



YEARLY STATUS REPORT - 2022-2023

Part A

Data of the Institution

Part A	
Data of the Institution	
1.Name of the Institution	SNM TRAINING COLLEGE, MOOTHAKUNNAM
• Name of the Head of the institution	Dr SUSMITHA P S
• Designation	PRINCIPAL IN CHARGE
• Does the institution function from its own campus?	Yes
• Alternate phone No.	04842482084
• Mobile No:	9645810941
• Registered e-mail ID (Principal)	snmtrainingcollegemkm@gmail.com
• Alternate Email ID	sushmanoj@gmail.com
• Address	SNM Training College, Moothakunnam
• City/Town	Ernakulam
• State/UT	Kerala
• Pin Code	683516
2.Institutional status	
• Teacher Education/ Special Education/Physical Education:	Teacher Education
• Type of Institution	Co-education

• Location	Rural
• Financial Status	Grants-in aid
• Name of the Affiliating University	M G University, Kottayam
• Name of the IQAC Co-ordinator/Director	Dr Seeja K R
• Phone No.	9847519235
• Alternate phone No.(IQAC)	04842482084
• Mobile (IQAC)	9847519235
• IQAC e-mail address	iqacsnmtc@gmail.com
• Alternate e-mail address (IQAC)	snmtrainingcollegemkm@gmail.com
3.Website address	http://snmtrainingcollege.org/
• Web-link of the AQAR: (Previous Academic Year)	https://snmtrainingcollege.org/assets/img/downloads/aqar-21-22.pdf
4.Whether Academic Calendar prepared during the year?	Yes
• if yes, whether it is uploaded in the Institutional website Web link:	https://snmtrainingcollege.org/assets/img/downloads/BEd-academic-calender.pdf

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	B++	82	2007	31/03/2007	31/03/2012
Cycle 2	B	2.85	2015	31/12/2015	31/12/2020

6.Date of Establishment of IQAC**31/03/2007****7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNMNTT etc.**

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
Nil	Nil	Nil	Nil	Nil

8. Whether composition of IQAC as per latest NAAC guidelines	Yes	
<ul style="list-style-type: none"> • Upload latest notification of formation of IQAC 	View File	
9. No. of IQAC meetings held during the year	4	
<ul style="list-style-type: none"> • Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? 	Yes	
<ul style="list-style-type: none"> • (Please upload, minutes of meetings and action taken report) 	View File	
10. Whether IQAC received funding from any of the funding agency to support its activities during the year?	No	
<ul style="list-style-type: none"> • If yes, mention the amount 		
11. Significant contributions made by IQAC during the current year (maximum five bullets)		
<p>IQAC has initiated reforms in the teaching-learning process to achieve Outcome Based Education (OBE) in the institution. IQAC has provided assistance to conduct the Workshops /Seminars/Webinars /Conferences in the emerging areas of teaching and learning. IQAC has extended complete support in preparing the SSR for the 3rd cycle of NAAC accreditation. IQAC has created the process for Academic and Administrative audits and helped the students to participate in various competitions and extension activities. IQAC has helped to organize pedagogic activities to enhance the self confidence and potentials of student teachers.</p>		
12. Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year (web link may be provided).		

Plan of Action	Achievements/Outcomes
<p>Conduct of IQAC Meetings</p>	<p>IQAC Meetings were conducted on 9/06/2022,20/7/2022, 12/12/2022, 15/03/2023</p>
<p>Academic term plan, action plan for curricular & co-curricular activities, time table to be prepared for effective curriculum delivery</p>	<p>It was resolved that academic term plan, action plan for curricular & cocurricular activities, time table would be prepared for effective curriculum delivery. IQAC Coordinator and Senior teaching staff prepared academic term plan, action plan for curricular & cocurricular activities, time table etc for effective curriculum delivery.</p>
<p>To provide rich and diverse experiences related to teacher education to the student teachers.</p>	<ul style="list-style-type: none"> • Induction Program • Orientation program • Literary Club Activity • ,Preparation and presentation of awareness video on food safety standards. • K-Tet coaching in collaboration with Alumni 1. Vayana Varacharanam- celebration of reading day and magazine release • • Literary Club and Library Reading Forum: Reading Week-for familiarizing books on a weekly basis. 2. Three day tour programme for 2021- 2023 batch.-waynad, ooty. 3. field trip- UC centennial vista • Field trip to vazhachal tribal school • 4. Sports meet 5. Magazines Released/ Publications ? uploading of e journal- Strides in Education ? Preparation of magazine of interaction with Kakki uniform persons. ? Kaiyyakshari-magazine ? e-magazine comlogue by commerce department ? ESTELLE-Magazine by Physical science club • Competitions organised/

To promote the skills of student teacher in various domains	<p>participated • Eco-lution •</p> <ul style="list-style-type: none"> • Bridge course in 1. Communicative English 2. Teacher soft skills 3. Teacher professionalism 4. ICT and Teacher Education 5. The essence of Yoga 6. Learner Diversity • Workshops in 1. Organic Compost making workshop 2. Work shop on varied student needs 3. Workshop - 'Mobilizing Relevant And Varied Learning Resources 4. Personality development Program 5. Umbrella making workshop 6. Butterfly garden making 7. Workshop on self awareness 8. Craft designing 9. Amruthavarshini -Musical workshop 10. Film review workshop 11. SWOT analysis 12. Origami-crane making 13. Research paper writing 14. Workshop on Theatre Practice 15. Workshop On Preparation Of Teaching Aids 16. Workshop on candle making 17. Cultural Event- Lantern 18. Workshop on Story Telling for Teacher Capacity Building 19. Workshop On Short Film & Documentary Preparation 20. Cardio Pulmonary Resuscitation skill Training 21. Training program on befriending" Changathi Pedagogical Activities 1. Puzzle Corner 2. Demonstration Class 3. Pedagogical Strategy -Seminar 4. Pedagogic Activity -Workshop On Virtual Learning 5. Pedagogical Activity - Exploring The Science Lab 6. Pedagogical Activity - Exploring E Science Lab 7. Team Teaching 8. Peer tutoring 9. Pedagogical Activity "Commerce For All: Puzzle Corner" 10.
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	<p>Pedagogic activity -Quiz 11. Pedagogical Activity; JEUX DE GESTION- Management Games 12. pedagogical activity "Commerce for all: Puzzle Corner" 13. Exhibition-Best From Waste, Ezhuthani,, Exhibition on Educational philosophers Book reviews 1. Chandaalabhikshuki-Kumaranashan 2. Ettaamathe Velipadu-Anoop Sasidharan 3. Enmakaje-Ambikasuthan Mangatt 4. Khasakkinte Ithihasam-O V Vijayan 5. Manju M T Vasudevan Nair 6. Adujeevitham-Benyamin 7. Susannayude Granthapura-Ajay P Mangatt 8. Hridayam Paranja Kathakal -Geethanjali 9. Sthree-Osho 10. Twinklerosum 12 Kamukanmarun- G R Indugopan</p>
<p>To organize Conferences, Seminar and workshops for academic excellence</p>	<p>?National Seminar-</p>
<p>To boost the extension programmes undertaken for benefit for the society at large. To give a boost to our ongoing project 'Gramasevana Project' by signing a functional MOU with our Vadakkekara Grama Panchayath</p>	<ul style="list-style-type: none"> • Grama Sevana Project-Session on Language, Culture, and Society- Awareness Class on Citizenship Training, Eco Friendly Product - Paper Bag Awareness Class on Physical Exercise& Yoga, Street Play on Parenting • 29/06/2022 - SCHOOL AND OLD-AGE HOME VISIT • Services for Ernakulam district school youth festival • Street play on gender discrimination • Njaru Nadal at Kuruvilassery,Mala • Flashmob ,Street Play, Human Chain • Contributed Dress Materials To Dress Bank, Parur Taluk Hospital • Grama Sevana Project-awareness class on millets. session, riddles competition, craft making., Zumba session • Sneha

	<p>Sparsham' hospital visit.-painting hospital furniture • Remedial teaching programme • Visit To Buds Rehabilitation Centre • Palliative care day donation to palliative care unit vadakkekara grama panchayath • KESADANAM = SNEHADANAM 2023 • Donated blood ..1.Jeevana 2.Drishya Pradeep 3. Keerthana Vijay 4. Anagha c. at SNMIMT Engineering college, Maliankara.</p>
<p>To continue the practices of celebrating days of National and International days of importance</p>	<p>1. World Food Safety day 2. International Widows Day 3. Vayana Vaaram 4. Bank Nationalization Day 5. Nagazaki Day And Hiroshima Day 6. Independence day 7. Onam 8. Christmas 9. Republic Day 10. Teachers' Day 11. Ozone Day 12. International girl child day 13. World farmers day 14. Smiling week 15. Kerala day 16. Mother tongue Week 17. National Youth Day 10/11/2022 18. International Day for the Elimination of Violence Against Women 19. Womens' Day 20. Pi Day 21. Consumer Rights Day 22. International Day Of Forest 23. World Water Day 24. World Meteorological Day 25. Earth Hour 26. Entrepreneurship day, 27. Holi 28. Indian constitution day celebrations 29. Palliative care day 30. World cancer Day 31. World consumer rights day</p>
<p>To endorse ecofriendly practices and green campus initiatives among student teachers</p>	<p>• A Teacher A Teacher • Seminar On Greening The College Campus For Environmental Sustainability • Significance of Environment Day- Prof (Dr) V R Prakasham • Eco-lution •</p>

<p>To design and conduct various value added and certificate courses.</p>	<p>Value added Course • Entrepreneurship Development • Public Relations • Environmental Sustainability • Disaster Management. Certificate course in • craft designing • Short Film & Documentary Preparation • Cardio Pulmonary Resuscitation skill Training • befriending" Changathi • personality development</p>
<p>13. Whether the AQAR was placed before statutory body?</p>	<p>Yes</p>
<p>• Name of the statutory body</p>	
<p>Name of the statutory body</p>	<p>Date of meeting(s)</p>
<p>Managing council</p>	<p>07/06/2023</p>
<p>14. Whether institutional data submitted to AISHE</p>	
<p>Year</p>	<p>Date of Submission</p>
<p>2021</p>	<p>14/07/2023</p>
<p>15. Multidisciplinary / interdisciplinary</p>	
<p>Multi disciplinary approach has been integrated into the Teacher Education courses as the holistic development of teachers and teacher educators is our focused pathway to enrich all of these courses. Currently, Arts, Science, and Education are the disciplines that have been combined for the purpose; hence, it is multidisciplinary; however courses such as Language Across Curriculum, Art in Education (Music, Dance, Drama, Paintings, Drawing, model making, and so on) and Physical and health Education are interdisciplinary, and the overarching goal of these courses is to combine them for successful and efficient development of the students into committed and responsible futures for future.</p>	
<p>16. Academic bank of credits (ABC):</p>	
<p>S.N.M Training College is affiliated to the Mahatma Gandhi University, Kottayam, so it follows the curriculum developed by the university. According to the CBCS Regulation 2017 of Mahatma Gandhi</p>	

university Credit Transfer and Accumulation system can be adopted in the programme. Transfer of Credit consists of acknowledging, recognizing and accepting credits by an institution for programmes or courses completed at another institution. The Credit Transfer Scheme shall allow students pursuing a programme in one University to continue their education in another University without break. Academic bank of credit in its full-fledged version as per the New Economic policy of 2020 is not implemented in the university as well as its affiliated colleges

17.Skill development:

The institution's attempts to develop students' vocational education and soft skills in accordance with the National Skill Qualifications Framework. Students can participate in a variety of hands-on workshops at the college. This gives experiential learning, allowing them to take the initiative to participate in a variety of activities. Importance is also given in the development of students' life skills. Also Entrepreneurship training is provided to student teachers to help them develop the skills needed to start their own businesses. To promote the skills of student teacher in various domains, Spoken English courses, Bridge course on Soft skill development, one week online bridge course on ICT and Teacher Education, Yoga Bridge Course.

18.Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)

The curriculum for prospective teachers are designed in such a way to promote the inclusion of Indian Knowledge in curriculum. Students are given experiences to appreciate the Educational Heritage of India, understand the nature of education as a discipline and its correlation with other disciplines, comprehend the basic features of Indian constitution and its implication in education, critically examine the pivotal issues of contemporary India, analyse vision, aims of education and recommendations of various commissions after independence in shaping the present education system of India. They are also facilitated to uphold the value system based on the cultural, social, political and moral bases of Indian society. The community living camps are organized with a view to sensitize 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 Cultural Heritage of India with special reference to significance of Indian Literature, aims and objectives of performing arts and their development through various stages, utility of performing arts during the ancient and the medieval period, Indian classical Music, classical dances, folk music as well

as folk dances in Indian culture , the development of drama through various phases in India and the contribution of folk theatre g. the present scenario of music, dance and drama and its' role in promoting the rich heritage of India , Significance of National Anthem, National Song and Patriotic Songs in promoting National Integration-Practice songs , Role of Teacher in inculcating cultural values in students are topics that are integrated into the curriculum that connects different areas of study by cutting across subject-matter lines and emphasizing unifying concepts..

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

Our Institute is affiliated to MG University, Kottayam. We offered B.Ed and M Ed programs and the various courses under that. For these programs and courses, the institute followed the curriculum designed by our affiliated university. The Programme outcomes, and course outcomes are evaluated by the institution and the same are communicated to the students.

Each course has a defined set of course outcomes and corresponding evaluation criteria.The B.Ed. curriculum of MG University intends to provide TechnoPedagogically rich and promote evidence based experiential learning to the student-teaches. The college attempted to implement it in the right spirit of PO's and CO's specified.

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

- Website
- Handbook and Calendar
- Classrooms
- Student Induction Programs
- PTA meet
- Faculty meetings
- Alumni meetings
- Library meetings

Principal along with faculty members, class teachers, mentors, course coordinators, program coordinator also inform the students and create awareness and emphasize the need to attain outcomes.

Following mechanism is followed by the institution to communicate learning outcomes to teachers and students.

- POs are described to the first year students at the commencement of the programme, during Induction .
- Learning Outcomes of the Programs and Courses are observed and measured periodically.
- 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 POs and COs at college level

The progressive attainment of cognitive and professional status of Student-Teachers were monitored, documented and used further for improvements in many ways by the college. 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. The performance of the students in the examinations during the semester in each course is used to compute the level of attainment of the POs . Overall performance in the program of each student is prepared by the program coordinator in consultation with other faculty members and a Competency Profile is prepared accordingly and is provided to each student , when they complete the programme.

20.Distance education/online education:

The lockdown due to corona pandemic has compelled college to develop a comprehensive online education programme. Our college has taken use of the chance and capability of our professors 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. Students were urged to enrol in classes to improve their skills. The pandemic has compelled colleges to develop a comprehensive online education programme. Our college has taken

use of the chance and capability of our professors 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.

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, majority of the classrooms are ICT enabled with projectors 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 are used to manage and upload course related information- learning material, quizzes , practical and practicum submissions and evaluations, assignments, etc. Online quizzes are regularly conducted to record the feedback of the students. To teach subjects in online mode, teachers have used various online tools like- whiteboard in Microsoft teams, 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. The ICT skills of the students are sharpened through the pedagogical seminar presentations by each individual student teacher in various courses of study, E-content development, and participation in ICT courses organized by the Institution. Video recording and video analysis of the classes - Micro Teaching sessions and criticism classes of the students are recorded and evaluated. The PPTs are enabled with animations to improve the effectiveness of the teaching- learning process. You- Tube, E- mails, WhatsApp group, Zoom and Google classrooms are used as platforms to communicate, provide material and syllabus, make announcements, conduct tests, upload assignments, make presentations, address queries, mentor and share information. Internet and Wifi facility is made available to all the students of the Institution.

Extended Profile

1.Student

2.1

114

Number of students on roll during the year

File Description	Documents
Data Template	View File
2.2 Number of seats sanctioned during the year	100
File Description	Documents
Data Template	View File
2.3 Number of seats earmarked for reserved categories as per GOI/State Government during the year:	5
File Description	Documents
Data Template	View File
2.4 Number of outgoing / final year students during the year:	53
File Description	Documents
Data Template	View File
2.5 Number of graduating students during the year	53
File Description	Documents
Data Template	View File
2.6 Number of students enrolled during the year	52
File Description	Documents
Data Template	View File
2.Institution	
4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	53.19924

4.2	40
Total number of computers on campus for academic purposes	
3. Teacher	
5.1	17
Number of full-time teachers during the year:	
File Description	Documents
Data Template	View File
Data Template	View File
5.2	21
Number of sanctioned posts for the year:	
Part B	
CURRICULAR ASPECTS	
1.1 - Curriculum Planning	
1.1.1 - Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation. Describe the institutional process of planning and/or reviewing, revising curriculum and adapting it to the local context in not more than 100 - 200 words	
<p>The Institution follows a regular practice of In-house planning, implementation and review of the teacher education curriculum at B.Ed and M.Ed level. The institution follows curriculum prescribed by the Mahatma Gandhi University, Kottayam. The curricular transaction also focuses on adapting to the needs of the students and local society. Activities related to curricular transaction reflects the vision and mission of the institution. The in-house practice of planning is echoed in the discussions of Staff Council, Curriculum Planning Committee and IQAC. Feedback of stakeholders including practice teaching schools, employers, industrial experts, teachers, students and alumni are also considered during curricular planning and reviewing. . Local societal needs and gaps are addressed in curricular transactions in an effective manner. The cultural aspects including heritage, rituals, celebrations, are assimilated during curricular implementation.</p>	

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

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

A. All of the above

File Description	Documents
Data as per Data Template	View File
List of persons who participated in the process of in-house curriculum planning	View File
Meeting notice and minutes of the meeting for in-house curriculum planning	View File
A copy of the programme of action for in- house curriculum planned and adopted during the academic year	View File
Any other relevant information	No File Uploaded

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

A. All of the Above

**students through Website of the Institution
Prospectus Student induction programme
Orientation programme for teachers**

File Description	Documents
Data as per Data Template	View File
URL to the page on website where the PLOs and CLOs are listed	http://snmtrainingcollege.org/Programme-outcomes.html
Prospectus for the academic year	View File
Report and photographs with caption and date of student induction programmes	View File
Report and photographs with caption and date of teacher orientation programmes	View File
Any other relevant information	No File Uploaded

1.2 - Academic Flexibility

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

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

7

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

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

4

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

4

File Description	Documents
Data as per Data Template	View File
Brochure and Course content along with CLOs of value-added courses	View File
Any other relevant information	View File

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

49

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

49

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

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

All of the above

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

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

50

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

50

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

1.3 - Curriculum Enrichment

1.3.1 - Curriculum of the institutions provides opportunities for the students to acquire and demonstrate knowledge, skills, values and attitudes related to various learning areas Describe the curricular thrusts to achieve the following in not more than 100 - 200 words each A fundamental or coherent understanding of the field of teacher education Procedural knowledge that creates teachers for different levels of school education skills that are specific to one's chosen specialization Capability to extrapolate from what one has learnt and apply acquired competencies Skills/Competencies such as: Emotional Intelligence, Critical Thinking, Negotiation and Communication Skills, Collaboration with others, etc.

Learning atmosphere of the 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 and 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, etc. are organized for effective curricular transaction. Communication, leadership, problem solving, Emotional Intelligence, Creativity, time management, team work, conflict resolutions, Critical thinking, project management, active listening, decision making, collaboration, motivation, empathy, work ethics and flexibility 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 of critical thinking, updating of knowledge and application in societal context are reflected in all activities of the institution.

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

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

Students are familiarized with the varied systems of school education in national and international scenario through opportunities provided by the institution. The teacher education

curriculum prescribed by the Mahatma Gandhi University at UG and PG levels give room for theoretical and practical experiences for the teacher trainees. The graduate and post-graduate curriculum of teacher education discusses development of school system, functioning of various boards of education, functional differences among them, assessment system they follow, norms and standards, state wise variations, national and international comparative perspectives as well as customized perceptions. This provides opportunity for students to familiarize with various school systems. Functionalists like employers and practitioners like teachers are provided through both online and offline modes. The Alumni association of the institution offers their services in this respect. There are numerous educational experts and teachers who act as bridges between the diverse school systems in and around the world. Different strategies like seminars, workshops and other self-study modes are assigned among students for perceptions on various school educational systems like CBSE, ICSE and State Syllabus. Students are provided various platforms through curricular interactions to distinguish the varied educational systems in our country.

File Description	Documents
Action plan indicating the way students are familiarized with the diversities in Indian school systems	View File
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

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

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, current events knowledge, and yoga instruction.

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, bridge courses Students can take classes that will help them expand their abilities as teachers, such as public relations, entrepreneurship development, disaster management and sustainable development, communicative English, classes in counselling, and ICT. 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 NRI alumni and other professionals. Students are provided with the best elements of curriculum delivery through educational resource materials.

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

1.4 - Feedback System

1.4.1 - Mechanism is in place for obtaining structured feedback on the curriculum – semester wise from various stakeholders. Structured feedback is obtained from Students Teachers Employers Alumni Practice Teaching Schools/TEI

All of the above

File Description	Documents
Sample filled-in feedback forms of the stake holders	View File
Any other relevant information	View File

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

Feedback collected, analyzed, action taken and available on website

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

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

53

2.1.1.1 - Number of students enrolled during the year

53

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

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

23

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

23

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

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

2

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

2

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

2.2 - Honoring Student Diversity

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

S N M TRAINING COLLEGE, MOOTHAKUNNAM identifies different learning needs of students through various mechanisms which are given below.

- Need Assessment Survey- The college conducts need assessment survey to identify the need of students and their levels with**

respect to

- Teaching aptitude and professional readiness- to identify different learning needs of students and level of readiness and aptitude to undergo a professional education programme.
- Level of Proficiency in Digital Skills and ICT Competency- to identify level of knowledge and skills of student teachers at entry time in digital competency and ICT technology required in teaching
- Involvement in group task, library use and innovative strategies- to identify different needs of students with respect to Involvement in group task, Library use, Innovative strategies

This need assessment survey will help to prepare the academic plan for the year so that proper academic support can be provided to students by conducting bridge courses, value added courses etc to enhance their professional skills. Besides these students are assessed through

- On the day of Admission -Personal interview of the students by the teachers and the principal.
- Verification of documents and certificates
- Student profile
- One week is set as orientation week for tuning the students to B.Ed. course
- Course and Programme Orientation
- Self-introduction, Talent Day and Fresher's Day
- conducting bridge courses
- Club Activities and Morning Assembly

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

2.2.2 - Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through Mentoring / Academic Counselling Peer Feedback / Tutoring

Six/Five of the above

Remedial Learning Engagement Learning Enhancement / Enrichment inputs Collaborative tasks Assistive Devices and Adaptive Structures (for the differently abled) Multilingual interactions and inputs	
File Description	Documents
Data as per Data Template	View File
Relevant documents highlighting the activities to address the student diversities	View File
Reports with seal and signature of Principal	View File
Photographs with caption and date, if any	View File
Any other relevant information	View File
2.2.3 - There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students No Special effort put forth in accordance with learner needs Only when students seek support As an institutionalized activity in accordance with learner needs Left to the judgment of the individual teacher/s Whenever need arises due to student diversity	Three of the above
File Description	Documents
Relevant documents highlighting the activities to address the differential student needs	View File
Reports with seal and signature of the Principal	View File
Photographs with caption and date	View File
Any other relevant information	No File Uploaded
2.2.4 - Student-Mentor ratio for the academic year	
10:1	
2.2.4.1 - Number of mentors in the Institution	

12

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

2.3 - Teaching- Learning Process

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

Major modes of teaching - learning experiences provided during this academic year in B.Ed. and M. Ed. are the following:

- Pedagogical seminars
- Projects
- Problem Based Practicum
- Online and Offline Assignments
- Brainstorming discussions
- Video recorded Micro Teaching sessions
- Link Practices
- ICT integrated teaching sessions and assessment
- Field Visits Brain Boosting activities
- Inter and Intra disciplinary approaches
- Recreational teaching learning sessions like Games, Puzzles and Riddles are incorporated in various courses of study.
- Value centric programmes
- Concept Cartoons and concept maps
- Remedial teaching
- Videos in YouTube channels
- Focus group discussion
- One Module in 30' 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, Wok books, Digests, ICT Learning Materials, Question Banks, Albums and Digital Textbooks.

- Educational Surveys
- Case Studies, Identification of Learning Disorders,
- Educational Blogs
- Short films Action researches
- Google Classroom and i-Learn Moodle platform
- E-Content Preparation- Students prepare multimedia base short learning objects and assistance is given in video shoot and audio- video editing.
- Dissertation Work- Postgraduate students conduct a research study and submits the dissertation.

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

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

15

File Description	Documents
Data as per Data Template	View File
Link to LMS	https://www.ilearn.snmtrainingcollege.org/?redirect=0
Any other relevant information	View File

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

113

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

2.3.4 - ICT support is used by students in various learning situations such as Understanding theory courses Practice teaching Internship Out of class room activities Biomechanical and Kinesiological activities Field sports	Five/Six of the above
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File Description	Documents
Data as per Data Template	View File
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	View File
Geo-tagged photographs wherever applicable	View File
Link of resources used	https://www.ilearn.snmtrainingcollege.org/?redirect=0
Any other relevant information	View File

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

S N M Training College , Moothakunnam makes continuous and conscious efforts to enable its students to realize their potential and evolve as leaders and transforming agents of society. 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 etc. The Students are guided and assisted for all activities related to curriculum leading to Professional growth of the students. Various club activities helps students mentored to do innovation. By and now experts in various fields, alumni are invited to address the students and to talk about the demands of the industry. Whole year the College conducts different activities for the purpose of total development. The teacher educators monitor the students by organizing various academic and co-curricular activities. The teacher educators are also monitors the students who was receiving poor performance in the internal examination. Teachers also helps students to manage and balance their home and work stress. Regular morning assembly and celebration of important days keeps students abreast with recent developments in education and life.

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

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

Five/Six of the above

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the selected response/s	View File
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	View File
Any other relevant information	No File Uploaded

2.3.7 - Teaching learning process nurtures creativity, innovativeness, intellectual and thinking skills,

empathy, life skills etc. among students

S N M Training college adopts various teaching learning processes to nurture creativity, innovativeness, intellectual and thinking skills, empathy, life skills etc. among students .

- 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 any art forms
- 7) Credible participation in arts fest
- 8) script on street play
- 9) film review
- 10)communitylivingcamps
- 11)Variousclubactivities
- 12)morningassembly
- 13)extensionactivities
- 14)documentary/shortfilmpreparationetc

The camp is organized with a view to sensitize 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 college organises a residential Community Living Camp/Citizenship Training Camp in the institution for a minimum of 5 days. 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

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

2.4 - Competency and Skill Development

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

Seven/Eight of the above

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

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

Eight /Nine of the above

File Description	Documents
Data as per Data Template	View File
Reports and photographs / videos of the activities	View File
Attendance sheets of the workshops / activities with seal and signature of the Principal	No File Uploaded
Documentary evidence in support of each selected activity	View File
Any other relevant information	No File Uploaded

2.4.3 - Competency of effective communication is developed in students through several activities such as Workshop sessions for effective communication Simulated sessions for practicing communication in different

All of the above

<p>situations Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’ Classroom teaching learning situations along with teacher and peer feedback</p>	
<p>File Description</p>	<p>Documents</p>
<p>Data as per Data Template</p>	<p>View File</p>
<p>Details of the activities carried out during the academic year in respect of each response indicated</p>	<p>View File</p>
<p>Any other relevant information</p>	<p>No File Uploaded</p>
<p>2.4.4 - Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses Teacher made written tests essentially based on subject content Observation modes for individual and group activities Performance tests Oral assessment Rating Scales</p>	<p>Four of the above</p>
<p>File Description</p>	<p>Documents</p>
<p>Data as per Data Template</p>	<p>View File</p>
<p>Samples prepared by students for each indicated assessment tool</p>	<p>View File</p>
<p>Documents showing the different activities for evolving indicated assessment tools</p>	<p>View File</p>
<p>Any other relevant information</p>	<p>No File Uploaded</p>
<p>2.4.5 - Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of Preparation of lesson plans Developing assessment tools for both online and offline learning Effective use of social media/learning apps/adaptive devices for learning Identifying and selecting/developing online learning resources Evolving learning sequences (learning activities) for online as well as face to face situations</p>	<p>All of the above</p>

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of each response selected	View File
Sample evidence showing the tasks carried out for each of the selected response	View File
Any other relevant information	No File Uploaded
2.4.6 - Students develop competence to organize academic, cultural, sports and community related events through Planning and scheduling academic, cultural and sports events in school Planning and execution of community related events Building teams and helping them to participate Involvement in preparatory arrangements Executing/conducting the event	All of the above
File Description	Documents
Data as per Data Template	View File
Documentary evidence showing the activities carried out for each of the selected response	View File
Report of the events organized	View File
Photographs with caption and date, wherever possible	View File
Any other relevant information	No File Uploaded
2.4.7 - A variety of assignments given and assessed for theory courses through Library work Field exploration Hands-on activity Preparation of term paper Identifying and using the different sources for study	All of the above

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

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

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. The process of internship include Selection/identification of schools for internship: participative/on request, Orientation to school principal/teachers, Orientation to students going for internship, Defining role of teachers of the institution, Streamlining mode/s of assessment of student performance, Exposure to variety of school set ups.

Interns are full time engaged in school activities and took part in various programmes of school such as sports, arts, exhibitions, tours etc. They make a School profile as a practical work in which the whole details of the school are collected very systematically.

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

2.4.9 - Number of students attached to each school for internship during the academic year	
2.4.9.1 - Number of final year students during the academic year	
50	
File Description	Documents
Data as per Data Template	View File
Plan of teacher engagement in school internship	View File
Any other relevant information	No File Uploaded
2.4.10 - Nature of internee engagement during internship consists of Classroom teaching Mentoring Time-table preparation Student counseling PTA meetings Assessment of student learning – home assignments & tests Organizing academic and cultural events Maintaining documents Administrative responsibilities- experience/exposure Preparation of progress reports	Three/Four of the above
File Description	Documents
Data as per Data Template	View File
Sample copies for each of selected activities claimed	View File
School-wise internship reports showing student engagement in activities claimed	View File
Wherever the documents are in regional language, provide English translated version	No File Uploaded
Any other relevant information	No File Uploaded
2.4.11 - Institution adopts effective monitoring mechanisms during internship programme. Describe in not more than 100-200 words, the monitoring mechanisms adopted to ensure optimal impact of internship in schools with specific reference to the role of teacher educators, school principal, school teachers and peers.	
<ul style="list-style-type: none"> • 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.
- • During the internship the lesson plan of the interns will be monitoring 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. • 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 teachers. Every student takes 55 subject lessons, 2 innovative lessons and one LAC lesson during the induction and teaching practice period.
- • 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	Documents
Documentary evidence in support of the response	View File
Any other relevant information	No File Uploaded

2.4.12 - Performance of students during internship is assessed by the institution in terms of observations of different persons such as Self Peers (fellow interns) Teachers / School* Teachers Principal / School* Principal B. Ed Students / School* Students (* ‘Schools’ to be read as “TEIs” for PG programmes)

Four of the above

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

2.4.13 - Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include Effectiveness in class room teaching Competency acquired in evaluation process in schools Involvement in various activities of schools Regularity, initiative and commitment Extent of job readiness

Five of the above

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

2.5 - Teacher Profile and Quality

2.5.1 - Number of fulltime teachers against sanctioned posts during the year

12

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

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

8

File Description	Documents
Data as per Data Template	View File
Certificates of Doctoral Degree (Ph.D) of the faculty	View File
Any other relevant information	No File Uploaded

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

198

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

198

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

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

Effective professional development is vital for refining techno pedagogy skills & strengthen their self-esteem to delve deeper into educational policies and regulations to keep themselves updated professionally

1. In house discussions on current developments and issues in education:

In-house discussions on recent trends in education are essential to keep abreast with changes, and make informed decisions. These discussions include meetings, workshops, seminars, and informal conversations among educators, administrators, and other

stakeholders. By organising thoughtful and well-structured in-house discussions, quality circles on education developments and issues, institutions enhance adaptability, foster collaboration, and ultimately improve the quality of education. This encourages open dialogue, active engagement, and a culture of compliance among colleagues. Through In-house discussions our faculty members improve their skills and can boost trainee teacher's learning outcomes. In-house discussions in our college include formal seminars, training programs and informal discussions during leisure hours.

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

The faculty of the institution values its diversity and tries to maximise its benefit from the rich resources at hand. Teachers participate in national and international seminars, paper presentations, chaired paper presentation sessions, organised conferences / workshops organised by professional bodies like SIRA, AKCTA, subject conference, question paper upgradation etc. Our institution hosted national and international seminars on NEP.

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

2.6 - Evaluation Process

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

S N M Training College affiliated to Mahatma Gandhi University Kottayam strictly adhered to the Guidelines provided in the syllabus given by university for internal as well as external evaluation of B.Ed. and M.Ed. students of the college. Two 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. A variety of practicums are done by students like Anganwadi visit, Documentation, 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

Documentation on current challenges of Indian education based on Newspaper, Journals and Magazine. Practical courses are evaluated internally as well as externally. In practical courses evaluation is done for various practical activities conducted by students throughout the two year such as project, adolescent problems study and classes, 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 continuous and comprehensive evaluation records are prepared and kept by each faculty.

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

2.6.2 - Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation
Display of internal assessment marks before the term end examination
Timely feedback on individual/group performance
Provision of improvement opportunities
Access to tutorial/remedial support
Provision of answering bilingually

Five of the above

File Description	Documents
Copy of university regulation on internal evaluation for teacher education	View File
Annual Institutional plan of action for internal evaluation	View File
Details of provisions for improvement and bi-lingual answering	View File
Documentary evidence for remedial support provided	View File
Any other relevant information	No File Uploaded

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

A transparent, time-bound and efficient method is being followed in the College, in terms of dealing with internal examination related grievances. All the students are clearly informed about the evaluation procedure, during the Induction programs. At college level, examination monitoring is done through frequent Staff council meetings. Examination monitoring wing of the Staff Council headed by the Program Coordinator itself looks after the complaints or grievances related to formative tests and summative examinations. Students have freedom to use the suggestion box to put in the note of dissatisfaction with the internal examination mechanism. Mechanism for grievance redressal related to examination is operationally made effective through the Grievance Redressal Committee - Collegiate Student Grievance Redressal Committee (CSGRC) is a committee constituted under University Grants Commission (UGC), F. No.14-4/2012 (CPP-11). UGC Notification sent on 06.05.2019) at the level of an institution, being a college. 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 wing of the Staff Council and the same reported to the university immediately through the faculty who are the Chief Examiners of various courses from the Institution.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

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

SNM TRAINING COLLEGE, MOOTHAKUNNAM has a transparent and robust evaluation process in terms of frequency and variety. For transparent and robust internal assessment, the following mechanisms are conducted

A. Institutional Mechanism of Internal Assessment

College follows a continuous and comprehensive evaluation system.

B. Orienting students about continuous internal evaluation system

Clear notion of internal assessment is given to the student teachers at the very outset of the course .

C. Orientation to teachers

Through Frequent staff council and IQAC meetings, Teachers are oriented to conduct objective and impartial analysis of student activities.

D. Highlights of the Mechanisms followed

- Staff Council meetings are frequently held to monitor and coordinate the internal and external examination activities and communicate to the students, teachers and administrative staff regarding examinations.
- Schedule of Class Assessments & Semester wise internal Examination is given in the Academic calendar
- The course coordinators prepare question papers in advance for both B.Ed and M Ed programs as per academic Calendar.
- There is complete transparency in the internal assessment for each assessment . It is a practice of the college to show internal examination answer books after evaluation to the students in the class for self-evaluation

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

2.7 - Student Performance and Learning Outcomes

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

Our Institute is affiliated to MG University, Kottayam. We offered B.Ed and M Ed programs and the various courses under that. For these programs and courses, the institute followed the curriculum designed by our affiliated university. The Programme outcomes, and course outcomes are evaluated by the institution and the same are communicated to the students.

Each course has a defined set of course outcomes and corresponding evaluation criteria. The B.Ed. curriculum of MG University intends to provide TechnoPedagogically rich and promote evidence based experiential learning to the student-teaches. The college attempted to implement it in the right spirit of PO's and CO's specified. The progressive attainment of cognitive and professional status of Student-Teachers were monitored, documented and used further for improvements in many ways by the college. 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. The performance of the students in the examinations during the semester in each course is used to compute the level of attainment of the POs . Overall performance in the program of each student is prepared by the program coordinator in consultation with other faculty members and a Competency Profile is prepared accordingly and is provided to each student , when they complete the programme

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

2.7.2 - Pass percentage of Students during the year

File Description	Documents
Data as per Data Template	View File
Result sheet for each year received from the Affiliating University	View File
Certified report from the Head of the Institution indicating pass percentage of students program-wise	View File
Any other relevant information	View File

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

PLOs give guidelines about the type of activities to be designed and planned to achieve them by the end of the B.Ed programme. These activities are properly planned well in advance by Inhouse curriculum transaction planning committee and are strictly implemented as per the plan in academic calendar. Various activities are evaluated based on the set criteria. Internal assessment is properly planned and conducted on a continuous basis. Programme learning outcome like content competency is evaluated by appropriate test-Theory and Practical. Pedagogy skills, professional ethics are evaluated during internship programme formally and informally. Effective communication is evaluated through communication skill exhibited in Tutorials and Presentations, workshop, seminars, also by an oral test in the end semester. Managing classroom skills and team work competency is evaluated during internship and while organizing and participating in various co-curricular activities. CLOs for each course are also assessed continuously throughout the course using appropriate tools and techniques.

File Description	Documents
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	View File
Any other relevant information	No File Uploaded

2.7.4 - Performance of outgoing students in internal assessment

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

113

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

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

The entry level testing is done to understand the students' information and communication technology usage, certain components of pedagogical content knowledge and attitude towards teaching. The entry assessments are :

? Entry level testing on Professional readiness

<https://forms.gle/4PufprNCq1ve53uw7> ? Skills to use ICT in teaching -learning process <https://forms.gle/6gpmJvStWfJ6hnaRA> ? Need assessment survey <https://forms.gle/5VyGES2zJnhKxGLp6>

The needs of the students were initially identified through the entry assessment tests and mentoring system. Certain areas were assessed by comparing the performance of students at the entry level. The entry level assessment helped to identify different learning needs of students and their level of proficiency in Digital Skills and ICT Competency, Professional readiness, Involvement in Group tasks, Library Use and Innovative Strategies. 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. At entry level 38.89%, 41.67% of students were below average and the exit analysis revealed that 100% students attained the skill for Video Editing and using Google Forms respectively. Hence B.Ed. programme conducted at SNM training

College developed the Digital Skills and Professional Competency of student teachers of 2021- 2023 batch.

File Description	Documents
Documentary evidence in respect to claim	View File
Any other relevant information	No File Uploaded

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

<http://snmtrainingcollege.org/SSS.html>

RESEARCH AND OUTREACH ACTIVITIES

3.1 - Resource Mobilization for Research

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

0

File Description	Documents
Data as per Data Template	View File
Sanction letter from the funding agency	No File Uploaded
Any other relevant information	No File Uploaded

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

0

File Description	Documents
Sanction letter from the funding agency	No File Uploaded
Income Expenditure statements highlighting the research grants received certified by the auditor	No File Uploaded
Any other relevant information	No File Uploaded

3.1.3 - In-house support is provided by the institution to teachers for research purposes during the year in the form of Seed money for

Two of the above

doctoral studies / research projects Granting study leave for research field work Undertaking appraisals of institutional functioning and documentation Facilitating research by providing organizational supports Organizing research circle / internal seminar / interactive session on research

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

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

One of the above

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

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

2

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

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

7

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

3.3 - Outreach Activities**3.3.1 - Number of outreach activities organized by the institution during the year****3.3.1.1 - Total number of outreach activities organized by the institution during the year**

16

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

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

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

100

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

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

100

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

100

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

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

The outreach activities nurtured strong moral values to get connected with the marginalized sections of the society. These are planned considering the requirements needs and problems of the local community. The students served as volunteers in all the outreach activities and this sensitized them to many social issues.

Various outreach activities include programmes on GENDER SENSITIVITY, VISITS TO CREATE ECO CONSCIOUSNESS, LEARNING SUPPORT SCHEME , FLASH MOB, STREET PLAY , GRAMA SEVANA PROGRAMME, HAIR DONATION TO CANCER PATIENTS , SWACCH BHARAT CAMPAIGN, VISITS TO REHABILITATION CENTRES .

Outreach activities include

- seminar on gender equality UJWALA
- Webinar On Women health and gender issues
- Interaction With Trans Genders
- "Visit to kuruvadweep, Wayanad In connection with World water day, in the cleaning campaign initiative
- On World farmers day NJARU NADAL at Kuruvilassery
- ARIKE PROJECT -A learning support scheme to school students
- Remedial teaching programme at SN HSS Pullamkulam
- Flashmob, street play and human chain
- Dress Bank unit to mobilize clothes

The activities made the students socially responsible in the following ways:

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

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

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

1

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

3.4 - Collaboration and Linkages

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

2

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

2

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

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

5

File Description	Documents
Data as per Data Template	View File
Copies of the MoU's with institution / industry/ corporate houses	View File
Any other relevant information	No File Uploaded

3.4.3 - Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes Local community based activities Practice teaching /internship in schools Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education Discern ways to strengthen school based practice through joint discussions and planning Join hands with schools in identifying areas for innovative practice Rehabilitation Clinics Linkages with general colleges

Five/Six of the above

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

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

4.1.1 - The institution has adequate facilities for Teaching- Learning. viz., classrooms, laboratories, sports field, fitness center, equipment, computing facilities, sports complex, etc. for the various programme offered Describe the adequacy of facilities for Teaching –Learning as per the minimum specified requirement by statutory bodies in not more than 100 - 200 words

. Classrooms are constructed as per the NCTE norms All classrooms are equipped with ICT facilities. Each room contains Computer, LCD Projector, TV connected with LAN,LMS and OHP facilities.Two full-fledged science laboratories like Physical science and Natural science laboratories. Most of the essential equipment like apparatus, chemicals and reagents are present in the laboratories. All required chemicals and consumables are also available in the science lab. psychology lab. containslatest test including

Intelligent Test, Aptitude Tests, Creativity Tests, and Personality Inventories etc. Computer lab is equipped with Laptops, computers, Video camera, Digital Camera LCD Projector and White board etc.. A well-equipped Language laboratory is also functioning in the college or giving training to reading, speaking skills .

There is a large common ground for conducting the athletic meet and good shuttle and badminton court. Sports ground is used for conducting collegiate and inter collegiate competitions. A separate physical education room and fitness centre is in the college and well equipped with different types of multipurpose exercise machine and the sports and games items A separate waiting room for ladies and a sickroom for students. A separate SUPW room , IQAC room NSS room and a counselling room is available in the college.

File Description	Documents
List of physical facilities available for teaching learning	View File
Geo-tagged photographs	View File
Any other relevant information	No File Uploaded

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

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

14

File Description	Documents
Data as per Data Template	View File
Geo-tagged photographs	View File
Link to relevant page on the Institutional website	http://snmtrainingcollege.org/infrastructure.html
Any other relevant information	View File

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

53.19924

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

4.2 - Library as a Learning Resource

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

The college library is situated in the second floor of the college as the knowledge resource centre for the students, teachers and stake holders . The library function under the supervision of a qualified and experienced librarian. The library is automated and N-LIST INFLIBNET facilities are available The library provide free internet access to staff and students. The library has institutional membership of N-LIST Information and Library Network centre (INFLIBNET) to fulfil information needs of faculty, trainees and research scholars. The library is automated with ILMS KOHA. The facilities of OPAC , Barcode are available and it is useful for the users to identify books. Library users can search the computerized bibliographical details of books, theses, CDs, journals etc through OPAC (On-line Public Access Catalogue)services. The college library has N- LIST subscription and used e books ,e journals, and theses. Free internet and photocopying facilities are available. Bar coded identity card is used for entry and issuing books. The college provides network connection through leased line connection connection no:04842482306.The average availability of on speed 16 mbps..The institution has a library advisory committee to review the various library resources for adequate access, relevance and make acquisition of all facilities to

File Description	Documents
Bill for augmentation of library signed by the Principal	View File
Web-link to library facilities, if available	http://snmtrainingcollege.org/library.html
Any other relevant information	No File Uploaded

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

No

File Description	Documents
Landing page of the remote access webpage	No File Uploaded
Details of users and details of visits/downloads	No File Uploaded
Any other relevant information	No File Uploaded

4.2.3 - Institution has subscription for e-resources and has membership / registration for the following e-journals e-Shodh Sindhu Shodhganga e-books Databases

Two of the above

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

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

0.32856

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

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

20

File Description	Documents
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the academic year with seal and signature of both the librarian and principal	View File
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	Nil
Any other relevant information	No File Uploaded

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

One of the above

File Description	Documents
Data as per Data Template	View File
Any other relevant information	No File Uploaded

4.3 - ICT Infrastructure

4.3.1 - Institution updates its ICT facilities including Wi-Fi Describe ICT facilities including Wi-Fi with date and nature of updation in not more than 100 - 200 words

Our Institution is well equipped and maintained with computers and related accessories. The office room, staff rooms, classrooms, seminar hall, lecture hall, Research centre, IQAC room, Assembly hall and multipurpose hall are connected with Wi-Fi-LAN connections and updated the IT facilities frequently. The ICT lab is updated with Wi-Fi LAN connection. All the staff and students are freely used the Wi-Fi internet connection. The institution is updated the Wi-Fi connections regularly .Every year updated and renew the Wi-Fi connections .The connection strength has been progressively increased over the years to meet the changing demands of the situation. The college provides network connection through leased line capacity of 16 mbps. Password protection is ensured for security and safety of the internet use

File Description	Documents
Document related to date of implementation and updation, receipt for updating the Wi-Fi	View File
Any other relevant information	No File Uploaded

4.3.2 - Student – Computer ratio during the academic year

113/40=2.8

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

4.3.3 - Available bandwidth of internet connection in the Institution (Leased line) Opt any one:

File Description	Documents
Receipt for connection indicating bandwidth	View File
Bill for any one month during the academic year indicating internet connection plan, speed and bandwidth	View File
Any other relevant Information	No File Uploaded

4.3.4 - Facilities for e-content development are available in the institution such as Facilities for e-content development are available in the institution such as Studio / Live studio Content distribution system Lecture Capturing System (LCS) Teleprompter Editing and graphic unit

Two of the above

File Description	Documents
Data as per Data Template	View File
Link to videos of the e-content development facilities	https://www.ilearn.snmtrainingcollege.org/?redirect=0
List the equipment purchased for claimed facilities along with the relevant bills	No File Uploaded
Link to the e-content developed by the faculty of the institution	/www.ilearn.snmtrainingcollege.org/login/index.php
Any other relevant information	No File Uploaded

4.4 - Maintenance of Campus and Infrastructure

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

53.19924

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

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

Our college has a built up area of 4676.6m² sq feet in the campus of 4.44 acres of land. Well maintained Laboratories are available in the college in addition to subject classrooms.. Stock verification of inventory is done annually and suitable additions, renovations, repairing and up gradation are carried out, in accordance with the requirements of learners. Recommendations for up gradation of facilities are done on basis of feedback from various stakeholders and suggestions by staff council. The Library Advisory Committee monitors the developments in the library. . Sportsground, ball badminton courts, and physical fitness centre are maintained and upgraded as per requirements. Common Playground used to host various Intercollegiate and State level matches. Infrastructure of the Institution is shared for accommodating the artists at the time of the Temple Festival. Our common playground is provided for conduct of different inter school and inter collegiate competitions. Research scholars and students of different Universities share our facilities in the Psychology Lab and library. Our Physical Infrastructural facilities are used for the conduct of Kerala Public Service Commission Examinations. The management employs contract staff to maintain the computer labs and also to maintain these facilities clean and neat.

File Description

File Description	Documents
Appropriate link(s) on the institutional website	http://snmtrainingcollege.org/about.html
Any other relevant information	View File

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

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

All of the above

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

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

Seven/Eight of the above

File Description	Documents
Geo-tagged photographs	View File
Any other relevant information	No File Uploaded
5.1.3 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees	A. All of the above
File Description	Documents
Data as per Data Template for the applicable options	View File
Institutional guidelines for students' grievance redressal	View File
Composition of the student grievance redressal committee including sexual harassment and ragging	View File
Samples of grievance submitted offline	View File
Any other relevant information	No File Uploaded
5.1.4 - Institution provides additional support to needy students in several ways such as Monetary help from external sources such as banks Outside accommodation on reasonable rent on shared or individual basis Dean student welfare is appointed and takes care of student welfare Placement Officer is appointed and takes care of the Placement Cell Concession in tuition fees/hostel fees Group insurance (Health/Accident)	Four of the above

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

5.2 - Student Progression

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

Number of students placed as teachers/teacher educators	Total number of graduating students
8	50

File Description	Documents
Data as per Data Template	View File
Reports of Placement Cell for during the year	View File
Appointment letters of 10 percent graduates for each year	View File
Any other relevant information	View File

5.2.2 - Number of student progression to higher education during the academic year

5.2.2.1 - Number of outgoing students progressing from Bachelor to PG (A1).

6

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

5.2.3 - Number of students qualifying state/national level examinations during the year (eg: NET/SLET/ TET/ CTET)

3

File Description	Documents
Data as per Data Template	View File
Copy of certificates for qualifying in the state/national examination	View File
Any other relevant information	View File

5.3 - Student Participation and Activities

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

The effective operation of the school is greatly influenced by the Student Council. It speaks up for all of the college's students, offers criticism to the administration, and expresses their views. It assists in addressing and resolving academic, social, cultural, and personal issues that students may have. They aid in fostering an environment that is favourable for both personal and academic growth. The Student Council supports and encourages student involvement in planning university events. Additionally, it aids in fostering a supportive atmosphere within the institution. By participating in committees and decision-making processes, the Student Council assists the administration, administrative officials, and professors in the advancement of the college. They assist in planning campus activities like cultural events, sporting events, fundraising projects and the like. The Student Council also engages in a number of community service projects that advance

institutions by ensuring that they function as a whole. They also suggest projects that will enhance the institution's quality of life. The institution's student council actively participates in all academic and extracurricular activities that support institutional success.

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

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

14

File Description	Documents
Data as per Data Template	View File
Reports of the events along with the photographs with captions and dates	View File
Copy of circular / brochure indicating such kind of events	View File
Any other relevant information	View File

5.4 - Alumni Engagement

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

Alumni associations play a crucial role in the development institutions in numerous ways. Alumni often contribute financially to their alma mater, helping to fund scholarships, infrastructure improvements, research projects, and other essential initiatives that might not be covered by the institution's regular budget. Alumni association facilitate networking among former students,

creating opportunities for mentorship, job placement, and professional development. This network can be invaluable for current students and recent graduates. Alumni share their real-world and industry experiences and expertise with current students, enhancing the overall educational experience. Guest lectures, workshops, and panel discussions featuring alumni can enrich the curriculum. Alumni are often the institution's most ardent advocates. They can help boost the institution's reputation by promoting its achievements, faculty, and students within their own networks and communities. Alumni can assist in student recruitment efforts by referring potential students, participating in admissions events, and sharing their positive experiences to attract new talent. By staying connected to their alma mater, alumni contribute to the sense of tradition and institutional pride, fostering a strong sense of community and commitment to the school's mission. Alumni feedback can be valuable in evaluating and improving the quality of education and services offered by the institution. .

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

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

All of the above

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

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

3

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

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

SNM training college established in 1960 has always stood as a strong pillar for uplifting the downtrodden sections of the society. Over these years SNM Training College has established itself as one of the prestigious institution of Teacher Education in Kerala in bringing about excellent and vibrant teachers. The Alumni has played a major role in transforming the college to Centre of Excellence. The alumni general body meeting is held on Second Saturday every year at the auditorium of SNM Training College Moothakunnam. The program will be inaugurated by the senior most alumni present in the meeting. The meeting will be presided by President of Alumni Association. The Secretary of Alumni association will present the annual report. Farewell appreciation for the teachers and employees retiring, honouring for Ph. D. degree achievers and other award winners are also convened in the meeting. Students will be honoured with their

merit awards. .The amount for freeship programme sponsored by the Alumni association for the students will be handed over by the President of Alumni Association. The income expenditure statement will be represented by the Treasurer of Alumni Association. Cultural programmes were also presented. Over the year the Alumni has contributed a great deal in the functioning of the college at various levels. They have rendered their expertise in kinds of needs viz at the time of Orientation programmes, Workshops, Certificate courses, Bridge Courses etc

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

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

6.1.1 - The governance of the institution is reflective of an effective leadership and participatory mechanism in tune with the vision and mission. Describe the vision and mission statement of the institution on the nature of governance, perspective plans and participation of the teachers, students and non-teaching staffs in its decision making bodies of the institution in not more than 100 - 200 words.

Vision - " Avanavan Atmasukhathinacharippava Aparanu sukhathinayvarenam "

Mission - " Vidya Kondu Prabhudharaakuvin "

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 national and state policies and considering the needs of stakeholders and society. The college is functioning in accordance with the rules and regulations of NCTE, UGC, Govt. of Kerala and MG University. Participation of teachers, non-teaching staff and students in governance is ensured by including them in various committees, clubs and decision-making bodies. 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 the society. Some of the activities implemented in the year, which reflected the vision and mission statements of the college, are as follows.

- Bridge courses
- Training programmes
- Expert talks
- Value added courses
- Outreach activities
- Eco friendly campus initiatives
- Collaborative activities within institutions like Vadakkekara Grama panchayath, Amala Institute of Medical Sciences, Lions Club, St. Thomas College of Teacher Education, ALDI, SIRA, UGC HRDC - University of Kerala etc.

File Description	Documents
Vision and Mission statements of the institution	View File
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal	View File
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

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

The administration of the institution follows the principles of decentralisation. It is made possible by the appropriate and efficient organisation, implementation and evaluation of the activities by the various academic and administrative bodies. The college management council comprises of its members and heads of educational institutions meet occasionally to make decisions regarding developmental activities of the institutions under the management. The institution has a system for ensuring participative management. At the starting of the academic year, the teachers' staff council under the leadership of the principal conducts a meeting and distribute charges of different clubs and cells functioning in the college to the faculty members. Different committees are formed before the commencement of important programmes conducted in the college and the duties of each committee are distributed among the teachers. Students are also assigned with duties of these committees under the leadership of teachers. The administrative works are distributed among the non-teaching staff. They are also included in various committees of important endeavours of the college. Student council has a leading role in planning and

executing different programmes including curricular, co-curricular and extension activities. The participation and involvement of all members in the college is ensured while actualising each programmes.

File Description	Documents
Relevant documents to indicate decentralization and participative management	View File
Any other relevant information	No File Uploaded

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

All the financial transactions in the college are transparent. All financial transactions are recorded in cash books. A registered chartered accountant audits the annual financial statement. To monitor the financial expenditure, 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 admission process of students is done through the centralised allotment process of Mahatma Gandhi University. The internal marks are awarded to the students genuinely and are provided for students for verification before submitting to the university. The grievance redressal cell and internal compliance committee are active in receiving grievances from students and teachers.

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. The IQAC conducts academic and administrative audit every year which gives directions for improving the quality of the institution.

File Description	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	View File
Any other relevant information	No File Uploaded

6.2 - Strategy Development and Deployment

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

The strategic plan of the college is based on its vision and mission. The plan focuses on areas like Pedagogic competence and professionalism, skill development and socially responsible initiatives. Grama Sevana Project is a major programme among the socially responsible initiatives. Under this project the college adopted Ward VI of Vadakkekara Grama Panchayath in Ernakulam district and provides various services to its members. The project focuses on providing services in the areas of environmental protection, Citizenship training, Parenting, Health and Language and Culture. Following are the services rendered under this project for the people of Ward VI during the last academic year.

- Awareness program about health
- Street play on child abuse
- Physical exercise class
- Awareness on Mahila E-Haat - Online marketing programme
- Demonstration of preparation of eco-friendly bags
- Classes on craft
- Classes on yoga for ladies
- Awareness about millets
- Competitions on riddles
- Mobile library - Door-to-door book lending service

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	Nil
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

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

The institution has an organised administrative setup under the management of Hindu Matha Dharma Paripalana Sabha, a voluntary organization. The executive committee of the Management headed by the president, secretary and executive members controls the overall

administration of the college. The college manager selected by the management monitors the functioning of the college. The college managing council with members from executive committee, manager, principal, syndicate member, Deputy director of collegiate education and nominated members from management reviews and gives direction to the academic and administrative activities of the college. The funding, monitoring and appraisal of college developmental activities were done by the college development committee. Principal is the head of academic and administrative activities at institutional level. The academic bodies of the college include IQAC, teachers' staff council and students' council. These academic bodies are responsible for framing and implementing the academic activities. The administrative bodies include administrative staff council, planning board, purchase committee and building committee. They review the administrative needs, provide suggestions and take actions for infrastructural development. 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, University, NCTE and UGC.

File Description	Documents
Link to organogram on the institutional website	http://snmtrainingcollege.org/assets/img/organogram_new.pdf
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

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

Five/Six of the above

File Description	Documents
Data as per Data Template	View File
Screen shots of user interfaces of each module	View File
Annual e-governance report	View File
Geo-tagged photographs	No File Uploaded
Any other relevant information	No File Uploaded

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

Various bodies, cells and committees of the college meets at regular intervals and the decisions are recorded in the minutes book. The staff council of teachers is an important committee that makes important decisions regarding the functioning of the college. The staff council meeting held on 30/01/2023 decided to conduct various programmes based on the sustainable development goals. Dr. Suneethi A. S. was selected as the coordinator of the programme. The teachers are directed to organise various programmes based on the SDGs.

Seminar on Quality Education and NAAC accreditation on 08/03/2023-Quality Education

Moulding an Accountable Individual on 14/03/2023- Peace, Justice and Strong Institutions

Participated in cleaning campaign at Kuruva island organised by Kerala Forest Department - Water and Sanitisation for all

Seminar on Greening the Campus for Environmental Sustainability on 24/03/2023 -Life on Land

CPR Skill Training on 20/03/2023 - Good Health and Well-Being

Webinar on Climate Change and its Impact on 24/04/2023 - Climate Action

Commemorated Earth Hour on 25-03-2023 - Affordable and Clean Energy

Magazine based on the interviews with people engaged in Waste Management - Responsible Consumption and Production

Discussion on Stories on Women Empowerment - Gender Equity

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

6.3 - Faculty Empowerment Strategies

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

Various measures are in place to ensure the welfare of 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 SLI, GIS and GPAI.
- All of them are the members of SNM College staff co-operative Society, which grants loan 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 for providing a comfortable working atmosphere.
- 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

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

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

2

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

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

7

File Description	Documents
Data as per Data Template	View File
Brochures / Reports along with Photographs with date and caption	View File
List of participants of each programme	View File
Any other relevant information	View File

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

0

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

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

Self-assessment by the staff and feedback from the stakeholders are taken used to assess the performance of teaching and non-teaching staff.

- The performance-based appraisal system suggested by UGC is followed in the college for the performance appraisal of 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 principal validates the entries given in the proforma.
- An activity log is prepared by teachers every month which contains all the academic and non-academic activities conducted by each of them. It is analysed by the IQAC periodically and gives necessary directions.
- The progress of academic and non-academic works assigned to the teachers are discussed in teaching staff council meetings.
- A proforma for assessing the performance is provided for non-teaching staff also and are directed to submit it at the end

of the academic year. The principal validates the entries in the proforma.

- Periodic monitoring of the performance of non-teaching staff is done by the principal during administrative 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 teaching and non teaching staff.

File Description	Documents
Proforma used for performance appraisal for teaching and non-teaching staff with seal and signature of the Principal	View File
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

6.4 - Financial Management and Resource Mobilization

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

To monitor the financial expenditure, 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 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 certificates are filed properly. All the transactions in the college are transparent. The funds are utilised very systematically by the institution and minor audit objections raised were rectified immediately. Action taken report of the audit objections raised is submitted to the concerned authorities on time. The funds like PD fund, tuition fee, university fee, special fee, funds from UGC, RUSA are subjected to auditing. A registered chartered accountant audits the annual financial statement.

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

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

0.072

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

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

Fund for college activities is raised through various measures such as

- 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 used for the 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	Documents
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

6.5 - Internal Quality Assurance System

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

The IQAC of the college is working in accordance with the objectives put forwarded 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 development of a quality culture. An action plan for the every academic year is prepared by the IQAC by analysing the feedback from its stakeholders, Academic and Administrative Audit Report and future requirements. Various programmes are arranged based on the action plan with the active participation of various stakeholders. Periodic review and discussion on the functioning of IQAC was done during IQAC meetings which helped to find out the gaps. The contribution of IQAC for assuring the quality culture is evident from various activities like;

- Extension and outreach activities
- Organising training programmes for teaching and non teaching staff
- Faculty Development Programme
- Faculty exchange programmes
- Curriculum transaction through innovative and ICT based strategies
- Organising skill development programmes for students
- Commemoration of days of importance
- Club Activities
- Changathi programme
- Introducing staff and PTA scholarships for students
- Ecofriendly campus initiatives
- Grama Sevana Project
- Kesadanam Snehadanam
- A Teacher A Tree
- Arike

File Description	Documents
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	View File
Any other relevant information	No File Uploaded

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

The IQAC of the college prepares an action plan at the beginning of each academic year with teaching learning process as important component. 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 satisfy the needs of students. The curriculum is transacted using various strategies like group activities, seminars, debates, peer teaching, brain storming, ICT based strategies etc. Internship programme related activities helps to develop the teaching competencies of the students. Moodle LMS was introduced for enhancing online teaching. Special coaching is provided to students for competitive exams. IQAC and the staff council review the curricular activities periodically and provide necessary instructions to the teachers. The progress of students is assessed through class tests and model examinations at regular intervals. 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 of students bagging university ranks is increasing every year. The number students who cleared NET, SET and KTET also increased each year.

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

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

8

File Description	Documents
Data as per Data Template	View File
Report of the work done by IQAC or other quality mechanisms	View File
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	No File Uploaded
Any other relevant information	No File Uploaded

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

Four of the above

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

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

The college is trying to enhance its quality through various measures based on the recommendations of NAAC peer team, feedback from stakeholders and upcoming needs.

1. The college focuses on updating its e-learning strategies. In order to enhance the efficiency of e-learning Moodle LMS was introduced in the college - 'ilearn.snmtrainingcollege.org'. It helped the students for easy access of resource materials and submission of works. Periodic assessment of learning achievement was also done using LMS. Training programmes are provided for teachers to increase their ICT skills. Students are provided with various programmes including bridge course to enhance their ICT skills. Various resources like YouTube, WhatsApp, podcasts etc. are used for instruction.

2. The college enhanced its collaborative efforts with various institutions and organisations. Following institutions are collaborating with the college for various activities and initiatives

- 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
- ALDI - Changathi programme

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

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

In light of environmental challenges, SNM Training College is dedicated to a policy that emphasises energy efficiency, energy conservation, optimal utilisation of alternative energy sources, and the reduction of environmental pollution.

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.

OBJECTIVES

- To lower energy consumption, we are committed to incorporating energy-efficient practises and advanced technologies.
- To diversify our energy portfolio and reduce our carbon footprint, we actively promote the adoption of non-

conventional energy sources.

- To educate and engage the public in sustainable energy practises, we conduct various awareness programmes, fostering a broader culture of environmental responsibility.
- To ensure sustainable longevity, we prioritize the repair, re-use, and frequent maintenance of equipment.
- The College's facilities are thoughtfully designed to offer appropriate illumination and ventilation, allowing for the least amount of electrical device consumption.
- Students and staff are reminded to turn off electrical appliance switches when not in use.

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

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

The 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."

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. The college has purchased steel plates and glasses for food distribution inside the college during any function. Sanitary napkin incinerators have been installed in the girls' toilet.

Liquid waste management

Wastewater generated from the wash area is purposefully redirected

to the vegetable garden, forming an integral part of our sustainable practises.

E-Waste Management

Electronic waste (e-waste) is collected and disposed of in accordance with regulations. Periodic maintenance and up-gradation of electronic and electrical equipment are done for optimum use and to minimise 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.

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

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

Four of the above

File Description	Documents
Documentary evidence in support of each selected response	View File
Geo-tagged photographs	No File Uploaded
Income Expenditure statement highlighting the specific components	View File
Any other relevant information	No File Uploaded

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

All of the above

File Description	Documents
Income Expenditure statement highlighting the specific components	View File
Documentary evidence in support of the claim	View File
Geo-tagged photographs	No File Uploaded
Any other relevant information	No File Uploaded

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

Our college campus is an eco-friendly campus. We always try to control the use of plastic and follow the 3 R's. We maintained a beautiful garden in front of our college with ornamental and native plants. Indoor plants are also maintained. There is a medicinal garden on our campus. We conduct various awareness programmes and activities to promote environmental consciousness. Every year, the Eco Club of our college distributes saplings to our students. Every year, we commemorate World Environment Day to instill awareness among our students regarding its significance. In alignment with this occasion, we host a variety of competitions, including slogan-writing contests and presentations related to relevant environmental topics. In addition to World Environment Day, our college actively observes numerous other environmentally themed days with the goal of promoting the message 'adopt green practises and preserve our planet'. Our students enthusiastically prepare and perform street plays with themes that effectively educate community members about the importance of safeguarding our natural world.

- The Eco Club at our college arranges field trips to explore ecosystems beyond our familiar surroundings. These excursions play a crucial role in instilling a sense of responsibility for preserving our natural environment among participants.

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

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

Four of the above

File Description	Documents
Videos / Geotagged photographs related to Green Practices adopted by the institution	View File
Circulars and relevant policy papers for the claims made	No File Uploaded
Snap shots and documents related to exclusive software packages used for paperless office	No File Uploaded
Income- Expenditure statement highlighting the specific components	No File Uploaded

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

0.03498

File Description	Documents
Data as per Data Template	View File
Income Expenditure statement on green initiatives, energy and waste management	No File Uploaded
Any other relevant information	No File Uploaded

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

By leveraging the local environment, local knowledge, resources, and community practises, a teacher education college can prepare teachers who possess a deep understanding of the local context, enabling them to create meaningful connections between education and the community they serve.

- 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".
- Conducted many awreness programmes by utilizing the local community resource persons and also shared our knowledge to our nearby community
- 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
- Kesadanam-Snehadanam, a hair donation campaign in collaboration with Amala Medical College, aimed to create awareness about hair donation and inspire people to donate their healthy hair
- Our students interviewed local folk artists to learn about different art forms
- Visited Anganwadi tounderstand about the importance of itand the services provided by it

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

7.1.9 - The institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic sensitization programmes in this regard: The Code of Conduct is displayed on the website

A. All of the above

There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff Annual awareness programmes on the Code of Conduct are organized

File Description	Documents
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	View File
Web-Link to the Code of Conduct displayed on the institution's website	View File
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	View File
Details of the Monitoring Committee, Professional ethics programmes, if any	View File
Any other relevant information	No File Uploaded

7.2 - Best Practices

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

BEST PRACTICE 1:

PEDAGOGIC CAPACITY NURTURING INITIATIVES (PCNI)

To develop the pedagogical skills of student teachers, our institution makes every effort to involve students of various backgrounds and abilities in pertinent and successful learning experiences. To encourage students to engage in higher order thinking, reasoning, and exploration, interactive teaching methods and multimodal learning engagements are used. To offer a variety of rich and varied experiences linked to teacher education and to make it possible for a smooth transition to online learning, testing, and assessment. To empower the student teachers so that they are prepared with the most recent advancements in their profession

BEST PRACTICE 2:

SOCIAL RESPONSIBILITY INITIATIVES (SRI)

Teacher education institutions often seek to engage with the local community and contribute to its development. Social responsibility initiatives can include promoting sustainability and environmental awareness within the institution and the broader community. The objective is to leverage resources, share expertise, and work collectively towards common goals in areas such as improving educational outcomes, addressing social issues, and enhancing community well-being. It provides opportunities for students to engage in experiential learning, community service, and volunteer work.

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

7.3 - Institutional Distinctiveness

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

The distinctiveness of SNM Training College lies in its vision- "Avanavan Atmasukhathinacharippava Aparanu sukhathinayvarenam" (Let the practises for our well-being be beneficial for others), which is based on the teachings of the great Sree Narayana Guru. Importance is given to the values of Universal Brotherhood and Charity. Our institution always focuses on spreading the rich cultural heritage of our country to our upcoming generations.

Grama Sevana Padhathi Our college had a well-planned approach to identify the needs of our immediate society and to organize various programs for their betterment.

Arike: A project aimed at uplifting the students of our nearby school through diverse curricular activities is a commendable initiative by our college.

Kesadanam-Snehadanam: Our college partnered with the Amala Institute of Social Sciences for the "Kesadanam-Snehadanam" initiative, a campaign focused on hair donation for the last 5 years

A Teacher a Tree:The Eco Club of our college organises an annual sapling distribution program, aiming to foster environmental

responsibility among students.

Our vision is to equip the teacher trainees to propagate the idea of educating the pupils for liberation from ignorance and superstitions.

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