



## YEARLY STATUS REPORT - 2021-2022

Part A	
Data of the Institution	
1.Name of the Institution	SNM TRAINING COLLEGE , MOOTHAKUNNAM
• Name of the Head of the institution	Dr ASHA O. S.
• Designation	PRINCIPAL
• Does the institution function from its own campus?	Yes
• Alternate phone No.	04842482084
• Mobile No:	9447875414
• Registered e-mail ID (Principal)	snmtrainingcollegemkm@gmail.com

• Alternate Email ID	ashaoliyath@gmail.com
• Address	SNM Training College, Moothakunnam
• City/Town	Ernakulam
• State/UT	Kerala
• Pin Code	683516
<b>2. Institutional status</b>	
• 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																		
<b>3. Website address</b>	<a href="http://snmtrainingcollege.org/">http://snmtrainingcollege.org/</a>																		
• Web-link of the AQAR: (Previous Academic Year)	<a href="http://snmtrainingcollege.org/assets/img/downloads/AQAR_20_21.pdf">http://snmtrainingcollege.org/assets/img/downloads/AQAR_20_21.pdf</a>																		
<b>4. Whether Academic Calendar prepared during the year?</b>	Yes																		
• if yes, whether it is uploaded in the Institutional website Web link:	<a href="http://snmtrainingcollege.org/downloads.html">http://snmtrainingcollege.org/downloads.html</a>																		
<b>5. Accreditation Details</b>																			
<table border="1"> <thead> <tr> <th>Cycle</th> <th>Grade</th> <th>CGPA</th> <th>Year of Accreditation</th> <th>Validity from</th> <th>Validity to</th> </tr> </thead> <tbody> <tr> <td>Cycle 1</td> <td>B++</td> <td>82</td> <td>2007</td> <td>31/03/2007</td> <td>31/03/2012</td> </tr> <tr> <td>Cycle 2</td> <td>B</td> <td>2.85</td> <td>2015</td> <td>31/12/2015</td> <td>31/12/2020</td> </tr> </tbody> </table>	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	
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														
<b>6. Date of Establishment of IQAC</b>	31/03/2007																		
<b>7. Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNTT etc.</b>																			
<table border="1"> <thead> <tr> <th>Institution/ Department/Faculty</th> <th>Scheme</th> <th>Funding agency</th> <th>Year of award with duration</th> <th>Amount</th> </tr> </thead> <tbody> <tr> <td>Nil</td> <td>Nil</td> <td>Nil</td> <td>Nil</td> <td>Nil</td> </tr> </tbody> </table>	Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount	Nil	Nil	Nil	Nil	Nil									
Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount															
Nil	Nil	Nil	Nil	Nil															
<b>8. Whether composition of IQAC as per latest NAAC guidelines</b>	Yes																		

<ul style="list-style-type: none"> <li>Upload latest notification of formation of IQAC</li> </ul>	<a href="#">View File</a>
<b>9.No. of IQAC meetings held during the year</b>	4
<ul style="list-style-type: none"> <li>Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?</li> </ul>	Yes
<ul style="list-style-type: none"> <li>(Please upload, minutes of meetings and action taken report)</li> </ul>	<a href="#">View File</a>
<b>10.Whether IQAC received funding from any of the funding agency to support its activities during the year?</b>	No
<b>11.Significant contributions made by IQAC during the current year (maximum five bullets)</b>	
<p>IQAC has successfully aided in the smooth transition to online mode of teaching, examination and evaluation during the COVID-19 pandemic period. Establishing COVID Helpline and giving Food, Medicine, Financial aid as well as emotional counselling to students and stakeholders belonging to deprived sections of society. IQAC has guided the departments to conduct the Workshops /FDPs /Seminars/Webinars /Conferences in the emerging areas Has given a boost to our ongoing project 'Gramasevana Project' by signing a functional MOU with our Vadakkekara Grama Panchayath Started Arike project-adoption of a community school and provision of academic and individual guidance, study support and empowering activities for the students</p>	
<b>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).</b>	
Plan of Action	Achievements/Outcomes
Conduct of IQAC Meetings	IQAC Meetings were conducted on 14/06/2021,08/10/2021-AAA, 17/12/2021, 17/03/2022

<p>Academic term plan, action plan for curricular &amp; co-curricular activities, time table to be prepared for effective curriculum delivery during the pandemic period.</p>	<p>It was resolved that academic term plan, action plan for curricular &amp; 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 &amp; 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 using hybrid mode Smooth transition to online mode of teaching, examination and evaluation from the onset of the COVID-19 pandemic.</p>	<ul style="list-style-type: none"> <li>• Induction Program • Orientation program • Literary Club Activity- Celebrating birthdays of famous authors Thomas Hardy, Vishnu Narayanan Namboothiri and Rajalakshmi (Google Meet) • Preparation and presentation of awareness video on food safety standards. • K-Tet coaching in collaboration with Alumni • Vayana Varacharanam- celebration of reading day and magazine release • Short video on Yoga Asana poses • International Day of Innocent Children- Victims of Aggression- Documentary Presentation and discussion • Vakparichayam- translation of English words • Reading Experience - introducing the novel Arachar- short video. Introducing V Annamalai, introducing • Vinoy Thomas-short video • Reading experience- introducing T D Ramakrishnan's novel- • short video Music video presentation-"Gramophone" • Reading experience- Introducing Sylvia Plath- short video • Reading Experience- Jayamohan's book • Reading of Toto Chan • Cyber Safety Awareness Session • Uencia, -a pedagogical activity to spread scientific temper and creativity for school and college students. • Book review Agnichirakukal- • virtual debate - Our Education system and Athletes • Samsanjanam- knowing Himachal Pradesh- historical information, tourist destinations, geographical, cultural, political aspects- discussion and video • Video on Japan and puzzle games. Internationalism. • Debate- Sex Education in Indian Society- is it sufficient or to be added. • Commencement of COURSERA • Self assessment survey on Training needs , ICT skills and professional readiness. • Unveiling of Language tree. • Orange the world, end violence against women-talk based on it. • AIDS day awareness programme at SNM high school, Moothakunnam. Posters displayed by students. • SUPW-cleaning of college premises • SUPW activity-WABI SABI-finding beauty in</li> </ul>

imperfections. Exhibition cum campus cleaning. • Eco Club - A teacher a tree programme • Aksharapushpangal- felicitation and book review of Dr. Laya A B and Smt.Heera K S • Mathematics Club organized Knowledge Hub-list of 5 questions related to current affairs. • Social Science Club organized Treasure Hunt. • Eco Club- organized Jute bag distribution • Tribute to late Lata Mangeshkar, • Science Club-curious minds in connection with National Science Day • organized science fair SCIXIAN • Literary Club and Library Reading • Forum: Reading Week-for familiarizing books on a weekly basis. • Three day tour programme for 2020- 2022 batch from 18 th to 21 st March. • - Sports meet • Magazines Released/ Publications Release of Newsletter WORDS e-book publication, Azadika amrut mahotsav. Literary Club- released a magazine named Chokkupodi- on Teacher's Day. release of digital magazine-Kriya- on the day of the Differentially Abled. Physical Science magazine "Klima- heal it or deal it"release Commerce Club- e-magazine ComBuzz- flipbook. English option students released the optional magazine Phoenix. Mother tongue day/weekly celebration. Release of handwritten magazine- of faculty and students. Science Club- short film release-Vazhithiruvakal. Malayalam option- Kaiyakshari- handwritten magazine release Mathematics Club- magazine release • School Internship • 5 days Community Living camp • COMPETITIONS Slogan writing competition and quiz- Ecosystem restoration Caption Writing Competition- Environmental Day Nahrung- Photo contest -Selfie with a healthy food Reading competition. Quiz Programme as part of Vayanapakshacharanam. Translation Competition as part of Vayana Pakshacharanam Story writing competition for high school students- Kadhavaighari. Crossword puzzle competition Speech competition and poster making Anti-drug cell activity organized speech competition and poster making competition. Sadako bird making competition for college students. digital poster making and quiz competition- Mathema- Quiz on history of Olympics. student participation in recitation and elocution competition on behalf of Sree Narayana Guru Jayanti. Digital Poster Making Competition- No to Dowry online quiz programme on Gandhi Jayanthi-online Photography Contest- Honey Comb- Theme-Maths in Nature poster making competition as part of National Consumer Rights Day. Theme- Tackling Plastic Pollution. SCIENSANITY- quotes writing- to commemorate birth anniversary of Newton and Stephen Hawkins Poster Making competition on the theme - Republic Day Drawing competition on the theme school of my dreams Speech competition - the constitution of republic India. Letter writing contest in connection with Valentine's Day Tangram- tableau

competition- science in everyday life. Commerce Club, IIC, IQAC organized TRAILBLAZING 2K22 Transform your idea into reality Contest. Women Cell- International Women's Day- photo re-creation contest. Photography competition- threat to biodiversity

To promote the skills of student teacher in various domains

- Spoken English course
- Bridge course on Soft skill development
- 1 week online bridge4 course on ICT and Teacher Education
- Yoga Bridge Course
- Workshop on workshop on varied student needs- individualized educational plans- workshop on Mobilising varied and relevant learning resources- workshop on Visualising differential learning needs of students- workshop on Content Mapping- workshop- Evolving ICT based learning situations- workshop on Addressing inclusiveness in classrooms- workshop on Dealing with student diversity in classrooms- Bridge Course- Soft Skills- Dr. Pramod Dinakar Bridge Course-Teacher Professionalism- Dr. K P Anilkumar Certificate programme on craft product design Certificate course on yoga- Sajeev Balakrishnan Certificate course of craft design- calligraphy by Alumni Anu Viswanathan. Session on physical education by Sri. Suresh- HDPY college of teacher o Education ICT training Bridge course- Dr. Sajan K S, Dr. Rakesh Chandran, Dr. Anil Kumar K M Workshop on theatre practice by Babu Kuruvila, trainer in aesthetics of art and creativity, and personality development N-List promotion- College Library Bridge Course on Communicative English by Smt. Binsha Babu, Asst.Prof., SNM College, Maliankara.
- Arts Festival
- Talk by Venu V Desom on 200 years of Doestovsky.
- Talk on Gender Equality and Laws related to domestic violence and sexual abuse- Adv. Jessy M V.
- International Webinar Series- Holistic Wellness- Revathy Rathnamoorthy- Therapeutic Yoga Instructor, Sri Lanka.
- Awareness talk on anti-ragging and cyber law- Adv. Praveen Thankappan
- SAVE- talk by Viji M B, Assistant Professor, SNM College, Maliankara.
- Awareness class on Anti-drug campaign by Harish V S, Preventive Officer, Excise circle Office, N Paravur.
- Interdepartmental seminar on "Let's talk Science".
- Looking through the lens of Communication by Dr.P Lal Mohan, Asst.Prof. Dept. of Communication And Jouournalism, University of Kerala
- Seminar on Research Methodology by Dr. Hema K J,
- Seminar by C K Biju, Head master, SNV Sanskrit HSS, North Parur on National Science Day WEBINAR
- WEBINAR on online learning
- webinar on Know your universe
- Webinar on IPR in Academia organized by Dr. Geethika, Asst. Prof. U. C. College, Aluva.
- Communicative English Webinar- How not to Speak by Dr. G J Hamlin, Asst. Prof. Dept. of English, Women's

	<p>Christian College, Nagercoil. • Webinar from Entry app about Teaching for Exams, how to crack it effectively. - by Dr.Hema K J, Venu Sreedhar-</p>
<p>To Promote involvement of faculty members in curricular development programmes and other educational endeavours at different levels and sectors of education To enhance research practices among faculty members</p>	<p>Dr Asha O S Serve as Co-guide for PhD research at Annamalai University. • Faculty exchange programme- Dr. Laya A B- Indian Philosophy- St. Thomas CTE, Pala. • Faculty Exchange Programme- Dr. Bisini P S- Rational Emotive Education. • Faculty Exchange programme- Saritha VK- Multiple Intelligence _ New horizons • in theory and practice. • Mahatma Gandhi University Employment and Information Bureau- • Dr. Suneethi A S -NET-JRF Coaching • Faculty Exchange Programme of SNMTC and St.Thomas College of Teacher • Education, Pala for Commerce option students @google meet-Pushpa George • and Dr.Rinu V Antony • Session on Mindfulness by Dr. K S Krishna Kumar, Asso.Prof. SNMTC at SNMHSS, Moothakunnam under NSS</p>
<p>To boost the extension programmes undertaken for benefit for the society at large. Establishing COVID Helpline and giving Food, Medicine, Financial aid as well as emotional counselling to students and stakeholders belonging to deprived sections of society. To give a boost to our ongoing</p>	<p>• "KESHA DANAM, SNEHA DANAM-Hair donation campaign • Grama Sevana Project- Webinar by Dr. Vineeth Sidharthan, on the topic Covid- • 19 Care and remedy in homeopathy. • Grama Sevana Project-Transdisciplinary talk series-Covid 19 Health Maintenance • through Yoga- by Sajeev Balakrishna, • Expanding knowledge to society as service and commitment. • Pathanjali Yoga Training and Research Centre on International Yoga Day • Grama Sevana Project- Extension activity- Contributed paper bags, paper • pens, cloth pouch, masks and learning materials to students of ward 6 - • creating awareness about plastic free zone. • Mobile phone donated to a needy student. • Extension activity- Distribution of paper bag, pouch, eco-friendly items prepared • by students to Ward 6 of Vadakkekara Grama Panchayath • Extension Activity-Quiz competition for school students Arike project-Inauguration- inaugural class for Std.VIII students • Arike project- class on basics of geometry to school students • Grama Sevana Project and Science Club- Webinar- On care and cure through homeopathy, naturopathy and yoga • Grama Sevana Project- transdisciplinary talk series- Shamaiya A H- talk on Creating defense through nutrition. • Trans-disciplinary awareness talk - Sexual Wellbeing and Related problems in Women-Dr. Prameela Menon, AIMS, Thrissur • Grama Sevana Project- Moving library- Distribution of books in houses of Ward VI of Vadakkekara Grama Panchayath. • Grama Sevana Project- Street play to tackle plastic pollution at</p>



<p>project 'Gramasevana Project' by signing a functional MOU with our Vadakkekara Grama Panchayath</p>	<p>Anganvadi premises. • Kesadanam Snehadanam- SNMTC in association with Amala Institute of Social Sciences organized hair donation campaign. • Extension activity- Lecture by Dr. Laya A B on International Women's Day at Vadakkekara Grama Panchayat Hall.</p>
<p>To continue the practices of celebrating days of National and International days of importance Conduct of online activities for students on important days such as Independence day, Teachers' Day, Unity day, Constitution Day, etc.</p>	<p>• International Day of Innocent Children- Victims of Aggression- Documentary Presentation and discussion • Environmental Day Celebration- • World Food Safety Day- • celebration of reading day • World Music Day celebration- • International Yoga Day. • Library-Death Awareness regarding the anniversary of Vaikom Mohammed • Basheer- • Bank Nationalisation Day. • international Tigers Day • Hiroshima and Nagasaki Day. • National handloom day • Independence Day • Onam celebration- • National Teacher's Day Celebrations. • Gandhi Jayanthi • Kerala Piravi • Talents Day- • Library Week Celebration - • Commemoration of Malayalam Language Month. • International Day for elimination of violence against women • AIDS day • Christmas Celebrations. • National Mathematics Day. • National Consumer Rights Day. • Birth anniversary of Newton and Stephen Hawkins • National Youth Day- • World Soil Day • Republic day • National Girl Child Day • National Voters Day • International Day of Women and girls in science. • Mother tongue day • National Science Day • International Women's Day- • Consumer Rights Day • World Metrological Day-</p>
<p>To endorse ecofriendly practices and green campus initiatives among student teachers</p>	<p>• A teacher A tree project • Plastic free practices, Jute bag distribution to all students • Eco-club- Environmental Sustainability-VISIT TO Bhoothathankettu, Idamalayar Dam and Illithod • Contributed paper bags, paper pens, cloth pouch and cloth masks to students of ward 6 -creating awareness about plastic free zone. • Street play against plastic pollution • Commemorated Earth hour World Soil Day international Tigers Day Environmental Day Celebration National energy conservation day World Metrological Day</p>

13. Whether the AQAR was placed before statutory body?

Yes

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
Staff council	14/07/2023

#### 14. Whether institutional data submitted to AISHE

Year	Date of Submission
2021	20/01/2023

#### 15. Multidisciplinary / interdisciplinary

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.

#### 16. Academic bank of credits (ABC):

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 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, Workshop on varied student needs- individualized educational plans, workshop on Mobilising varied and relevant learning resources, workshop on Visualising differential learning needs of students, workshop on Content Mapping, workshop- Evolving ICT based learning situations, workshop on Addressing inclusiveness in classrooms, workshop on Dealing with student diversity in classrooms, Bridge Course on Soft Skills- Dr. Pramod Dinakar, Bridge Course-Teacher Professionalism- Dr. K P Anilkumar, Certificate programme on craft product design, Certificate course on yoga- SajeevBalakrishnan, Certificate course of craft design- calligraphy by Alumni Anu Viswanathan., Session on physical education by Sri. Suresh- HDPY College of Teacher Education, ICT training Bridge course- Dr. Sajjan K S, Dr. Rakesh Chandran, Dr. Anil Kumar K M, Workshop on theatre practice by Babu Kuruvila, trainer in aesthetics of art and creativity, and personality development, workshop on N-List promotion- College Library, Bridge Course on Communicative English by Smt. Binsha Babu, Asst.Prof., SNM College, Maliankara and Arts Festival were conducted during the year.

### **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

115

Number of students on roll during the year		
<b>File Description</b>	<b>Documents</b>	
Data Template	<a href="#">View File</a>	
2.2 Number of seats sanctioned during the year		100
<b>File Description</b>	<b>Documents</b>	
Data Template	<a href="#">View File</a>	
2.3 Number of seats earmarked for reserved categories as per GOI/State Government during the year:		5
<b>File Description</b>	<b>Documents</b>	
Data Template	<a href="#">View File</a>	
2.4 Number of outgoing / final year students during the year:		54
<b>File Description</b>	<b>Documents</b>	
Data Template	<a href="#">View File</a>	
2.5 Number of graduating students during the year		54
<b>File Description</b>	<b>Documents</b>	
Data Template	<a href="#">View File</a>	
2.6 Number of students enrolled during the year		62

File Description	Documents
Data Template	<a href="#">View File</a>
<b>2. Institution</b>	
4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	69.70919
4.2 Total number of computers on campus for academic purposes	40
<b>3. Teacher</b>	
5.1 Number of full-time teachers during the year:	16
File Description	Documents
Data Template	<a href="#">View File</a>
Data Template	<a href="#">View File</a>
5.2 Number of sanctioned posts for the year:	21

## Part B

### CURRICULAR ASPECTS

#### 1.1 - Curriculum Planning

1.1.1 - Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation. Describe the institutional process of planning and/or reviewing, revising curriculum and adapting it to the local context in not more than 100 - 200 words



The Institution follows the curriculum prescribed by the Mahatma Gandhi University for teacher education programme at Graduate and Post-Graduate level. It takes into consideration contextual needs of the students and society during curricular transaction. Various suggestions and directions of In-house Curriculum Planning Committee, Staff Council and Alumni are included in perception execution and evaluation of curriculum. Feedbacks and discussions with educationalists are also utilized for customized and effective curricular transaction. Feedbacks collected from students are also reflected in future planning and execution. The vision and mission of the institution are also included in the In-house Curriculum Planning Committee discussions. The local and social needs are also considered in the planning and execution of curricular designs. Feedbacks from various stakeholders like faculty and head of the institution, practice teaching schools, employers, experts, students and alumni are collected. Curricular transactions reflect the consideration of local societal needs and gaps in an effective manner. Assimilation of the cultural aspects including heritage, rituals, celebrations, are given importance during curricular implementation.

File Description	Documents
Details of a. the procedure adopted including periodicity, kinds of activities b. Communication of decisions to all concerned c. Kinds of issues discussed	<a href="#">View File</a>
Plan developed for the academic year	<a href="#">View File</a>
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	<a href="#">View File</a>

List of persons who participated in the process of in-house curriculum planning	<a href="#">View File</a>
Meeting notice and minutes of the meeting for in-house curriculum planning	<a href="#">View File</a>
A copy of the programme of action for in- house curriculum planned and adopted during the academic year	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

**A. All of the Above**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
URL to the page on website where the PLOs and CLOs are listed	<a href="http://snmtrainingcollege.org/Programme-outcomes.html">http://snmtrainingcollege.org/Programme-outcomes.html</a>
Prospectus for the academic year	<a href="#">View File</a>
Report and photographs with caption and date of student induction programmes	<a href="#">View File</a>
Report and photographs with caption and date of teacher orientation programmes	<a href="#">View File</a>
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	<a href="#">View File</a>
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	<a href="#">View File</a>
Academic calendar showing time allotted for optional / electives / pedagogy courses	<a href="#">View File</a>
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	<a href="#">View File</a>
Brochure and Course content along with CLOs of value-added courses	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

50

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

50

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

Any other relevant information	No File Uploaded
<b>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</b>	Three of the above
File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses as per Data Template	<a href="#">View File</a>
Document showing teachers' mentoring and assistance to students to avail of self-study courses	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
<b>1.2.5 - Number of students who have completed self-study courses ( online /offline, beyond the curriculum) during the year</b>	
50	
<b>1.2.5.1 - Number of students who have completed self-study courses (online /offline, beyond the curriculum) during the year</b>	
50	
File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Certificates / evidences for completing the self-study course(s)	<a href="#">View File</a>
List of students enrolled and completed in self study course(s)	<a href="#">View File</a>
Any other relevant information	No File Uploaded
<b>1.3 - Curriculum Enrichment</b>	

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.

The institution aims at assimilating teaching competence in a holistic manner which helps in progress in the present day world. The delivery system of teacher education encompasses knowledge, skills, values and attitudes that vary from history and theory of educational system to today's digital classrooms. The updated Curriculum prescribed by Board of Studies, Mahatma Gandhi University is a torch bearer for this. Various modes of transaction including 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 are used. Various activities including Club activities, Day celebrations, Documentary preparations, Extension activities, Magazine preparations, Cultural and Literary activities, Awareness programmes, etc. are organized for effective curricular conveyance. Communication, leadership, problem solving, Emotional Intelligence, Creativity, time management, team work, adaptability, organisation, conflict resolutions, Critical Thinking, project management, interpersonal communication, active listening, decision making, collaboration, patience, confidence, motivation, empathy, work ethics and flexibility and negotiation are focused in classroom practices, training sessions and outdoor activities. Curricular transactions are designed and implemented with special emphasis on focus and self-control, internalizing others perspectives, making life connections, coping with challenges, self-directed and engaged learning and adaptation through evolution.

File Description	Documents
List of activities conducted in support of each of the above	<a href="#">View File</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded
Photographs indicating the participation of students, if any	<a href="#">View File</a>

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

The Institution creates opportunities for the students to familiarize themselves with different systems of school education in national and international scenario. The teacher education curriculum prescribed by the Mahatma Gandhi University at UG and PG levels give room for theoretical and practical experiences. B.Ed and M.Ed curriculum 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 serves better in this regard. 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.

File Description	Documents
Action plan indicating the way students are familiarized with the diversities in Indian school systems	No File Uploaded
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

The vision and mission of our institution are framed in accordance to provide holistic education to pre-service teachers. The curriculum design of the B.Ed programme includes theoretical and practical know-how, holistic development, nurturing positive attitudes and providing life skills training. The core and pedagogic courses offers cross-subject knowledge and brings in multi-disciplinary learning. Various activities including morning assembly which focuses on the spiritual realm, democratic outlook, knowledge of current affairs and training in yoga help the students to assimilate information and update themselves on the current trends in teaching profession. Enhancing professional capacities [EPC] are designed to support cross-methodology and cross-core papers interrelation for improving professional competencies in applying the subject

knowledge in realistic situations. Bridge courses, Value Added Courses like Public Relations, Entrepreneurship Development, Disaster Management and Sustainable development, Communicative English, Classes in Counseling, ICT and Mindfulness are offered to students which help them to build their skills and capacities as a teacher. Inclusive and gender-neutral activities are organized for training students to develop proficiency in handling social issues. The inclusion of pertinent resource materials prepares students for the cross-cultural and multilingual demands of a global society. Webinars and interactive sessions are organized with NRI alumni and other professionals to acquaint students with innovative methodologies. Educational resource materials, digital albums, online test materials, writing scholarly articles, uploading content in the blog and you-tube, and various other related activities equip students with the finest aspects of curriculum delivery.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
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	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

Feedback collected, analyzed, action taken and available on website

File Description	Documents
Stakeholder feedback analysis report with seal and signature of the Principal	<a href="#">View File</a>
Action taken report of the institution with seal and signature of the Principal	<a href="#">View File</a>

Any other relevant information

No File Uploaded

**TEACHING-LEARNING AND EVALUATION****2.1 - Student Enrollment and Profile****2.1.1 - Enrolment of students during the year**

115

**2.1.1.1 - Number of students enrolled during the year**

62

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

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

SC-7, ST-3, OBC-24

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

SC-7, ST-3, OBC-24

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



Any other relevant information

[View File](#)**2.1.3 - Number of students enrolled from EWS and Divyangjan categories during the year**

0

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

0

File Description	Documents
Data as per Data Template	No File Uploaded
Certificate of EWS and Divyangjan	No File Uploaded
List of students enrolled from EWS and Divyangjan	No File Uploaded
Any other relevant information	No File Uploaded

**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 during the academic year 2021-22 organized varied Programs to assess the learning levels of students and to provide necessary support programs based on the entry level assessments. The following are the highlights of such practices

- I. Orientation Program
- II. Entry Level Assessments The following entry level assessments have been done at the beginning.
  1. Teaching aptitude and professional readiness. The aims of this assessment include 1. to identify different learning needs of students 2. to identify level of readiness to undergo professional education programme
- III. Academic support and Special Programmes provided to students for Developing Professionalism
- IV. Organized Special programs for acquiring ICT skills
- V. Organized Special programs for students with respect to group tasks, Life skills, Leadership Skills, Communication, library use and participation in innovative strategies
- VI. Mentoring/academic counselling
- VIII. Peer feedback/Tutoring.
- VIII. Multilingual interactions and inputs
- IX. Students were send to visit primary schools to understand educational facilities and different growth aspects of preprimary and primary school children which helped them to aquint with next induction and teaching practice period.
- X. during the first month itself students

started to research on various adolescent problems which help them to develop interest to teach the teenage pupils.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Documents showing the performance of students at the entry level	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

Six/Five of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Relevant documents highlighting the activities to address the student diversities	<a href="#">View File</a>
Reports with seal and signature of Principal	<a href="#">View File</a>
Photographs with caption and date, if any	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**2.2.3 - There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students No Special effort put forth in accordance with learner needs Only when students seek support As an institutionalized activity in accordance with learner needs Left to the judgment of the individual teacher/s Whenever need arises due to student diversity**

Three of the above

File Description	Documents
Relevant documents highlighting the activities to address the differential student needs	<a href="#">View File</a>
Reports with seal and signature of the Principal	<a href="#">View File</a>
Photographs with caption and date	<a href="#">View File</a>
Any other relevant information	No File Uploaded

#### 2.2.4 - Student-Mentor ratio for the academic year

5:1

##### 2.2.4.1 - Number of mentors in the Institution

11

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Relevant documents of mentor-mentee activities with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

#### 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.

Our institution has taken efforts to engage students, from different backgrounds and abilities, in relevant and effective learning experiences. Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences and to adequately attain the learning aspirations of students study tour, community living capms ,extension activites etc give students experiential learning besides the main teaching practice experience they get from six months.Many innovative strategies like, the use of focused group discussions, art-integrated classes, recreational pedagogical activities, brainstorming sessions, quizzes, debates, projects, presentations, experiments, seminars, internship and application of ICT resources- both online and offline, have been used . Lectures by

invited experts, workshops and National/International seminars on topical issues are routinely held . Faculty use ICT enabled classrooms with audio-visual systems and wi-fi facilities for student centric learning through Moodle platform, power-point presentations, other e-learning platforms, films and deployment of other innovative programme media. In several courses, emphasis is on field studies/fieldwork to enable students to apply theoretical knowledge to solve practical problems. In courses with a high creative component, students articulate their views through posters, cartoons, photographs and multimedia presentations, role plays, streetplays, shortfilms and documentaries they made.

File Description	Documents
Course wise details of modes of teaching learning adopted during the academic year in each programme	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 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

19

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Link to LMS	<a href="https://www.ilearn.snmtrainingcollege.org/">https://www.ilearn.snmtrainingcollege.org/</a>
Any other relevant information	No File Uploaded

### 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

115

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

Any other relevant information	No File Uploaded
2.3.4 - ICT support is used by students in various learning situations such as Understanding theory courses Practice teaching Internship Out of class room activities Biomechanical and Kinesiological activities Field sports	Five/Six of the above
File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	<a href="#">View File</a>
Geo-tagged photographs wherever applicable	<a href="#">View File</a>
Link of resources used	<a href="https://www.ilearn.snmtrainingcollege.org/">https://www.ilearn.snmtrainingcollege.org/</a>
Any other relevant information	No File Uploaded
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	
<p>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.</p>	

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
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	<a href="#">View File</a>
Documentary evidence in support of the selected response/s	<a href="#">View File</a>
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	No File Uploaded
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 takes effort to nurture creativity, innovativeness, intellectual and thinking skills, empathy, life skills etc. among students The College 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 and approach through discussions, guest lectures, debates, oral group presentations to encourage greater participation and interactive learning Schools etc. Students are encouraged to visit orphanages , hospitals, different Government offices, work places of different laborers to gain an understanding of the special needs of the society. These visits offer a practical knowledge and develop empathy among the students. Role plays to make students step out of their comfort zone and to develop interpersonal

skills through Art in Education The College Annual Magazine, different club magazines etc. brought out by students which develop creative writing. Daily 15 minutes light physical exercises are scheduled for healthy mind and body. Experiential, problem solving, participative learning methodologies are adopted. Annual Quality Assurance Cell of college organizes various programs to create peer learning community to facilitate an environment of peer mentoring, collaborations, meaningful interaction through guided reflections.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded

## 2.4 - Competency and Skill Development

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

Seven/Eight of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Documentary evidence in support of the selected response/s	<a href="#">View File</a>
Reports of activities with video graphic support wherever possibl	No File Uploaded
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**

Eight /Nine of the above

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

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Reports and photographs / videos of the activities	<a href="#">View File</a>
Attendance sheets of the workshops / activities with seal and signature of the Principal	No File Uploaded
Documentary evidence in support of each selected activity	<a href="#">View File</a>
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 situations Participating in institutional activities as 'anchor', 'discussant' or 'rapporteur' Classroom teaching learning situations along with teacher and peer feedback

All of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Details of the activities carried out during the academic year in respect of each response indicated	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

All of the above



**based on subject content Observation modes for individual and group activities Performance tests Oral assessment Rating Scales**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Samples prepared by students for each indicated assessment tool	<a href="#">View File</a>
Documents showing the different activities for evolving indicated assessment tools	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

All of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Documentary evidence in support of each response selected	<a href="#">View File</a>
Sample evidence showing the tasks carried out for each of the selected response	<a href="#">View File</a>
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	<a href="#">View File</a>
Documentary evidence showing the activities carried out for each of the selected response	<a href="#">View File</a>
Report of the events organized	No File Uploaded
Photographs with caption and date, wherever possible	<a href="#">View File</a>
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	<a href="#">View File</a>
Samples of assessed assignments for theory courses of different programmes	<a href="#">View File</a>
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**

A four week induction was organized in the school for the students of sem-2 and sixteen week internship was organized in the school for the students of sem-3 in different nearby schools of the college. The purpose behind organizing this internship was to give the trainees real experience of the school. The college was provided all support to each trainee for conduction of all activities performed during the internship and guidance of the entire internship program was provide by the teacher educators. The detailed understanding of all the tasks to be done during the internship was given by the teacher educators. The principal, programme coordinator and course coordinators oriented them about internship. The trainees also completed their internship as per the guidelines presented by College. Selection of school was done after seeking the preference of

students as well as school authorities. Sanction letter was seek from government and request is given to respective schools. A general meeting was organized among school principals and teacher educators to give awareness and mutual understanding of the intenship programme. request letter and attendance sheets are provided to students before entering the students in the school. regular monitoring was done by teachers till the end of the programme.

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

53

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Plan of teacher engagement in school internship	No File Uploaded
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	<a href="#">View File</a>
Sample copies for each of selected activities claimed	<a href="#">View File</a>
School-wise internship reports showing student engagement in activities claimed	<a href="#">View File</a>

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.

S N M Training College, Moothakunnam adopts various methods to regularly monitor internship programme. Before starting the internship college principal arrange a meeting with the principals of teaching practice schools along with the teacher educators and discusses the plan of action for students to regularly monitor them. Before going to school all records and lesson plans are corrected and given signature to final reports. Optional subject teachers observe minimum three classes and give all corrections to each students. Besides these other practical works are regularly monitored. Core subject teachers monitor the core practical works of every student such as case study, school profile, assessment practices, adolescent problem lesson plans, exceptional children's' assessment projects, action research etc. School teachers in charge of each trainee monitor and gives suggestions to every student trainee in all classes taken by them. Teacher trainees are participating in all curricular and co-curricular activities according to the direction given by school. In each lesson plan response column is filled by students after every class. Reflective journal and supervision diary is also written by every student after completing their lessons. Peer evaluation done by peers also helps students to improve their teaching skill

File Description	Documents
Documentary evidence in support of the response	<a href="#">View File</a>
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)

All of the above

File Description	Documents
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	<a href="#">View File</a>

Two filled in sample observation formats for each of the claimed assessors	No File Uploaded
Any other relevant information	No File Uploaded

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

Five of the above

File Description	Documents
Format for criteria and weightages for interns' performance appraisal used	<a href="#">View File</a>
Five filled in formats for each of the aspects claimed	<a href="#">View File</a>
Any other relevant information	No File Uploaded

## 2.5 - Teacher Profile and Quality

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

19

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	<a href="#">View File</a>
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	<a href="#">View File</a>
Certificates of Doctoral Degree (Ph.D) of the faculty	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

29 ,16 ,24 ,17 ,17 ,16 ,14, 14, 14 ,10 ,8 ,15, 2,2 ,2, 2 ,2, 2, 2, 2

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

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

Faculties of S N M Training College attended FDP, Seminars, Conferences and discussed in house to generate new understanding among the remaining faculty members. Organizing national and state level seminars to contribute to new policies like NEP2020. Faculties acted as board of studies members and contributed in curriculum revision. Teachers are attending refresher and orientation programmes. Teachers are presenting papers in conferences and seminars and publishing their papers in journals. College started online journal to update knowledge of research in community. Organised faculty exchange programmes to update knowledge and information among faculties of other colleges

File Description	Documents
Documentary evidence to support the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded

### 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**

Student evaluations both at B.Ed and M.Ed are done continuously through class tests, assignments, seminars, projects, quiz, programmes, debates, brainstorming, buzz sessions etc. The performance of the students in all these activities are evaluated objectively not only through teacher evaluation but also through peer evaluation and self evaluation. All the faculty members use the spread sheets to record systematically the course on set criteria wise evaluation of each student and the hard copies of which are documented for future reference. The continuous and comprehensive evaluation records are prepared and kept by each faculty. The internal assessment comprises the following components- Assignments/seminars, projects, Test papers, Attendance. Participation in sports and cultural fests are assessed internally. The assessment and marks of these activities are included in the separate course named common practical work. . I C T is used for preparation of question papers, evaluation schedules, grade sheets and analysis of results. I C T is used to download admit card for university examinations. Internal grades are submitted online to the university through examination portal.. All student activities such as morning assembly club activities, magazine publication, quiz programmes, debates, video presentations, cultural activities, sports, communal activities, national days' celebrations etc are given due weightage.

File Description	Documents
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**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	<a href="#">View File</a>

Annual Institutional plan of action for internal evaluation	<a href="#">View File</a>
Details of provisions for improvement and bi-lingual answering	No File Uploaded
Documentary evidence for remedial support provided	No File Uploaded
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	<a href="#">View File</a>
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.

The academic plan for an academic year for two programmes both B.Ed and M.Ed was prepared by the Principal, and the respective programme coordinators and faculty members based on M G University curriculum at the start of every semester after a discussion in the teaching staff council meeting. An academic calendar based on this plan was prepared and distributed among the students. The faculty members were given various responsibilities based on this academic plan. The



facilities of schools selected for practice teaching was discussed with school authorities before sending the students to schools. The practice teaching session was planned in such a way that suits the academic activities of the selected schools. The suggestions from practice teaching schools are considered for the improvement of the performance of the college

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	<a href="#">View File</a>
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	<a href="#">View File</a>

Any other relevant information	No File Uploaded
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### 2.7.2 - Pass percentage of Students during the year

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

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

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	<a href="#">View File</a>
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**

53

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

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.

Entry level assessment helped to identify different learning needs of students including their level of proficiency in Digital skills. Many students had few of them, but majority needed training related to many ICT applications. The results also showed that many were familiar with and willing to participate in group activities. Some students did not have any experience as a group leader and a few had no confidence to lead a group. The results also revealed that all students are interested in using library especially college library. The analysis showed that most of the students were not familiar with the innovative strategies.

This need assessment survey helped to prepare academic plan for the year by considering various aspects of development of a competent teacher. Many activities like orientation programs including library orientation, bridge courses, workshop in various areas, programs on teacher professionalism pedagogic activities, SWOT analysis practice all have actually contributed to a greater extent in transforming the teacher trainees into competent and confident teachers. Performance of teacher educators in various assessment schemes including internal assessment and external end semester examinations all indicated this. Responses in feedback analysis, course and program exit surveys are all evidences reflecting that the initially identified learning needs of students are catered to. appropriately..

File Description	Documents
Documentary evidence in respect to claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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	No File Uploaded
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 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**

Two of the above

**research circle / internal seminar / interactive session on research**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Institutional Policy document detailing scheme of incentives	No File Uploaded
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	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

Two of the above

File Description	Documents
Documentary evidences in support of the claims	<a href="#">View File</a>
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	No File Uploaded

**3.2 - Research Publications**

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

5

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

0

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

### 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

18

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

Principal	
Any other relevant information	No File Uploaded

### 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	<a href="#">View File</a>
Report of each outreach activity with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

### 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	<a href="#">View File</a>
Documentary evidence in support of the claim along with photographs with caption and date	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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.

**SNM Training College through extended activities in the community orient students about social accountability. The college promotes the participation of students in extension activities, and community building providing diverse experiences.**

The college has Collaborations with local Government bodies/ NGOs/ Educational institutions for the Mutual Exchange of Academic Resources, Faculty Improvement, Organization of Seminars/Conferences/Workshops, etc, Outreach activities, community engagement, and social welfare activities with mutual cooperation. Several institutions are collaborating with our college to organize different academic programs for the professional enhancement of our faculty, students, and the betterment of our society. MoU has been signed with following institutions.

- Vadakkekara Panchayat
- LIONS Club
- St. Thomas College of Teacher Education, Pala
- Amala Institute of Medical Sciences (AIMS) Participation in community upliftment activities triggers a mindset to act as catalysts of social change in transforming society making communities progressive. It provides opportunities to learn beyond classrooms through community service, develop leadership, teamwork skills and become more attuned to work amongst populations of varying ethnicity or socioeconomic status. These initiatives raise the social consciousness among students by providing them opportunities to connect meaningful community service to academic curricula realizing the challenges faced by the people and encouraging to develop a positive attitude toward life

File Description	Documents
Relevant documentary evidence for the claim	<a href="#">View File</a>
Report of each outreach activity signed by the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

### 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	<a href="#">View File</a>
Appropriate certificates from the awarding agency	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>



**3.4 - Collaboration and Linkages****3.4.1 - Number of linkages for Faculty exchange, Student exchange, research etc. during the year**

18

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

18

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
List of teachers/students benefited by linkage - exchange and research	<a href="#">View File</a>
Report of each linkage along with videos/photographs	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

4

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Copies of the MoU's with institution / industry/ corporate houses	<a href="#">View File</a>
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**

Three/Four of the above

## areas for innovative practice Rehabilitation Clinics Linkages with general colleges

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

## INFRASTRUCTURE AND LEARNING RESOURCES

### 4.1 - Physical Facilities

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

The institution has adequate facilities for teaching and learning. Classrooms are constructed as per the NCTE norms All classrooms are equipped with adequate furniture and ICT facilities. Each room contains Computer, LCD Projector TV connected with LAN and OHP facilities. These facilities are regularly used by teachers and students.LMS are also available and used for teaching and learning .The college has a well equipped laboratories like physical science ,Natural science ,Psychology, Language laboratory, and Computer lab . In science lab it has almost all science apparatus instruments required to perform and demonstrate the experiments to college students, High school and Higher secondary school students. All required chemicals and consumables are also available in the science lab. Teaching Aids like charts, models pictures, slides, and appropriate furniture like work table, chairs, slabs, and blackboard, electricity and water supply facilities

Psychology lab is equipped with simple experiments related to educational psychology. The entire latest test including Intelligent Test, Aptitude Tests, Creativity Tests, and Personality Inventories. The psychology lab is extensively used by the M Ed students and staff members for research purposes. . A well furnished computer lab is functioning in the college, students can use the internet facilities in the lab they can use the lab facilities for their project work. 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 for giving training to English reading, listening and speaking skills.

File Description	Documents
List of physical facilities available for teaching learning	<a href="#">View File</a>
Geo-tagged photographs	<a href="#">View File</a>
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	<a href="#">View File</a>
Geo-tagged photographs	<a href="#">View File</a>
Link to relevant page on the Institutional website	<a href="http://snmtrainingcollege.org/infrastructure.html">http://snmtrainingcollege.org/infrastructure.html</a>
Any other relevant information	No File Uploaded

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

67.86209

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**4.2 - Library as a Learning Resource**

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

Describe the features of Library Automation in not more than 100 - 200 words.

The 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 offers its services to teachers ,teacher trainees and research scholars. 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 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. A barcode printer is used for printing spine labels and barcodes. 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 mbbps.There is a separate signal amplifier for assembly hall ,Lecture hall and conference hall .Password protection is ensured for security and safety for the use of internet..The institution has a library advisory committee to review the various library resources for adequate access, relevance and make acquisition of all facilities to all

File Description	Documents
Bill for augmentation of library signed by the Principal	<a href="#">View File</a>
Web-link to library facilities, if available	Nil
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

Nil

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
<b>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</b>	Two of the above
File Description	Documents
Data as per Data template	<a href="#">View File</a>
Receipts of subscription / membership to e-resources	<a href="#">View File</a>
E-copy of the letter of subscription / member ship in the name of institution	<a href="#">View File</a>
Any other relevant information	No File Uploaded
<b>4.2.4 - Annual expenditure for purchase of books, journals, and e-resources during the year (INR in Lakhs)</b>	
0.61751	
File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Income Expenditure statements highlighting the expenditure on purchase of books, journals, e- resources with seal and signature of both the Principal and Chartered Accountant	<a href="#">View File</a>
Any other relevant information	No File Uploaded
<b>4.2.5 - Per day usage of library by teachers and students during the academic year</b>	
<b>4.2.5.1 - Number of teachers and students using library for Month one (not less than 20 working days) during the academic year</b>	
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	<a href="#">View File</a>

principal	
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	<a href="#">View File</a>
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	<a href="#">View File</a>
Any other relevant information	No File Uploaded

#### 4.3.2 - Student - Computer ratio during the academic year

2 : 8

File Description	Documents
Data as per data template	<a href="#">View File</a>
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	No File Uploaded
Any other relevant information	No File Uploaded

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

E. < 50 MBPS

File Description	Documents
Receipt for connection indicating bandwidth	<a href="#">View File</a>
Bill for any one month during the academic year indicating internet connection plan, speed and bandwidth	<a href="#">View File</a>
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	<a href="#">View File</a>
Link to videos of the e-content development facilities	Nil

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	<a href="https://www.ilearn.snmtrainingcollege.org/course/view.php?id=115">https://www.ilearn.snmtrainingcollege.org/course/view.php?id=115</a>
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)

69.70919

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	<a href="#">View File</a>
Any other relevant information	No File Uploaded

##### 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 4676.6m<sup>2</sup> sq feet in the campus of 4.44 acres of land. Well maintained Laboratories- Science, Mathematics, Psychology, Language, Computer and Physical Education laboratories are available in the college in addition to subject classrooms. Utmost care is given for optimum utilization of the physical, academic and support facilities available. 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. Staff and students record their recommendations and suggestions for the availability of books and journals, based on which action is taken. Sports courts, grounds, and physical fitness centre are maintained and upgraded as per requirements. Common Playground are shared with our sister institutions as



well. These facilities 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	Documents
Appropriate link(s) on the institutional website	<a href="http://snmtrainingcollege.org/assets/img/Proceduresandpolicies.pdf">http://snmtrainingcollege.org/assets/img/Proceduresandpolicies.pdf</a>
Any other relevant information	No File Uploaded

## STUDENT SUPPORT AND PROGRESSION

### 5.1 - Student Support

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

Five fo the above

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

Any other relevant information	No File Uploaded
<b>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</b>	Seven/Eight of the above
File Description	Documents
Geo-tagged photographs	<a href="#">View File</a>
Any other relevant information	No File Uploaded
<b>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</b>	A. All of the above
File Description	Documents
Data as per Data Template for the applicable options	<a href="#">View File</a>
Institutional guidelines for students' grievance redressal	<a href="#">View File</a>
Composition of the student grievance redressal committee including sexual harassment and ragging	<a href="#">View File</a>
Samples of grievance submitted offline	<a href="#">View File</a>
Any other relevant information	No File Uploaded
<b>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</b>	Four of the above

**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)**

File Description	Documents
Data as per Data template	<a href="#">View File</a>
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	<a href="#">View File</a>
Report of the Placement Cell	<a href="#">View File</a>
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
4	50

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Reports of Placement Cell for during the year	<a href="#">View File</a>
Appointment letters of 10 percent graduates for each year	No File Uploaded
Any other relevant information	No File Uploaded

### 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).

7
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File Description	Documents
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Data as per Data Template	<a href="#">View File</a>
Details of graduating students and their progression to higher education with seal and signature of the principal	<a href="#">View File</a>
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

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

16

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Copy of certificates for qualifying in the state/national examination	No File Uploaded
Any other relevant information	No File Uploaded

### 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 Student Council plays a major role in the proper functioning of the institution. It represents all the students in the college and voices their opinions, suggestions and provides feedback to the administration and vice versa. It helps in addressing and solving problems of students- academic, social, cultural or personal. They help in promoting conducive environment for both educational and personal development. The Student Council promotes and encourages the involvement of students in organizing institutional activities. It also helps in creating a positive spirit and environment in the institution. The Student Council supports the management, administrative officials and faculty in the development of the college by partaking in decision making processes and committees. They help in organizing activities of the college like cultural events, sports events, fundraising projects, etc. Various activities pertaining to the society at large which helps in institutional upliftment are also taken up by the Student Council by ensuring the whole- They help in proposing activities beneficial to the institution to improve its quality life. The Student Council of the institution is actively involved in all the academic and co-curricular ventures which help in promoting institutional excellence.

File Description	Documents
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Copy of constitution of student council signed by the Principal	<a href="#">View File</a>
List of students represented on different bodies of the Institution signed by the Principal	<a href="#">View File</a>
Documentary evidence for alumni role in institution functioning and for student welfare	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

13

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

### 5.4 - Alumni Engagement

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

The Alumni Association of the Institution serves as a pillar of support for the Institution. It has always played an important role in uplifting the downtrodden sessions of society, the underlying principle of the institution. The Alumni of our institution has always provided great support in academic aspects by providing their expertise when and where needed. They have supported the institution by providing the needed guidance in various curricular aspects like the use of technology, preparation for competitive examinations, guidance regarding future prospects in education, providing scholarships to the needy students, and the like.

The institution witnessed the active involvement of the Alumni in curricular deliverance. A Certificate Course on ICT was provided by the Dr.K S Sajan, Assistant Professor, NSS College, Ottapalam. Bridge course on Communicative English was handled by Binsha Babu, Assistant Professor, SNM College, Maliankara. Students were also provided craft product design classes by Rincy P. V and Anu Viswanathan. Class on Sreenarayana Academy of Value Education was handled by M P Viji,

Assistant Professor, SNM College, Maliankara. Apart from these, sponsorship of a needy student is taken up by the Alumni Association during their course. Thus Alumni plays a great role in shaping the future students.

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

Five/Six of the above

File Description	Documents
Documentary evidence for the selected claim	<a href="#">View File</a>
Income Expenditure statement highlighting the alumni contribution	<a href="#">View File</a>
Report of alumni participation in institutional functioning for the academic year	<a href="#">View File</a>
Any other relevant information.	No File Uploaded

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

1

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

Any other relevant information	No File Uploaded
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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

The Alumni Association of the Institution plays a pivotal role in promoting the institutional status and reputation through their interactions in professional and social spheres. They stand as pillars of institutional excellence providing the needed expertise in curriculum transaction and related fields. They help the institution sharing their success stories, achievements and experiences with the prospective students as well as the other stakeholders. They provide valuable guidance, feedback and support to the students who are pursuing higher education. The Alumni association provides support in giving scholarships to students, career guidance, facilitating job opportunities, and be part of cultural programmes, infrastructure and various other innovations undertaken by the institution. The Alumni contributes to the development and improvement of the institution by participating in various activities like curriculum design, research projects, guest lectures, workshops, social campaigns etc. The annual meet and other periodical meetings of the Alumni bring the Institution closer in exploring the resources provided by the Alumni. They act as a bridge to help students pursue their studies further and also help in hunting for better job opportunities. The Alumni also actively associates with the curricular deliverance providing opinions and their expertise when needed.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
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 " (Let the practices for our well-being be beneficial for others)**

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

The college is trying to envisage its vision and mission through various endeavours. The academic and non-academic activities of each year are planned and implemented based on the national and state policies and keeping in mind the needs of its stakeholders and society. The participation of teachers, non-teaching staff and the students in governance is ensured by including them in various committees, clubs and decision-making bodies. The college always strive 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 done during the year, which reflected the vision and mission statements of the college, are as follows.

- Instruction through LMS (Moodle)
- Bridge courses
- Certificate courses
- Training programmes
- Expert talks (state to international level)
- Value added courses
- Extension activities especially by providing various services to Ward VI of Vadakkekara Grama Panchayath
- Eco friendly campus initiatives
- Collaborative activities with other institutions like Vadakkekara Grama panchayath, Amala Institute of Medical Sciences, Lions Club and different higher education institutions

File Description	Documents
Vision and Mission statements of the institution	<a href="#">View File</a>
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal	<a href="#">View File</a>
Documentary evidence in support of the claim	No File Uploaded



Any other relevant information	No File Uploaded
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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

Administration of the institution is organised based on 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 the management council members and heads of educational institutions meet occasionally to take decisions regarding developmental activities of the institutions under the management. The institution has a well organised system for ensuring decentralisation and participative management. At the starting of all academic year, 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 all 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 programme.

File Description	Documents
Relevant documents to indicate decentralization and participative management	<a href="#">View File</a>
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.

The institution tries to maintain transparency in its functioning. The financial transactions of the college are done with proper documentation. The financial accounts are audited by a registered chartered accountant. Internal auditing by the management and external auditing by the government officials are done regularly. The income expenditure statement of bodies like PTA, Alumni etc. are presented annually in the meetings. The academic and administrative audit was done under the leadership of IQAC. The Action plan for the academic year was prepared by the IQAC and its

implemetation was monitored in regular intervals. The Academic and Administrative Audit report was prepared annually. The internal assessment marks are made available to the students for verification. The grievance redressal cell helps the students to register their grievances. The students union is also there to raise the needs of the students. The academic and non-academic activities of the college are discussed in staff council before its implementation. All these initiatives help to maintain the transparency in various activities of the college.

File Description	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	<a href="#">View File</a>
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 college has a systematic plan for successful transaction of curricular activities. At the beginning of the academic year, the curriculum transaction committee prepares a plan for the academic activities of the year based on student satisfaction survey and analysis of feedback collected from various stakeholders. The strategies to be adopted for transition to online mode had given more importance due to the pandemic condition. Academic calendar for the year and time table were prepared based on the planning and discussed in staff council and IQAC. Special care was taken to ensure the smooth academic functioning of the college in accordance with the curricular planning. Flexibility in the plan was also decided in discussion with the stakeholders at necessary situations. Online mode teaching strategies were effectively employed through Google Meet and Moodle LMS. Bridge courses, additional training programmes and workshops were arranged to enhance the knowledge and skills of prospective teachers. All aspects of curriculum including school internships were done in a systematic manner. Student progress was assessed regularly with respect to theoretical and practical aspects. Proper working of the curricular plan was regularly reviewed in staff council and IQAC meetings. The academic log prepared every month by each teacher also helped to monitor the progress. The college was able to manage its curriculum transaction plan effectively amidst the hardships posed by the pandemic situation.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	<a href="https://www.ilearn.snmtrainingcollege.org/">https://www.ilearn.snmtrainingcollege.org/</a>
Documentary evidence in support of the claim	No File Uploaded

Any other relevant information	No File Uploaded
<p>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.</p> <p>The institution has an organised administrative set up 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 including IQAC, teachers' staff council and students' council 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 the infrastructural development. The functioning of the college including the appointments of teaching and nonteaching staff, promotion, professional advancements etc. follows the policies, rules and regulations of the government, University, NCTE and UGC.</p>	
File Description	Documents
Link to organogram on the institutional website	<a href="http://snmtrainingcollege.org/assets/img/organogram_new.pdf">http://snmtrainingcollege.org/assets/img/organogram_new.pdf</a>
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded
<p>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</p>	Three/Four of the above
File Description	Documents

Data as per Data Template	<a href="#">View File</a>
Screen shots of user interfaces of each module	<a href="#">View File</a>
Annual e-governance report	<a href="#">View File</a>
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 actions taken based on the reports were reviewed in the next meeting. Staff council of teachers is an important committee that makes important decisions regarding the functioning of the college. The staff council meeting held on 05/11/2021 decided to conduct bridge courses for the students of 2021-2023 batch. It was decided to conduct the bridge courses on Teacher Professionalism, Communicative English and Soft Skills. Based on the decision the following courses were conducted.

- Bridge course on Teacher Professionalism on 12-11-2021 (Resource Person - Dr. K. P. Anil Kumar, Former Principal of SNM Training College)
- Bridge course on Communicative English on 20-12-2021 (Resource Person - Smt. Binsha Babu, Assistant Professor, SNM College, Maliankara)
- Bridge course on Soft Skills on 11-11-2021 (Resource Person - Dr. Pramod Dinakar, Assistant Professor of Chinmaya Vishwavidyapeeth Deemed to be University, Veliyanad)

The bridge courses were provided in the beginning stage of the B. Ed. course. All the courses were relevant for the development of the students as effective teachers. The feed back of the students revealed that the bridge courses helped them to familiarise with the qualities and skills needed for a teacher.

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

Any other relevant information	No File Uploaded
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### 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. All staffs 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 the non-teaching staff during their retirement. Staff welfare fund initiated by the staff themselves is used to manage various financial emergencies. The retiring staffs are honoured for their service to the institution by arranging retirement parties and presenting gold coin. Teachers are encouraged to attend various professional development programmes by granting duty leaves. Training programmes were organised for both teaching and non-teaching staffs. Awareness programmes especially in the time of COVID-19 were provided to the staff. The staffs participate in cultural and recreational activities conducted by the college.

File Description	Documents
List of welfare measures provided by the institution with seal and signature of the Principal	<a href="#">View File</a>
List of beneficiaries of welfare measures provided by the institution with seal and signature of the Principal	<a href="#">View File</a>
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

0

File Description	Documents
Data as per Data Template	No File Uploaded
Institutional Policy document on providing financial support to teachers	No File Uploaded
E-copy of letter/s indicating financial assistance to teachers	No File Uploaded

Certificate of participation for the claim	No File Uploaded
Certificate of membership	No File Uploaded
Income Expenditure statement highlighting the financial support to teachers	No File Uploaded
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.

8

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

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

1

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Copy of Course completion certificates	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

The performance based appraisal system suggested by UGC is followed in the college for the performance appraisal of the teaching staff. All teachers are directed to submit their self assessment based on proforma suggested by UGC every year. Principal validates the entries given in the proforma. An activity log is prepared by teachers every month which contains all the academic

and nonacademic activities. It was analysed by the IQAC and gives necessary directions. The progress of academic and non academic works are also discussed in teaching staff council meeting. The feedback of students collected at the end of each academic year also serves as a means for evaluating the performance of teachers. Performance appraisal based on a proforma is not followed in the case of non-teaching staff. Periodic monitoring of the performance of non teaching staff is done by the principal during non teaching staff council meetings.

File Description	Documents
Proforma used for performance appraisal for teaching and non-teaching staff with seal and signature of the Principal	<a href="#">View File</a>
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	<a href="#">View File</a>
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

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 staffs from the office of the Deputy Director of Collegiate Education, Ernakulam audits the Government account. 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 by taking proper action.

File Description	Documents
Report of Auditors of during the year signed by the Principal.	<a href="#">View File</a>
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

File Description	Documents
Data as per Data Template	No File Uploaded
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	No File Uploaded
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 the college activities are raised through various measures such as

- Fund from RUSA 2.0
- PTA fund
- Staff welfare fund
- Alumni registration fee
- Donation by Alumni
- Registration fee for seminars
- Management Fund

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 mainly used for infrastructure development. PTA fund is used for the implementation of LMS and enhancing WIFI facilities. Management fund is used for the day to day needs of the college and providing salary for the employees who are not getting salary from the government. The functioning of alumni is maintained through alumni fund. Staff fund is utilised to meet various needs of staff members. The scholarships constituted by staff and PTA are contributed from Staff Welfare fund and PTA fund.



File Description	Documents
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	<a href="#">View File</a>
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 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 staff
- Curriculum transaction through innovative and ICT based strategies
- Organising skill development programmes for students
- Commemoration of days of importance
- Club Activities
- Staff and PTA scholarships for students
- Ecofriendly campus initiatives
- Grama Sevana Project

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

Any other relevant information	No File Uploaded
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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 an important component. This action plan is prepared based on the reflections and feedback of all stakeholders. 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 discussions, group activities, seminars, debates, peer teaching, brain storming, ICT based strategies etc. Internship programme related activities like classroom teaching, club activity, case study, action research, art education, physical education, value education assessment practices, etc. 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 like SET, KTET etc. IQAC and staff council reviews the curricular activities periodically and provides necessary instructions to the teachers. The progress of students are assessed through class tests and model examinations at regular intervals. The University examination result of students is analysed in Staff council, IQAC and PTA meetings. The effectiveness of the strategies is evident from the result of students in university examination. Majority of the students passed the course with A+ or A grade. The number students who cleared NET, SET and KTET also increased.

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

10

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

Report of the work done by IQAC or other quality mechanisms	<a href="#">View File</a>
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	<a href="#">View File</a>
Link to the minutes of the meeting of IQAC	<a href="http://snmtrainingcollege.org/assets/img/SNMTC_MinutesofIQAC.pdf">http://snmtrainingcollege.org/assets/img/SNMTC_MinutesofIQAC.pdf</a>
Link to Annual Quality Assurance Reports (AQAR) of IQAC	<a href="http://snmtrainingcollege.org/AQAR.html">http://snmtrainingcollege.org/AQAR.html</a>
Consolidated report of Academic Administrative Audit (AAA)	No File Uploaded
e-Copies of the accreditations and certifications	<a href="#">View File</a>
• Supporting document of participation in NIRF	No File Uploaded
Feedback analysis report	<a href="#">View File</a>
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 the updation of its e-learning strategies. Due to pandemic the college was forced to start online teaching strategies. Inorder to enhance its efficiency 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. The capacity of WIFI is increased for better use of internet resources.

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 - Awareness programme on cyber safety
- Amala Institute of Medical Sciences, Thrissur - 'Kesadanam Mahadanam' - hair donation campign forcancer patients and wareness talks by the doctors
- SNMHS, Moothakunnam - Arike Project - An initiative to support the students of SNMHS through additional learning materials

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

#### Policy Execution

### Streamlining energy-saving techniques

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. Discussions in groups are encouraged to take place on the verandah or in the shade of the trees. Our college does routine maintenance on its UPS, printers, and photocopiers to help avoid unnecessary energy waste. To meet the energy needs of the college, during power failure we make use of diesel generator, with capacity 50 KVA

### Alternate Sources of Energy and Energy Conservation Measures

- We strive to promote the use of non conventional sources like solar energy for the energy requirements of the institution.
- We use energy-efficient (LED based) lighting sources in our buildings. CFL and incandescent bulbs were replaced with LEDs as part of energy conservation.
- The use of energy-efficient equipment is ensured in the college.
- The college has a biogas generation unit

Installation of solar panel is in the process

File Description	Documents
Institution's energy policy document	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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 institution has implemented the two-bin system on all the floors, one for collecting paper and the other for plastic waste. All the stakeholders are directed to take ethical responsibility in reducing individual waste generation.

Solid waste is collected and segregated in three separate bins paper, plastic & other food wastes. The institution has also installed a biogas plant. Students have been compelled to use reusable

lunch boxes. College also purchased steel plates and glasses for food distribution inside the college during any function. At the institutional level, there is a total ban on the use of disposable glasses and plates. Sanitary Napkin Incinerators have been installed in the girls' toilet to facilitate the disposal of sanitary napkins in an environment-friendly way.

Rainwater is collected from the rooftop and redirected to a tank with a 20000-litre capacity. A filter is used to remove pollutants in the water.

Periodic maintenance and up-gradation of electronic and electrical equipment are done for optimum use and to minimize e-waste. The cartridges of 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	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

Three of the above

File Description	Documents
Documentary evidence in support of each selected response	<a href="#">View File</a>
Geo-tagged photographs	<a href="#">View File</a>
Income Expenditure statement highlighting the specific components	No File Uploaded
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**

Three of the above

File Description	Documents
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Income Expenditure statement highlighting the specific components	<a href="#">View File</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Geo-tagged photographs	<a href="#">View File</a>
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

Having a pollution-free and healthy environment in a campus is crucial for the well-being of students, faculty, and staff, as well as for the sustainability of the campus itself. Creating a pollution-free and healthy environment in the campus it requires a commitment from all stakeholders, including students, faculty, staff, and administrators. It can lead to a more sustainable and enjoyable campus experience for everyone. Improving green practices in campus is an important step towards creating a sustainable environment and reducing the carbon footprint. Our college always strive to achieve these by implementing eco-friendly practices, planting trees and vegetation and encouraging responsible behavior. Many activities were organised in this regard

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

Two of the above

File Description	Documents
Videos / Geotagged photographs related to Green Practices adopted by the institution	<a href="#">View File</a>
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
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**7.1.7 - Number of expenditure on green initiatives and waste management excluding salary component during the year (INR in Lakhs)**

0.22225

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

The main objectives of our college are to equip the teacher trainees to bring about progress and prosperity in the locality and backward community by providing quality education and to inspire the teacher trainees to propagate the idea of educating the pupils for liberation from ignorance, poverty and superstitions. In order to inculcate social and humanitarian values among the students, the college has adopted the 6th ward of our grama panchayath and conducted many services for the people of that ward. By leveraging local environment, local knowledge, resources, and community practices, a teacher education college can prepare teachers who are not only well-versed in subject matter but also possess a deep understanding of the local context, enabling them to create meaningful connections between education and the community they serve

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
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 There is a committee to monitor adherence to the Code of Conduct**

A. All of the above



**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	<a href="#">View File</a>
Web-Link to the Code of Conduct displayed on the institution's website	<a href="#">View File</a>
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	<a href="#">View File</a>
Details of the Monitoring Committee, Professional ethics programmes, if any	<a href="#">View File</a>
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.

### BEST PRACTICE 2:

#### SOCIAL RESPONSIBILITY INITIATIVES (SRI)

Teacher education institutions often seek to engage with the local community and contribute to its development. This involves training future teachers to be culturally responsive, understanding diverse learning needs, and addressing the achievement gaps that exist among different student populations. 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. These experiences help students develop a sense of social responsibility, empathy, and a broader understanding of the community in which they will work as educators.

File Description	Documents
Photos related to two best practices of the Institution	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 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

Distinctiveness of SNM Training College lies in its vision- " Avanavan Atmasukhathinacharippava Aparanu sukhatinayvarenam " (Let the practices 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 was planned to identify the needs of the immediate society and to arrange various programmes for their upliftment. 'Arike' a project to uplift the students of our nearby school through various curricular activities is a great initiative by our college. The social commitment also exhibited through the extension activities like Organizing awareness programmes , Charity to bedridden in gramam, various awareness talks related to their daily issues, KESHA DANAM, SNEHA DANAM an initiative in collaboration with Amala Institute of Social sciences, palliative care unit services etc. Our vision is to equip the teacher trainees to propagate the idea of educating the pupils for liberation from ignorance and superstitions. The main focus of the institution is always on the progress and prosperity of the locality and backward community by providing quality education for all.

File Description	Documents
Photo and /or video of institutional performance related to the one area of its distinctiveness	<a href="#">View File</a>
Any other relevant information	No File Uploaded

