12	3	5

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

6.3.5

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

Response:

The college has a performance appraisal system for assessing the performance of teaching and non-teaching staff. Self-assessment by the staff and feedback from the stakeholders are taken as the measure to assess the performance.

- The performance-based appraisal system (PBAS) suggested by UGC is followed in the college for the performance appraisal of the teaching staff. All teachers are directed to submit their self-assessment based on the proforma suggested by UGC at the end of every academic year. The criteria for evaluation include teaching learning related activities, involvement in various academic activities, execution of examination related duties, research activities, publications, participation in faculty development programmes, role as resource person, use of ICT etc. The principal validates the entries given in the proforma. It is taken as a criterion for providing professional advancement benefits for teachers.
- A teachers diary is maintained by teachers which contains all the academic and non-academic activities conducted by each of them. It is analysed by the IQAC periodically and given necessary directions.
- The progress of academic and non-academic works assigned to the staff are discussed in staff council meetings.
- The feedback of students collected at the end of each academic year also serves as a means for evaluating the performance of the staff.
- A proforma for assessing the performance is provided to non-teaching staff and are directed to submit it at the end of the academic year. The principal validates the entries in the proforma. The criteria for evaluation include professional competence, quality of work and personal characteristics.
- The feedback from students also helps to evaluate the performance of non-teaching staff

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

6.4 Financial Management and Resource Mobilization

6.4.1

Institution conducts internal or/and external financial audit regularly

Response:

To monitor the financial transactions, the college has a system of internal and external auditing. The external audit is done by the government and a registered chartered accountant. The internal auditing system consists of audit by the management and internal audit committee.

The audit team from the office of the Deputy Director of Collegiate Education, Ernakulam audits the Government account. Audit from the Office of Accountant General also takes place occasionally. Audit

reports are filed properly. All the transactions in the college are transparent. The funds are utilised very systematically by the institution and audit objections raised are rectified immediately. Compliances of the audit objections raised is submitted to the concerned authorities on time. The funds subjected to government audit include PD fund, tuition fee, university fee, special fee, funds from UGC and RUSA.

A registered chartered accountant audits the annual financial statement. The funds like management fund, PTA, alumni etc. are audited by the chartered accountant.

The audit committee constituted by the management audits the utilisation of management fund of the college. An internal audit committee with teaching and administrative staff as members also audits the funds of PTA, Alumni, staff welfare fund etc. The internal audits are conducted annually. The income expenditure statements of the PTA and Alumni are presented in the meetings of concerned bodies for approval.

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

6.4.2

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

Response: 0.27

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

2022-23	2021-22	2020-21	2019-20	2018-19
0.272	0.016	0.15	0.612	0.2766

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

6.4.3

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

Response:

Effective fundraising strategies are essential for the smooth functioning of the college. The college gets funds from various sources. The major source of the funds is the government funds. The various sources of funds include

- Salary grants from the government
- Fund from RUSA 2.0
- Fund from Management
- State government fund for NSS
- Central government scholarships
- State government scholarships
- Personal Deposit (PD) Account
- Fee from students
- PTA fund
- Staff welfare fund
- Alumni registration fee
- Donation by Alumni
- Registration fee for seminars
- Fund raised through club activities

The fund was utilized very effectively which ensures the smooth functioning of the college both in academic and administrative activities. Priority is given to arrange various programmes that are helpful for the overall development of the students as promising teachers. RUSA fund is allotted to the college for infrastructure development. PTA fund is utilised for the implementation of LMS and enhancing WIFI facilities, water management, eco-friendly initiatives, maintenance of computer hardware, maintenance of library etc. The functioning of alumni is maintained through the alumni fund. Alumni also provide sponsorship for needy students. Staff fund is utilised to meet the various needs of staff members. The contributions for emergency needs of the staff and students are also done using staff fund. The

scholarships constituted by staff and PTA are contributed from Staff Welfare fund and PTA fund. PD fund is utilised for purchasing the requirements for the science lab and conducting field trips.

File Description	Document
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	View Document
Link for additional information	View Document

6.5 Internal Quality Assurance System

6.5.1

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

Response:

The IQAC of the college is working in accordance with the objectives put forward by NAAC for teacher education institutions and the vision and mission of the college. It acts as a catalyst for the academic and administrative activities of the college and the development of a quality culture. An action plan for every academic year is prepared by the IQAC by analysing the feedback from its stakeholders, institutional strategic plan, Academic and Administrative Audit Report and current requirements. Diverse programmes are arranged based on the action plan with the active participation of the stakeholders. Measures to facilitate the quality performance of all the inmates of the institution are taken by the active supervision and monitoring of IQAC. Periodic reviews and discussions on the functioning of IQAC were done during IQAC meetings which helped to identify the gaps and decide on intervention measures. The contribution of IQAC to assure the quality culture is evident from various activities like;

- Conducting inhouse curriculum planning committee meetings to prepare the action plan based on academic calendar for curriculum transaction
- Distribution of responsibilities among staff and students to ensure effective functioning
- Conducting need assessment surveys to assess the needs and requirements of the students at entry level
- Deciding benchmarks for outcome mapping
- Curriculum transaction through innovative and ICT based strategies
- Pre internship orientation to students and the head of the institutions of practice teaching schools.
- Regular meetings of IQAC for the appraisal of quality initiatives
- Collection of feedback from stakeholders, its analysis and implementation of necessary changes
- Conducting student satisfaction survey to assess the success of implemented strategies
- Conducting Academic and Administrative audit
- Performance appraisal of staff
- Proper documentation of activities
- Organising skill development programmes for students

- Commemoration of days of importance
- Ecofriendly campus initiatives
- Collaborative initiatives with local bodies and institutions.

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

6.5.2

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

Response:

The IQAC of the college prepares an action plan at the beginning of each academic year with teaching learning process as important component. This action plan is prepared based on the reflections and feedback of all stakeholders. The academic calendar prepared by the inhouse curriculum transaction planning committee acts as a road map for the effective implementation of academic activities. A need assessment survey is conducted at the beginning of the course in order to find out the entry-level competencies and needs of students. Programmes like bridge courses, workshops, invited talks etc. are arranged in order to satisfy the needs of students. The curriculum is transacted using various strategies like discussions, group activities, seminars, debates, peer teaching, brainstorming, ICT-based strategies etc. Internship programme related activities like classroom teaching, club activity, case study, action research, art education, physical education, value education, assessment practices, documentary and short film preparation, community living camp etc. help to develop the teaching competencies of the students. Moodle LMS was introduced to enhance online teaching. Submission of works in the stipulated time is ensured by the teachers. Special coaching is provided to students for competitive exams like SET, KTET etc. Formal and informal feedbacks from students helps to find out the gaps and difficulties. IQAC and the staff council review the curricular activities periodically and provide necessary instructions to the teachers. Mid term meetings of the inhouse curriculum planning committee discusses the academic performance and suggests corrective measures if needed. The progress of students is assessed through class tests and model examinations at regular intervals. Mentoring helps to identify the individual needs and problems of students. Needy students are provided with assistance and remedial coaching. The involvement of students in various activities in the college is also assessed periodically. The continuous and comprehensive evaluation helps to identify the incremental advancement of the students. The University examination result of students is analysed in staff council, IQAC and PTA meetings. The effectiveness of the strategies is evident from the results of students in university examinations. Majority of the students passed the course with A+ or A grade. The number students who secured university ranks also increases after each year.

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

6.5.3

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

Response: 14.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
18	14	18	16	6

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

6.5.4

Institution engages in several quality initiatives such as

- 1. Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements**
- 2. Timely submission of AQARs (only after 1st cycle)**
- 3. Academic Administrative Audit (AAA) and initiation of follow up action**

4. Collaborative quality initiatives with other institution(s)**5. Participation in NIRF**

Response: A. Any 4 or more of the above

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

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

The college has tried to enhance its quality through various measures based on the recommendations of NAAC peer team during previous visits, feedback from stakeholders and upcoming needs. Strengthening e-learning strategies and enhancing collaborative initiatives are two main areas that have shown incremental improvement in the last five years.

1. Strengthening e-learning strategies

The college focuses on strengthening its e-learning strategies and e-resources. All the classrooms in the college are equipped with ICT facilities and teachers and students are encouraged to use them. Workshops on new vistas like M-Learning were provided for both students and teachers. Due to the pandemic, the college was forced to start online teaching strategies. Platforms like Google Classrooms, Google Meet, Zoom, Gnomio, recorded videos etc. are utilised at the beginning. Training programmes were arranged for teachers and students to familiarise with them. In order to enhance the efficiency of online teaching-learning process Moodle LMS - 'ilearn.snmtrainingcollege.org' - was introduced in the college. It helped the students for easy access of resource materials and submission of works. Periodic assessment of learning achievement was also done using LMS. The capacity of WIFI was increased for better use of internet resources. Training programmes were provided for teachers to increase their ICT skills. Students were provided with various programmes including bridge course to enhance their ICT skills. Various resources like YouTube, WhatsApp, podcasts etc. were used for enhancing the

effectiveness of teaching learning process.

2. Enhancing Collaborative initiatives

The college enhanced its collaborative initiatives with various institutions and organisations. Following institutions are collaborating with the college for various activities and initiatives by keeping Memorandum of Understanding or linkage.

- Vadakkekara Grama Panchayat - Grama sevana project that provides various services to Ward VI of Vadakkekara Grama Panchayat
- St. Thomas College of Teacher Education, Pala - Faculty exchange programme
- Lions Club, Moothakunnam – Organising Awareness programmes
- Amala Institute of Medical Sciences, Thrissur - 'Kesadanam Mahadanam' - hair donation campaign for cancer patients and awareness talks by the doctors
- SNMHS, Moothakunnam - Arike Project - An initiative to support the students of SNMHS through provision of additional learning materials
- Association of Learning Disabilities India (ALDI) – Changathi programme
- HR Connect – Placement initiatives
- 90+ My Tuition App – Placement initiatives

In addition to this, workshops and seminars were conducted in collaboration with various agencies like, UGC HRDC - University of Kerala, Kerala State Higher Education Council, Council for Teacher Education Foundation, All Kerala Training College Teachers Association, Society of Innovative Researchers and Academicians etc. Various programmes are conducted in association with university departments and other higher education institutions.

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

Response:

In light of environmental challenges, SNM Training College is dedicated to a policy that emphasizes energy efficiency, energy conservation, optimal utilization of alternative energy sources, and the reduction of environmental pollution. The college aims to create an eco-friendly and health-conscious campus while also implementing economically viable alternative energy sources for the benefit of future generations.

ENERGY POLICY STATEMENT

The institution's energy policy statement reflects its dedication to energy preservation and environmental responsibility. This policy delineates the institution's proactive initiatives aimed at conserving energy and decreasing carbon emissions, all in pursuit of sustaining a campus environment that is both environmentally friendly and sustainable.

ENERGY MANAGEMENT COMMITTEE

There is an energy management committee in our institution, chaired by the principal. The committee includes representatives of staff, students, and administration. This committee plays a crucial role in coordinating the efficient execution of the energy management programme within the college.

OBJECTIVES

- To incorporate energy-efficient practices and technologies to reduce energy consumption
- To advocate non-conventional energy sources, and hence to diversify the energy portfolio and reduce the carbon footprint
- To raise awareness about environmental responsibility and encourage sustainable energy practices
- To emphasize equipment repair, reuse, and maintenance for sustainable longevity

ENERGY POLICY STRATEGIES

Our institution adheres to specific practices to attain these objectives. They are listed below

Energy Efficiency and Conservation:

- The institution has chosen to implement LED electrical bulbs in the majority of its locations to reduce electricity consumption. Incandescent and CFL lamps are being substituted in areas with minimal usage.

- The campus benefits from strategically designed windows that maximize natural daylight, reducing the reliance on artificial lighting. Many classrooms and faculty rooms feature large windows.
- To harness natural daylight effectively, the institution has painted its walls with light colors, reducing the need for artificial lighting during daylight hours.
- The institution places significant emphasis on the maintenance of electrical equipment, overseen by a committee, with routine servicing conducted by electricians.
- The institution does routine maintenance on its UPS, printers, and photocopiers to help avoid unnecessary energy waste
- To meet the energy needs of the college during power failures, the college make use of diesel generator with capacity 50 KVA
- A biogas system has been installed, generating energy for cooking purposes. This environmentally friendly energy source has notably reduced the consumption of conventional cooking gas.

Education and Awareness:

- Distributes informative circulars throughout the institution to ensure that everyone is well-informed about our energy conservation goals and their specific responsibilities.
- Prioritize educating students, teachers, and all occupants of the campus about the necessity of switching off lights and fans when they are not in active use.
- Encourages the adoption of shared transportation systems, bicycles, and electric vehicles among the campus community.

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

7.1.2

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

Response:

WASTE MANAGEMENT POLICY

The waste management policy for an educational institution serves as a guiding document that outlines the institution's commitment to responsible waste management, sustainability, and environmental stewardship. The foundation of our policy is "Reduced waste, Enhanced cleanliness, and Improved health."

- The institution follows three-bin system on campus to facilitate effective waste segregation.
- All stakeholders are expected to reduce their individual waste generation.

- The institution adheres to the green protocol guidelines established by the Government of Kerala.
- The institution actively promotes awareness and advocates for the reuse and recycling of waste materials among our campus community.
- The institution is dedicated to ensure efficient waste segregation and proper disposal practices to minimize environmental impacts.
- Electronic waste (e-waste) has to be collected and disposed of in accordance with regulations.
- The institution encourages initiatives aimed at transforming waste into valuable, sustainable products, thus contributing to a circular economy.
- The institution recommends eco-friendly materials for both curricular and extracurricular activities.

IMPLEMENTATION PROCEDURE

An institution's waste management practices are a sign of effective policy. The college focuses on the sustainable ideals articulated by the UN and envisions a sustainable community with appropriate public and student awareness.

Solid Waste Management

- Solid waste is gathered and sorted into two separate bins on each of the three floors for paper and plastic waste, with an additional bin located on the ground floor for food waste collection. These collected waste materials are consistently transferred to Haritha Karma Sena. Food waste, in particular, is efficiently utilized in a biogas plant for energy generation.
- Students are encouraged to use reusable lunch boxes.
- The college has purchased steel plates and glasses for food distribution inside the college during any function.
- Single-use plastic is banned on campus, so plastic waste is comparatively less. At the institutional level, there is a total ban on the use of disposable glasses and plates.
- Sanitary napkin incinerators have been installed in the girls' toilet to facilitate the disposal of sanitary napkins in an environment-friendly way.
- Regular instruction is given to the sweeper in the college to separate degradable waste from non-degradable waste

Liquid waste management

Wastewater generated from the wash area is purposefully redirected to the vegetable garden, forming an integral part of our sustainable practice.

E-Waste Management

Electronic waste (e-waste) is collected and disposed of in accordance with regulations. Periodic maintenance and upgrading of electronic and electrical equipment are done for optimum use and to minimize e-waste. The cartridges in printers are refilled. The college also encourages the use of refill inkjet cartridges and laser toners. UPS batteries are recharged and repaired by the suppliers.

Waste Management Team

The waste management team consists of:

- (1) Principal
- (2) Faculty Member on a rotational basis
- (3) Student Members

The team is entrusted with the responsibility of developing an action plan to ensure waste management strategies are organised and implemented optimally.

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

7.1.3

Institution waste management practices include

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

Response: B. Any 3 of the above

File Description	Document
Income Expenditure statement highlighting the specific components	View Document
Geo-tagged photographs	View Document
Documentary evidence in support of each selected response	View Document
Any additional information	View Document
Link for additional information	View Document

7.1.4

Institution has water management and conservation initiatives in the form of

- 1. Rain water harvesting**

2. Waste water recycling**3. Reservoirs/tanks/ bore wells****4. Economical usage/ reduced wastage****Response:** B. Any 3 of the above

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

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

Our institution is committed to maintain a clean and healthy campus environment. Teachers take turns leading a cleaning committee that efficiently assigns daily cleaning tasks, ensuring that the work is done systematically every day. Water purifiers have been installed to provide access to safe drinking water. The rooms have big windows that let in plenty of fresh air. The college makes arrangements to clean the overhead tank regularly to keep the water clean. The Principal provides instructions during morning assemblies to encourage everyone to save paper and water, and reduce food wastage. The hard work of the support staff is acknowledged, which boosts their morale. Students are educated on proper bin usage. Additionally, regular instructions are given to the support staff in the college to separate degradable waste from non-degradable waste.

Sanitation:

The institution ensures a 24/7 water supply for washrooms. They are regularly cleaned and disinfected, and essential toiletries are always available. Bins for disposable items are provided and emptied daily. Incinerators are provided for napkin disposal. Air fresheners are used to keep the air pleasant. There are separate restrooms for girls and boys. Separate washroom facilities are provided for staff and students, as well as for male and female students. Moreover, various club activities promote good hygiene by displaying posters and banners, which have a positive influence on students' behaviour.

Green cover:

Our college campus is an eco-friendly campus. The institution takes great pride in its commitment to create a green campus. The college maintains a beautiful garden with ornamental and native plants. Indoor plants are also maintained. There is a medicinal garden in our campus. To create a green campus, numerous plants and trees are planted around the campus.

Pollution-free environment:

The college uses biogas to meet some of our energy needs. Encouraging incinerator use for napkin disposal helps us reduce plastic pollution. The use of air conditioners is also minimised and the college focuses on planting trees to create a cleaner environment.

GREEN INITIATIVES

- Every year, the Eco Club of our college distributes saplings to our students.
- Our college distributes jute bags to our students.
- Every year, the college commemorates World Environment Day to instill awareness among our students regarding its significance.
- In addition to World Environment Day, our college actively observes numerous other environmentally themed days like Tiger Day, Meteorological Day, etc. with the goal of promoting the message "adopt green practices and preserve our planet".
- Our students enthusiastically prepare and perform street plays with themes that effectively educate community members about the vital importance of safeguarding our nature.
- The Eco Club of our college arranges field trips to explore ecosystems beyond our familiar surroundings.
- The college arranges seminars for student teachers on topics like health and hygiene to help them set healthier goals.

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

7.1.6

Institution is committed to encourage green practices that include:

- 1. Encouraging use of bicycles / E-vehicles**
- 2. Create pedestrian friendly roads in the campus**
- 3. Develop plastic-free campus**

4. Move towards paperless office**5. Green landscaping with trees and plants****Response:** A. All of the above

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

7.1.7**Percentage of expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)****Response:** 1.9**7.1.7.1 Total expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
1.19427	0.54825	0.85140	0.72831	0.94794

File Description	Document
Income Expenditure statement on green initiatives, energy and waste management	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

7.1.8

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

Response:

By leveraging the local environment, locational knowledge, resources, and community practices, a teacher education college can prepare teachers who are not only well-versed in subject matter but also possess a deep understanding of the local context, enabling them to create meaningful connections between education and the community they serve. The main objectives of our college are to equip the teacher trainees to bring about progress and prosperity in the locality and backward community by providing quality education and to inspire the teacher trainees to propagate the idea of educating the pupils for liberation from ignorance, poverty, and superstitions.

- In order to inculcate social and humanitarian values among the students, the college has adopted the 6th ward of our Grama Panchayath and conducted many services for the people of that ward under the name "Grama Sevana Padhathi (Village Service Programme)". Through this, the college extends help to the local community to improve their quality of life through various programmes. The college identified areas that need improvement and organized programmes under different categories, like lending libraries, anti-drug classes, postal banking awareness, yoga, and cloth bag making.
- Our students cleaned the nearby beach to maintain its cleanliness and safeguard the environment.
- Students prepared cloth bags and distributed them along with pamphlets to promote reduced plastic usage.
- Our institution initiated "Arike" during COVID to keep school students active and upbeat in lockdown. It supports them in overcoming issues like depression, laziness, loneliness, and boredom.
- In order to raise awareness about the negative impacts of excessive plastic use, our students performed a flash mob.
- Distributed bed sheets to palliative care patients at the Community Health Centre in Vadakkekara Grama Panchayath, Moothakunnam, to promote empathy and love for those in critical conditions.
- Chekkutti doll making: a doll made from flood-affected handloom clothes and given back to the team, thereby helping the chendamangalam kaithary workers, who lost everything in flood

- SNM FIESTA is a cultural event organised by our management in which students and teachers showcase their talents to entertain the local community.

To learn from our local area, students had interactions with various people:

- Our students met artisans to learn about our rich traditions and culture so that they could be preserved and passed on.
- They visited Muziris to understand our cultural heritage and appreciate our ancestors.
- They interviewed local folk artists to learn about different art forms, artists, and the challenges they face in preserving these art forms.
- Under the guidance of local needlework teachers, our students crafted umbrellas and donated them to individuals in need.
- The college also organized informative sessions with people from our locality who have excelled in various fields. These sessions provide valuable insights and inspiration for our students, showcasing real-life success stories within our community..

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

7.1.9

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

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

Response: A. All of the above

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

7.2 Best Practices

7.2.1

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

Response:

BEST PRACTICE 1:

BODHANA:

ENLIGHTENMENT PRACTICES TOWARDS SMART, GREEN AND E-TEACHER

CONTEXT:

In response to the evolving demands on educators, "**BODHANA**," the innovative pedagogical initiative of SNM Training College, well-known for its excellence in teacher education, has been introduced. This best practice is designed to empower aspiring educators with vital life skills, soft skills, technological proficiency, and a deep environmental awareness, ensuring their preparedness to excel in a modern, sustainable educational environment.

OBJECTIVES:

- To master essential soft and life skills for effective teaching.
- To foster environmental sustainability and awareness.

- To attain proficiency in e-teaching and virtual classroom management.

PRACTICE:

SMART TEACHER: 'A smart teacher' excels in important life and soft skills for effective teaching. The planned activities like pedagogic seminars, practical projects, surveys, case studies, Changathi (Befriending) training, soft skill workshops, and the "Smiling Campus" initiative boost these essential skills.

GREEN TEACHER: A "green teacher" is an educator committed to fostering environmental awareness and sustainability. Through programs like 'A Teacher, a Tree,' initiatives such as distributing saplings, supplying eco-friendly jute bags, and initiating campus-wide sustainability projects are employed. These efforts align with achieving sustainable development goals (SDGs) and contribute to a more environmentally friendly and sustainable future.

E-TEACHER: An "e-teacher" is an educator skilled in using technology for teaching purposes. Trainees completed bridge courses in Information Technology fundamentals, empowering them to create multimedia educational content (like short films, documentaries, blogs, YouTube videos) and effectively use the i-Learn MOODLE platform for both academic and non-academic activities.

IMPACT:

Enhanced educator competence, technological proficiency, practical experience, and environmental consciousness, preparing them for digital teaching and fostering community impact.

PROBLEMS:

Limited resources, resistance to change, time constraints, sustainability concerns, diverse trainee backgrounds, assessment methods, and technological barriers are encountered.

RESOURCES REQUIRED:

Financial support, technological infrastructure, educational materials, space, administrative aid, environmental resources, time commitment, technology access, and research tools

BEST PRACTICE 2:

SEVANA:

SOCIAL INITIATIVES OF SNM TRAINING COLLEGE

CONTEXT:

"SEVANA" social initiatives aim to bridge disparities in access, knowledge, and lifestyle by promoting a well-rounded and informed way of life within our local community. These initiatives also serve to raise awareness about current societal trends. Our commitment is to empower students to engage actively with societal issues.

OBJECTIVES:

- To foster social awareness among students.
- To enhance community knowledge of societal trends.
- To cultivate leadership and administrative skills.

PRACTICE:

SNM Training College introduced the "Grama Sevana Padhathi" (Village Service Project) to support Ward VI of the Vadakkekara Grama Panchayath. Social services were divided into five key priority areas, and students were assigned to each category under the supervision of faculty members. They are,

1. Parenting
2. Environmental protection and Awareness
3. Citizenship Awareness
4. Health Care
5. Language and culture

IMPACT:

Raised the quality of life in Ward VI of Vadakkekara Grama Panchayath through focused initiatives and community engagement.

PROBLEMS:

Challenges due to COVID-19, limited student availability, academic schedules, budget constraints, and volunteer shortages affected service depth and effectiveness.

RESOURCES REQUIRED:

Faculty involvement, funding for operations, relevant materials, community engagement, and access to technology are crucial for successful implementation.

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

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Guided by the essence of '**Vidyakondhu Prabudharakuvin**' (*Be enlightened through education*), the college seamlessly actualize the visionary precept of '**Avanavan Atmasukhathinacharippava Aparanu sukhatinayvarenam**' (*Let the practices for our well-being be beneficial for others*). Our steadfast commitment to cultivate educators steeped in the values of universal brotherhood, cultural reverence, and impactful social responsibility propels us resolutely towards the fulfillment of our overarching vision.

KSHEMA (WELFARE)

Our institution's essence lies in the fundamental principle of '**Kshema**' (welfare), centered on universal peace, harmony, brotherhood, and community well-being. Through diverse activities, the college advocate for human progress, generosity, compassion, respect, inclusivity, and mentorship.

Palliative Care Assistance: Our college offers trainees opportunities to engage in palliative care by donating essentials, spending meaningful time with patients, nurturing **empathy**, and fostering human connections. This initiative serves as a significant learning experience, benefiting the community and promoting personal growth among our trainees.

Kesadanam=Snehadanam (Hair Donation for Cancer Patients): Our college hosts "Kesadanam=Snehadanam," a hair donation drive with Amala Institute of Medical Sciences. Students, teachers, and the community donate hair, symbolizing **empathy** for cancer patients. This selfless act supports wig distribution at Amala Hospital, nurturing personal growth through dedication to humanitarian values.

Changathi program (Training Program on Befriending): The Changathi program teaches active listening to prevent self-harm among youth, promotes **empathy**, and builds a supportive community for mental **well-being**.

Old Age Home Visits: The visit to Sreenarayana Sevika Asram transformed our trainees, fostering empathy through interactions with residents and students. Donations, mentorship, and entertainment activities showcased kindness and **social responsibility**, emphasizing the impact of small acts on **well-being**.

Visiting the Buds Rehabilitation Centre for Individuals with Mental Challenges: During our visits to the Buds Rehabilitation Centre, our trainees engage in diverse ways—entertainment, daily assistance, and emotional support for mentally challenged individuals. These interactions promote **inclusivity, understanding, and compassion.**

Arike (Near to Child) Learning Support Project for school students: Our teacher trainees actively create educational videos and also provide direct teaching support to weaker students in our model school, fostering educational empowerment and mentorship. Through the "Arike" program, we're dedicated to supporting all students, embodying the values of knowledge sharing and **inclusive** learning.

Interviews with Community Members: Our trainees engage with a diverse range of community members, from folk artists to waste management workers and police officers, fostering respect for cultural heritage, **empathy, and social awareness.** These tailored interactions provide firsthand experiences, enriching perspectives and deepening connections with the community

Aiding Amid Adversity: During the COVID-19 pandemic, our institution provided essential aid to Anganwadi and supported flood-affected weavers. The college facilitated student-led initiatives such as clothes donations, shelf painting at the hospital, and blood donation drives. These actions showcased **solidarity, resilience, and adaptability** while emphasizing community support and responsibility.

Our college focuses on nurturing well-rounded individuals, emphasizing academic excellence, emotional balance, moral values, social responsibility, ecological sensitivity, and professional commitment. This holistic approach is integral to our mission, aiming to inspire positive change and contribute to a better world through our students' transformation and embodiment of these principles.

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

5. CONCLUSION

Additional Information :

The college is upgraded as Research Centre under Mahatma Gandhi University, Kottayam. The college is creating a vigorous learning environment, augmenting research publications, and developing collaborations to build a community focusing on the vision of the institution

Concluding Remarks :

SNM Training College stands as a beacon of commitment to academic excellence and holistic development, guided by the vision of Sree Narayana Guru. The institution's focus on curricular enrichment is evident through faculty engagement in curriculum design, participation in various boards, and the implementation of diverse academic programs. The emphasis on learner-centric pedagogy, integration of ICT, and a wide array of teaching methodologies showcase a dedication to progressive education

The robust infrastructure, including ICT-enabled classrooms, well-equipped labs, and a modern library, supports effective teaching and learning. The institution's dedication to student support is exemplified through small group activities, career guidance, and initiatives promoting overall personality development.

Governance reflects principles of decentralization and transparency, with various bodies ensuring stakeholder participation. The institution's adherence to regulatory standards and continuous quality improvement is evident through internal and external audits.

The college's commitment to values and best practices is showcased through innovative teaching methods, inclusivity in education, and a systematic feedback mechanism. SNM Training College not only imparts education but also instills values, contributing to the holistic development of students. As the institution looks to the future, its well-established practices provide a solid foundation for sustained growth and excellence.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.4.2	<p>Feedback collected from stakeholders is processed and action is taken; feedback process adopted by the institution comprises the following</p> <p>Answer before DVV Verification : A. Feedback collected, analysed and action taken and feedback available on website Answer After DVV Verification: B. Feedback collected, analysed and action has been taken Remark : DVV has made changes as per the report shared by HEI</p>																				
2.4.10	<p>Nature of internee engagement during internship consists of</p> <ol style="list-style-type: none"> 1. Classroom teaching 2. Mentoring 3. Time-table preparation 4. Student counseling 5. PTA meetings 6. Assessment of student learning – home assignments & tests 7. Organizing academic and cultural events 8. Maintaining documents 9. Administrative responsibilities- experience/exposure 10. Preparation of progress reports <p>Answer before DVV Verification : A. Any 8 or more of the above Answer After DVV Verification: B. Any 6 or 7 of the above Remark : DVV has made changes as per the report shared by HEI</p>																				
3.1.1	<p>Average number of research projects funded by government and/ or non-government agencies during the last five years</p> <p>3.1.1.1. Number of research projects funded by government and non- government agencies during the last five years..</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>2</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : DVV has made changes as per the report shared by HEI</p>	2022-23	2021-22	2020-21	2019-20	2018-19	0	0	0	0	2	2022-23	2021-22	2020-21	2019-20	2018-19	0	0	0	0	0
2022-23	2021-22	2020-21	2019-20	2018-19																	
0	0	0	0	2																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
0	0	0	0	0																	
3.3.5	<p>Number of awards and honours received for outreach activities from government/ recognized</p>																				

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
2	1	2	0	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
2	0	2	0	0

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

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. Any 5 or 6 of the above

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
34	32	35	16	14

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
21	20	22	9	8

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

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

5.4.3.1. Number of meetings of Alumni Association held during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
3	4	0	4	2

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
3	4	0	4	1

Remark : Supporting document is in regional language language. Please provide documents in English or Hindi language.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
2	2	2	2	2

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

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

7.1.4 Institution has water management and conservation initiatives in the form of

1. Rain water harvesting
2. Waste water recycling
3. Reservoirs/tanks/ bore wells
4. Economical usage/ reduced wastage

Answer before DVV Verification : A. All of the above

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

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

2.Extended Profile Deviations

ID	Extended Questions																				
1.2	<p>Number of seats sanctioned year wise during the last five years..</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>100</td> <td>100</td> <td>100</td> <td>100</td> <td>100</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>150</td> <td>150</td> <td>150</td> <td>150</td> <td>150</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	100	100	100	100	100	2022-23	2021-22	2020-21	2019-20	2018-19	150	150	150	150	150
2022-23	2021-22	2020-21	2019-20	2018-19																	
100	100	100	100	100																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
150	150	150	150	150																	
1.3	<p>Number of seats earmarked for reserved category as per GOI/ State Govt. rule year wise during the last five years..</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>30</td> <td>30</td> <td>30</td> <td>30</td> <td>30</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>75</td> <td>75</td> <td>75</td> <td>75</td> <td>75</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	30	30	30	30	30	2022-23	2021-22	2020-21	2019-20	2018-19	75	75	75	75	75
2022-23	2021-22	2020-21	2019-20	2018-19																	
30	30	30	30	30																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
75	75	75	75	75																	