



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

KARMELA RANI TRAINING COLLEGE

**FATIMA ROAD. NEAR ST. ALOYSIUS H.S.S., CUTCHERY P.O., KOLLAM 691013
691013**

www.karmelaranitrainingcollege.com

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Karmela Rani Training College, Kollam, founded in 1960 by the late Bishop of Quilon Rt. Rev. Dr. Jerome M. Fernandez, is a Teacher Education institution offering Bachelor of Education (B.Ed.) course in 7 disciplines. It is a government aided college (Grant-in -Aid) coming within purview of the Higher Education Department, Government of Kerala. The College is affiliated to University of Kerala and is recognized by National Council for Teacher Education (NCTE).

Over 63 years of its establishment, the College has become one of the leading Teacher Education Institutions in the State. It is a matter of joyous pride that, our Alumni are well placed in various institutions as Principals and teachers and five among the Alumni so far have received National Award for Teachers from the President of India.

Location of the College

The College is located within the town limits of Kollam at a latitude of 8.886579 and longitude 76.578560, adjacent to the beautiful coastal lines of Arabian Sea, providing easy access to transportation hubs.

The aim of the College is to send into the field of Education, teachers who are intelligent, spiritually vigorous, cultured, healthy, vocationally prepared, social minded and committed to the cause of Indian Education in whatever sphere they may serve God and Country.

The College's emblem is a shield with a crown adorned with twelve stars and flying flags with the college's name and motto engraved on them at the top and bottom respectively. The shield depicts a traditional lamp that is lit by two hands and is situated on a hill; this represents the lighting of the lamp of knowledge to drive out the darkness of ignorance.

Motto of the College

The motto of the College is originally in Sanskrit version "Paramarthiko Deepa Pradeepayathe", which means 'The True Light Enlighteneth'.

Implications of the Motto: A true teacher is a communicator of truth and light. If teachers are to be the beacons of light that are to dispel the darkness of illiteracy and ignorance, they must be imbued with a spirit of dedication to their noble calling as teachers to be a source of enlightenment to others.

Vision

The Vision of the college

To provide quality and value-based teacher education to the student teachers to become academically innovative, professionally competent and socially committed citizens who will strive for social transformation and nation -building.

Mission

Our Mission

The following objects constitute the mission of the College.

1. To transmit the Christian Spiritual, Moral, Cultural, Educational and Religious heritage and ethics through the Educative process.
2. To transact all curricular and co-curricular activities in view of the integral development of the personality of students.
3. To provide professional education and training in multi skill enhancement to prospective teachers who will contribute to national development with global outlook.
4. To orient the students to attain required competence and refinement through innovative practices, educational technology and ICT enabled strategies and remedial coaching programmes.
5. To promote relevant academic ventures and research activities for contributing to the common fund of knowledge.
6. To extend educational guidance and professional assistance to neighbourhood schools and communities.
7. To co-operate in the common effort to uplift the socially and educationally backward Christian Minority Community of Latin Catholics through education and training.

Quality Motto

Professionalism in Teacher Education: Key to Quality Education ..

Quality Principle

Enhancing skill-specific, value-based integral Teacher Education will ensure the moulding of techno-pedagogically competent teachers with required professionalism.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- This institution is a renowned Aided Teacher Education College under the Catholic management which runs about 100 educational institutions in primary, secondary and tertiary levels managed by a religious minority community committed to provide education as service.
- Many of the alumni entered into government service as teachers and administrators all over the world
- Students are admitted on merit.
- Continuous and stable records of academic achievements. Many rank holders from the college.
- Institution caters to the educational uplift of the fisher folk and students from coastal belt.

- Five of its alumni received Best Teacher Award from the President of India over the past 65 years, and good number of candidates from the college clear PSC Examination conducted for recruiting teachers.
- Institution contributes to women empowerment as majority of students enrolled are women.
- More possibility for career placement and recruitment of qualified hands from the institution to other educational institution under the same management.
- A campus located in the heart of the city surrounded by educational institutions and a model practising school within the vicinity for better co-operation, innovation and interaction.
- Well qualified and experienced senior faculty with 9 holding Ph.D out of ten. Many serve as resource persons and University examiners.
- A well-furnished library, ICT lab and allied learning resource center catering to the needs of the students. Library has a vast collection of texts and reference books, magazines and CD-ROMs to provide cohesive learning ambience. 9000 books are available exclusively for the College of Education.
- The College helps the faculty to keep abreast with the new changes occurring in the field of Teacher Education by allowing them to attend the seminars, workshops and refresher courses
- College has formal agreement with 10 participatory schools including Government and aided Schools for the smooth conducting of Teaching Practice.
- The campus is Wi- Fi enabled.
- College is a barrier free campus with ramp for differently abled persons.
- Campus is noted for its biodiversity with variety of trees including exotic ones with a mini Miyawaki like forest.
- Internal Quality Assurance cell plays an important role in improving and maintaining Quality of the institution.

Institutional Weakness

- This college is a stand-alone institution which does not have the benefits of a multidisciplinary campus
- The institution primarily laid strong emphasis on curriculum transaction and smooth conduct of academic courses but it led to the lack of required focus on research, extension and value-added courses.
- Being quality conscious, institution had planned to present itself for assessment and accreditation much earlier. But procrastination and delay occurred due to the over expectations of perfection and total preparedness. This stand also has adversely affected the moves for timely quality assessment of the institution.
- Being an aided college, apart from the provision of salary by State Government, other developmental grants are minimal. This also affects quality initiatives and developmental projects.
- Students who are enrolled here are meritorious and talented but most of them are from economically weaker sections of the society. Owing to this, other value-added courses could not be attempted as the students cannot afford even the minimal subsidized special fees.
- This institution was painfully forced to close the Post graduate Department offering M.Ed course due to the unfavourable stand of the University and government of Kerala. The University on one hand was not favouring the conduct of self-financing courses in aided colleges. On the other, the government of Kerala citing the financial constraints, did not sanction required posts of teaching faculty in the aided stream for M.Ed which led to the closure of M.Ed programme in the year 2019 after 14 years of successful conduct of the programme as unaided course. This has adversely affected the academic growth of the institution as a research center where 95% of faculty are Ph.D holders.
- Some negligence on prompt and proper documentation of events and activities is also one of the

weaknesses of the institution which may be changed due to the current assessment process.

Institutional Opportunity

- With the present infrastructure facilities, the college can explore more avenues to create necessary Add-On Courses in the educational Practice.
- To explore the research potential of the faculty and to intensify the research climate, the college of education can be registered as a Research Centre.
- With some more augmentation to Information and Communication Technology Centre, it can be changed into E-Content development lab.
- By utilizing the expertise of the human resources in our institution, the college can provide life skill training and career guidance programme for the needy students from different Schools.
- As envisioned in the National Education Policy 2020, there is scope for the Institution to modify the current Teacher Education Programme, offering B.A.B.Ed / B,Sc. B.Ed dual degree programmes (ITEP) exploring the possibilities of expansions as multidisciplinary campus or establishing a host and partnering institutions framework for attaining this goal.

Institutional Challenge

- The greatest Challenge is to convert this stand-alone institution into a multidisciplinary campus.
- Added to the above, it is a challenging task to convert the current two-year Teacher Education Programme into ITEP or Integrated Teacher Education Programme.
- To maintain high quality in the competitive academic environment in order to rise up to students expectations.
- Non- Sanction of post of Teaching and supporting staff under grant-in-aid is a cause of concern for the college.
- To provide infrastructural development for required expansion in the field of Education, is a difficult task, due to financial Constraints.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The College primarily follows the Curriculum prescribed by the University of Kerala for B.Ed programme framed in accordance with N.C.T.E.guidelines. Effective transaction of the curriculum is ensured by the institution through the preparation of academic calendar, activity charts, timetable and periodical meetings of the curriculum planning committee and faculty. The action plan is reviewed by collecting feedback from students and other stakeholders. This helps for midcourse correction and thus the curriculum is shaped to suit the local needs of the institution. The modifications needed in the prescribed B.Ed curriculum in view of the covid pandemic situation could effectively be done as one of the faculty members was a member of the UG Board of Studies in Education, University of Kerala. The Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) are communicated to teachers and students through the Website of the institution, Prospectus, Student Induction and Teacher Orientation programmes. The institution offers ample opportunities for student teachers to undergo self- study courses and the well- equipped library and computer lab helps to serve this purpose. 45 students were enrolled in and completed online self-study courses during the year

2022-'23. 36 students completed online self-study courses during the year 2021-'22 and 11 students completed online self-study courses during the year 2020-'21. Student teachers receive opportunities to acquire knowledge, skills, values and attitudes through the student induction programme, micro teaching sessions, criticism classes, school internship programmes, minor research projects and community living camp. The student teachers are familiarized with the functioning of various Boards of School Education as they get fruitful experiences from the school induction programme, by performing their duties as teachers and the other roles assigned to them in the practicing schools. The institution familiarizes students with the diversities in different school systems by effective transaction of the teaching of different subjects in India and other nations.

Teaching-learning and Evaluation

In the teacher education programme more emphasis is given to the teaching learning process. Admission is done on the basis of state wide merit. For effective classroom transaction various reflective techniques are employed both in theory and practice teaching. Classroom transactions includes various types of reflective activities like discussion, seminar presentation, assignment, debate, reflective journalizing, cooperative learning, collaborative learning, peer- tutoring, reviewing, reflections, projects, action research, co-curricular activities, socially useful productive works, innovative works and educational blog. In order to evaluate teaching skills of student teachers, pre-determined rubrics and rating scales are used. Student teachers practice different innovative models and approaches on the first and second phase of School Internship program. The college follows a continuous and comprehensive evaluation system. Value system, attitude, participation, leadership, punctuality, quality of work, commitment to work and society, research aptitude, creativity and innovation are evaluated from the first day to the last day of credit submission to the university. Formative and summative assessments are integrated to the monitoring process. These assessments identify areas of strength and areas requiring improvement, providing the with a clear understanding of their development to the trainees.. Summative assessments at the end of the programme offer an overall evaluation of the trainees performance, providing a comprehensive view of their readiness to enter the teaching profession. The college has a well-established and well- defined grievance redressal system which follows a systematic and fair procedure for fair conduct of evaluations. Teacher updates their knowledge through in-service programmes.

Infrastructure and Learning Resources

The college offers top-notch resources for learners. Classrooms and seminar halls are equipped with interactive white boards, green boards, white boards, overhead projectors, computers and internet access. The auditorium/multipurpose hall having a seating capacity of 150 is outfitted with sound system, speakers, microphones, projector, screen and computer with internet access. Audio visual lab is furnished with white board, LCD Television, overhead projectors, LCD projectors and computer with internet access. Computer lab is equipped with 25 computers with internet access, web cameras, head sets, and video editing softwares. College library have a collection of more than 10000 bar coded books (including reference materials, encyclopedias, dictionaries, and CDs), online access to vast resources of e- books and e- journals through NList subscription and is updated with Libsoft. Students can use reprographic services including photo copies and printing. Psychology lab and Subject laboratories are equipped with a good number of psychological tools and test batteries. scientific test apparatus, samples, models, specimens, cultural kit etc. Art and craft room is equipped with material and tools for students to engage in art and craft works. Sports center has multi gym, tread mill, elliptical, cycle and equipments necessary for strengthening exercises. College has necessary kits for indoor and outdoor games. Playground has badminton and volleyball courts. The playground of nearby model school is also used. Other facilities include Bio metric punching for staff and students, Computerized college office,

24x7 CCTV camera surveillance., G-suit account for all stake holders and WIFI enabled campus.

Student Support and Progression

The institution offers a variety of support mechanisms to meet students' diverse needs and engages in many initiatives aimed at enhancing skills and building capabilities. The college offers sufficient amenities like a gymnasium, separate restrooms and toilets for males and girls, safe drinking water, first aid, and recreational space. A grievance redressal cell is set up in accordance with UGC and Kerala University norms, to take necessary actions to address any issues that may arise. The Alumni Association - Former Students Association (FSA), founded in 1975, plays a multifaceted role in the institution's growth and advancement. FSA organizes Inter School Literary and Cultural Competition each year for high school students from the Kollam district. Former Students Day celebrated every year is an institution-wide celebration honouring and bringing former students back to reconnect with the college and features cultural and entertainment events. Most of the scholarships of the college are instituted by the alumni. Some provision for financial aid to deserving students of the college is also made. Remarkably high pass rates are observed on Teacher Eligibility Tests, such as NET, SET, CTET, and KTET. After graduating from the college, a large number of its students got on to become teachers. Placement cell offers assistance to graduates to secure positions as teachers in educational establishments. Student council, upholding a democratic stance, is actively involved and proactive in the operation of the institution supporting student affairs at the college, fostering students' artistic, literary, athletic endeavours | talents and tastes.

Governance, Leadership and Management

The aim of the college is to send into the field of Education, teachers who are intelligent, spiritually vigorous, cultured, healthy, vocationally prepared, social minded and committed to the cause of Indian Education. The college is governed by a management board presided by the Manager of the college and the academic administration is executed by the Principal Institution has a decentralized organizational structure and functions are distributed at various levels to ensure the accomplishment of our vision. The institution maintains complete transparency in its financial, academic and administrative function adhering to the state government and affiliating university. The strategic plan of the Institution gives much emphasis to students learning outcome in the University examination and to equip the students to face competitive exams. The institution gives utmost importance to the effective implementation of welfare measures for teaching and non-teaching staff by creating a positive and conducive work environment, improving job satisfaction, and ensuring the overall well-being of the staff members. Significant initiatives were taken for the teaching and non-teaching faculties, in various dimensions such as Academic, Professional, Social, Economic, Health and wellbeing. Systematic and transparent internal and external audits are conducted in every financial matter related to the college. Our institution has resource mobilization policies and procedures for the optimal utilization of resources for ensuring the quality of education and welfare of staff. The fund is utilized in a transparent way, and the institution is bound to go through stringent auditing measures. IQAC has played a key role in institutionalizing quality assurance after its inception. The various strategies adopted are in tune with the vision and mission of the college.

Institutional Values and Best Practices

Our institution upholds high values and gives utmost priority for its conformity. We have an eco-friendly

campus with serene environment that maintains a peaceful atmosphere in the campus. Our well stated energy policy encourages optimal utilization of resources and manpower sensitization to reduce power consumption. Waste management is essential for ensuring a healthy environment in the campus. The waste materials produced in our campus are separated and managed properly. To maintain the green environment in the campus, cutting of trees is strictly controlled and students are encouraged to plant more trees. Enough sanitation facilities have been provided in the campus and adequate supporting staff are employed for maintaining the cleanliness of the campus. Our green cover and waste management policy give due weightage for the reduction of carbon emission in the campus. Kollam is a district with many local resources including national and state institutes and we utilize these resources to make our trainees more efficient and competent. Our institution has a well stated Code of Conduct and we periodically conduct reviews to ensure its compliance in the campus. Through our best practices, Morning Assembly and The Community Outreach and Extension Programmes we provide opportunities to our trainees for their skill enhancement that will ensure their personal as well as professional development. Ours is a unique institution that strive to attain its vision through systematic and novel activities so as to contribute for the good of society and uplift of humanity through the noble profession – ‘Teaching’

Research and Outreach Activities

The institution encourages teachers and students to organize activities related to research, innovation and outreach. The college encourages students and teachers to participate in various national and international seminars organized by reputed higher educational institution and agencies and also encourages them to publish research papers and articles in reputed journals. Majority of the faculty members in the college have published research papers and articles in UGC Care listed journals and other reputed peer reviewed national and international journals, chapters in edited books and papers in National and International conference-proceedings during the last five years. Majority of the teachers are Ph.D. holders and five of our teachers secured Ph.D. degree in the reporting period. One of our faculty is recognized as approved guide by the University of Kerala. The extension and outreach activities organized by the college sensitize the students towards social issues and inculcate values and commitment to the society. The active role in the flood relief programmes during the Kerala Flood 2018, involvement in COVID-19 prevention initiatives such as distribution of masks and sanitizer in coastal areas nearby the college, and various awareness programmes like gender sensitizing programmes, women empowerment programme etc. constitute the significant outreach activities organized by the college within the past five years. Majority of the activities are integrated with the curriculum and part of Student Empowerment Programmes (SEP) of the college. Collaboration with various institutions and skill development centers, helps the prospective teachers to develop a more realistic perspective on the learning experiences.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	KARMELA RANI TRAINING COLLEGE
Address	Fatima Road. Near St. Aloysius H.S.S., Cutchery P.O., Kollam 691013
City	Kollam
State	Kerala
Pin	691013
Website	www.karmelaranitrainingcollege.com

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	Anuja C S.	0474-2749655	9447556373	-	info@karmelaranitrainingcollege.com
IQAC / CIQA coordinator	Mary Sindhu J	0474-2963567	9447556373	-	marysindhu75@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

State	University name	Document
Kerala	University of Kerala	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	01-08-1960	View Document
12B of UGC	01-08-1960	View Document

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
NCTE	View Document	06-11-2020	1	Validity is Permanent If the Institution adheres to the norms of NCTE

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Fatima Road. Near St. Aloysius H.S.S., Cutchery P.O., Kollam 691013	Urban	1.45	3396.05

2.2 ACADEMIC INFORMATION

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

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				3				9			
Recruited	0	0	0	0	1	2	0	3	2	3	0	5
Yet to Recruit	0				0				4			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				12
Recruited	9	3	0	12
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	1	2	0	1	3	0	7
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	1	0	0	1
UG	0	0	0	0	0	0	0	0	0	0

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

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	1	0	0	1
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	6	0	0	0	6
	Female	44	0	0	0	44
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	0	3	0	1
	Female	10	6	9	11
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	1	0	1	0
	Others	0	0	0	0
OBC	Male	3	2	1	37
	Female	28	28	25	0
	Others	0	0	0	0
General	Male	0	0	1	13
	Female	8	11	13	0
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		50	50	50	62

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	As NEP 2020 offers increase scope and expansion and collaboration, Karmela Rani Training College, now being a stand-alone institution is actively exploring the possibilities of both expansion of the
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	<p>campus to multidisciplinary campus and merger or collaboration with institution of Higher education under the same management like Fatima Mata National College (Autonomous) Kollam which is an institution repute with 16 UG and PG departments and research Departments. Frequent discussions are taking place to convert B.Ed programme into ITEP. As the college is situated in the heart of the town, there would be space and Infra structure constraints to convert this to a multidisciplinary campus. As another multidisciplinary campus under the same management is within the accessible limits, the management has favoured the option of retaining this as an education department under the multidisciplinary campus of the same management. More ITEP programmes as foundational, preparatory, middle and Secondary levels are also under the consideration of the same management. This point has already discussed in the Management Board meetings of both Institutions. When the state government implements, the college is prepared to shift to the new structure. The college also has requested the Government to grant permission to start ITEP course.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>Our institution is affiliated to, Kerala University, Thiruvananthapuram and we are stand- alone institution offering two-year B Ed. Programme in seven optional subjects. In the state of Kerala the government has not made statutory changes for introduction of four-year B. Ed. Programme at colleges and Academic Bank of Credits as per National Education Policy 2020. As ours is an aided institution the curriculum, admission and awarding of credits/marks is fully executed by the university and we are following the regulations as per the instructions given to us. As per changes in government regulations, we are willing to make necessary arrangements to reap the benefits of Academic bank of Credits and other initiatives proposed by National Education Policy 2020. Our faculty Dr. Brinda Nair S., Assistant Professor in mathematics education participated in inter-university workshop on implementation of NEP 2020 conducted by University of Kerala in collaboration with. Regional Institute of Education Mysore on 06/08/2022, at University of Kerala, Thiruvananthapuram.</p>

3. Skill development:

The National Education Policy (NEP) in India, which was introduced in 2020, aims to transform the education system in the country. One of the key aspects of NEP is the emphasis on skill development in teacher training institutions to equip educators with the necessary competencies to meet the evolving needs of students and the education system. In line with NEP, the following skill development programs have been conducted in our institution. 1.

Pedagogical Skills:

- **Effective Teaching Techniques:** Training on various teaching methodologies, classroom management, and lesson planning.
- **Assessment and Evaluation:** Skill development in designing assessments, grading, and providing constructive feedback to students.
- **Differentiated Instruction:** Strategies for tailoring instruction to meet the diverse needs of students.

2. **Technology Integration:**

- **Digital Literacy:** Training on the use of educational technology, digital resources, and online teaching platforms.
- **Blended Learning:** Skills to integrate both traditional and online teaching methods effectively.
- **Educational Software:** Proficiency in using educational apps and software for interactive learning.

3. **Language and Communication:**

- **Multilingual Proficiency:** Training in teaching and communicating in multiple languages, including regional languages.
- **Communication Skills:** Development of effective verbal and written communication skills for conveying ideas clearly to students through the preparation of lesson plans.

4. **Innovative Pedagogies:** Skills to develop and implement innovative teaching methods by writing innovative lesson plans

5. **Research and Data Analysis:**

Educational Research: By preparing a minor research project, students are enabled to conduct research in teaching and learning and thereby develop their data analysis skills.

6. **Ethical and Legal Aspects:** By providing legal awareness classes, value education classes, awareness class regarding new education policies values such as ethical conduct, professional standards, and confidentiality to be maintained in the profession, Knowledge of education laws, policies, and regulations are developed.

7. **Leadership and Management:** Through various curricular & curricular activities Skills for taking on leadership roles and Strategies for effective time management and workload organization are developed.

8. **Soft**

	<p>Skills Development: In addition to subject matter knowledge, student teachers are trained in soft skills such as communication, critical thinking, problem-solving, and empathy. These skills are essential for effective teaching and for fostering holistic development in students. 9. Teamwork & collaboration: Strategies to promote collaborative learning environments are frequently used in developing teamwork. 10. Life skills training programmes are given for stress management, maintaining a healthy work-life balance, and prioritizing self-care. 11. Critical Thinking and Problem Solving: Student teachers are trained in different methods and strategies to develop critical thinking and problem-solving skills. 12. Micro-teaching, seminars and discussions are used to enhance teaching skills. These practical teaching experiences and opportunities for reflection can significantly enhance teaching skills and help student teachers gain confidence in their abilities. 13. Training is given for assessment and evaluation by portfolio assessments, peer evaluations, and continuous feedback mechanisms.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>Our college comes under the jurisdiction of Kerala University and in core paper, 'Education in Indian Society' of B. Ed Curriculum a detailed description of Indian Knowledge system is included. This is a compulsory paper of the programme and the concerned teachers deliver lessons with special efforts for the promotion of our culture and heritage. A participatory approach is included in these classes to enhance the understanding of students. Art Education and theatre practice is also included in the curriculum. Every week on Wednesdays an hour is provided for artistic performance of students. Students used to perform various art forms such as folk dance, classical dance, group dance, folk songs, patriotic songs etc. that are the part of our culture. They also prepare written assignments on Indian Art, Tradition and Culture. Our teachers take classes both in English and Vernacular (Malayalam) languages. Reference books in both languages are provided in the library also. Students have provision to write exams in both English and Malayalam Language. During School Induction programme trainees have freedom to opt the language of their choice for planning and teaching. Schools for practice teaching</p>

	<p>is provided based on the choices of the trainees. Folksongs transmits the culture of a land to generations. During the community living camp experts and folklorists took awareness programme on folk songs of Kerala. They also demonstrated it for the students and arranged a training session on the same. We celebrate days of national importance and dissimilate its importance through invited talks and awareness programs. Songs that depict the culture and heritage of our land, dress codes with special reference to our culture, artistic performance that symbolizes our culture etc. were included in the celebrations. Yoga is the part of our tradition. We celebrate 'Yoga Day' with due importance. Provisions and space are provided to our students and teachers to practice Yoga. Yoga is included in the B. Ed. Curriculum of Kerala University also. Topics such as Pranayama, Surya Namaskar, Pranamasan, Hasta uttanasana, Padahasthasana, Ashwa-sanchalan-asana, Parvatasana, Ashtanga namaskar, Bhujangasana, Parvathasana and Ashwa-sanchalan-asana are included in the Curriculum. Students have to prepare and take two Yoga lessons for school children during School induction programme. Our Physical Education teacher provides adequate training and practice to the students in Yoga. At the time of community living camp mass practice of Yoga is conducted on all camp days and we invite 'Yoga Trainers' to give expert training to our students and teachers.</p>
5. Focus on Outcome based education (OBE):	<p>The B.Ed. Curriculum in general follows the outcome-based education process. For these, in the curriculum along with each course or subject course outcomes are stated in terms of the attainment of students (CO's). For each course, apart from course outcome, unit-wise course specific outcomes are also given. (CSO). Instructional activities and all practical sessions are conducted with a view of realising the present outcomes. Although outcome-based education is not fully implemented at university level, teachers here are aware of its relevance and try to incorporate in teacher training programs.</p>
6. Distance education/online education:	<p>The institution of higher education doesn't offer any kind of distance learning. However, the institution is entitled to the opportunity to provide short-term, distance learning programs in a variety of certificate courses. The institution provides students with digital</p>

learning resources to some extent in order to comply with the NEP 2020 guidelines, which require institutions to provide flexible and innovative learning options, such as blended and online learning, to meet the diverse needs of learners. Students and teachers used online resources like Zoom, Google Meet, YouTube videos, and Google Classroom, especially during the Covid-19 pandemic. Additionally, college students receive instruction in the use of online tools like Zoom, Google Meet, Google Classroom, PowerPoint presentations, video production, e-content creation, online evaluation tools, online assignment preparation, blog creation, and other tools. To ensure the smooth running of various academic and administrative activities, the College has created a formal WhatsApp group for its teaching and non-teaching staff, for each academic batch, and for each optional and general subject.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Yes it is functional and representative in character.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	Teaching and non-teaching faculties always become the part of election duty. They are aware of the election procedure, Code of ethics to be followed. Hence students get benefited from them for the smooth running of voting procedure.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in	No

<p>electoral processes, etc.</p>	
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>All are enrolled, hence no efforts were taken by the institution.</p>

Extended Profile

1 Students

1.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
99	100	111	115	113
File Description		Document		
Institutional data in prescribed format		View Document		
Any other relevant information		View Document		

1.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
50	50	50	62	62
File Description		Document		
Letter from the authority (NCTE / University / R		View Document		
Institutional data in prescribed format		View Document		

1.3

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

2022-23	2021-22	2020-21	2019-20	2018-19
20	20	20	24	24
File Description		Document		
Institutional data in prescribed format		View Document		
Central / State Govt. reservation policy for adm		View Document		

1.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
50	1	61	54	58
File Description		Document		
List of final year students with seal and signat		View Document		
Institutional data in prescribed format		View Document		

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

2022-23	2021-22	2020-21	2019-20	2018-19
48	1	57	53	54
File Description		Document		
Institutional data in prescribed format		View Document		
Consolidated result sheet of graduating students		View Document		

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

2022-23	2021-22	2020-21	2019-20	2018-19
50	50	50	62	62
File Description		Document		
Institutional data in prescribed format		View Document		
Enrollment details submitted to the state / univ		View Document		

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

2022-23	2021-22	2020-21	2019-20	2018-19
10	11	11	11	11

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

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
12	12	12	12	12

File Description	Document
University letter with respect to sanction of p	View Document

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
7.38	7.28	3.25	6.3	4.82

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

3.2

Number of Computers in the institution for academic purposes..

Response: 26

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

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Planning

1.1.1

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

Response:

The B.Ed. and M.Ed. curricula are developed at University level and is a collaborative effort of the faculty of various teacher education institutions under the University of Kerala. Most of the faculty members of the college were actively involved in the curriculum revision process.

The modifications needed in the prescribed B.Ed curriculum in view of the covid pandemic situation could effectively be done as one of the faculty members was a member of the UG Board of Studies in Education, University of Kerala.

Planning of the curriculum: - A four-member curriculum planning committee consisting of the Principal, Management Board Member and the teachers in charge of each year was set up to properly design the activities and programmes for effectively implementing the curriculum. Activity charts for the smooth transaction of B.Ed. curriculum was developed by the respective faculty groups.

Preparation of the curricular plan: - (Annual, semester plan):- Action plan or activity chart for all the four semesters is properly prepared at the beginning of each batch. A consolidated annual calendar is also developed. Timely allocation of duties to teachers helps to ensure their systematic functioning.

Dissemination of the action plan has been done through Morning assembly, periodical information notices, directions given by the teaching faculty and through the public announcement system of the college.

Implementation of the action plan: The execution of the curricular plan is done through various committees constituted which worked collaboratively to fulfill the requirements of the curriculum.

Reviewing of the curriculum to adapt to the local contexts: - Proper supervision and evaluation procedures are adopted periodically by the institution in order to ensure the quality of the course. The committee accepts feedback and suggestions about the existing curriculum from all the faculty members, members of Former Students Association (FSA), student-teachers of both the batches, school teachers and heads of schools. This feedback analysis helps to ensure smooth implementation of the curriculum.

The reviewing process consisted of the following steps:

1. Collection of feedback from the various stake holders: Feedback schedules were prepared separately for the different stake holders and were distributed. Sufficient time was given and responses collected.

2. Analysis of the feedback: A detailed analysis of the feedback was done by the expert committee and found that midcourse correction is needed in certain specific aspects of the curriculum.
3. Identification of key areas which need correction: The specific areas for midcourse correction were identified and the required corrections were clearly stated.

Evaluation of the reviewing process: The whole reviewing process of the curriculum was periodically evaluated to ensure that the midcourse correction was done in the proper manner thereby helping the institution to adapt the curriculum to suit its local needs

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

1.1.2

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

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

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

Response: B. Any 4 of the above

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

1.1.3

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

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

Response: C. Any 2 of the above

File Description	Document
Report and photographs with caption and date of teacher orientation programmes	View Document
Report and photographs with caption and date of student induction programmes	View Document
Prospectus for the last completed academic year	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
URL to the page on website where the PLOs and CLOs are listed	View Document
Paste link for additional information	View Document

1.2 Academic Flexibility

1.2.1

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

Response: 53.85

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

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

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

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

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

1.2.2

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

Response: 0

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

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

File Description	Document
Data as per Data Template	View Document

1.2.3

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

Response: 0

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

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

1.2.4

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

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

Response: B. Any 3 of the above

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

1.2.5

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

Response: 15.43

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

2022-23	2021-22	2020-21	2019-20	2018-19
40	32	11	0	0

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

1.3 Curriculum Enrichment**1.3.1**

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

Response:

The B.Ed. curriculum of the institution is framed in such a manner that all the essential knowledge, skills, values as well as desirable attitudes are properly developed among student teachers. Hence utmost care is taken to transact the curriculum in such a manner as to attain this purpose.

1. A fundamental or coherent knowledge of the field of teacher education: The student induction program carried out at the beginning of each batch gives a proper orientation to student teachers on the two-year B.Ed. curriculum and the ways and means to successfully complete it. There are a total of 15 theory papers among which 9 are core papers and 6 are optional papers. The transaction of the content included in these papers are helpful to develop most of the theoretical knowledge needed for student teachers. The school and college based practical works included in the four semesters provide ample opportunities for the learners to exhibit their knowledge related to the philosophical, sociological, psychological and technological aspects of teacher education. The demonstration classes are also meant to provide an awareness to the teacher trainees on the handling of classes of school students.

2. Procedural knowledge that creates teachers for different levels of school education skills that are specific to one's chosen specialization: The practical works included in the curriculum help to inculcate teaching skills with special focus on transforming student teachers as successful techno pedagogues which is the need of the 21st century.

Programmes included in optional papers include micro teaching sessions, discussion, demonstration and criticism classes, school induction and internship programmes, seminars, preparation and administration of achievement and diagnostic tests for school students, remedial teaching sessions, preparation of innovative work and innovative lesson plan, subject association activities, option wise field visit etc.

Pedagogic content knowledge analysis (PCK) and Techno pedagogic content knowledge analysis (TPCK) included in the optional papers help to properly integrate technology, pedagogy and content.

The preparation of e-content, digital album, digital text, digital cognitive map, online assignment etc. help to equip students with sufficient digital teaching skills.

3. Capability to extrapolate from what one has learnt and apply acquired competencies.

The school internship programmes help to a great extent in transforming student teachers into techno pedagogues and successful teachers in their area of specialization. The student teachers get sufficient opportunities to practice their teaching competencies and also to act as facilitators to the school students. Core papers offer programmes like seminars, conscientization programmes, capacity building programmes, practicums, minor research projects etc. All these programmes contribute to creating teachers who will be capable of applying the acquired competencies in novel situations.

4. Skills/Competencies such as: Emotional intelligence, Critical Thinking, Negotiation and Communication Skills, Collaboration with others etc.

Theory on emotional intelligence and EQ (emotional quotient), capacity building activities, case studies etc. are dealt with in the core papers. Through these, student teachers get proper awareness on emotional intelligence and the ways and means to handle school students with emotional imbalances during school internship sessions.

The micro teaching feedback sessions, criticism classes and associated feedback, theoretical and practical knowledge on reflective practice, preparation of reflective journals, reading and reflecting on texts and the inter college debate competition conducted annually by the institution greatly help to augment critical thinking skills among teacher trainees and also to equip them with sufficient communication skills.

The community living camp, education tour, option wise field visit, monument visit, sports and arts days and cultural programmes conducted as part of art education help student teachers to develop social values and other desirable values as they work in collaborative groups. The observance of national and international days of importance, Morning assembly and Thought for the day program also help to inculcate desirable values among teacher trainees.

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

1.3.2

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

Response:

The institution familiarizes student teachers with the diversities in school systems in a variety of ways. The development of various school systems and an awareness of their relative differences and similarities is experienced by student teachers in the first semester itself when they participate in the five-day school induction programme. They visit the schools, observe and interact with students and teachers to have primary experiences with the functioning of the school. They are sent to Government and Aided schools for one week. Both rural and urban schools are provided in the list. The student teachers present a detailed reflection of their observations in the college with teachers and peer groups which helps them largely in comparing the different school systems.

The global trends in English education, Natural science education, Commerce education and social science education are included as important topics in the curriculum which helps student teachers to become aware of their varying career options and opportunities. Comparison of Mathematics Education in developed Countries such as Japan, USA and UK and Mathematics teaching in developing countries like India helps to orient student teachers on the global trends in mathematics education. Comparative Science education worldwide with special emphasis to secondary science curriculum approaches, transactional strategies, Science teaching in Finland and Canada are also incorporated in the curriculum and fruitfully transacted by the concerned teacher educators so that the student teachers derive proper understanding on the school systems in the international scenario.

School internship for a period of 20 weeks is divided into two phases of 12 and 8 weeks in the third and fourth semesters respectively. Though the school internship is meant to provide sufficient experience and exposure to student teachers on the different aspects of teaching, they also get opportunities to actively participate in the other activities of the school like student counselling, assessment, invigilation duties, noon feeding, timetable preparation along with the organization of curricular, cultural and sports activities. Thus, the school internship provides an enriching experience to student teachers to get acquainted with the different school systems.

File Description	Document
Documentary evidence in support of the claim	View Document
Action plan indicating the way students are familiarized with the diversities in Indian school systems	View Document
Paste link for additional information	View Document

1.3.3

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

Response:

A teacher is supposed to be a friend, philosopher, guide, reflective practitioner and above all, a techno pedagogue to fit into this digital world. Activities are organized and implemented in such a way as to equip student teachers with all the above-mentioned qualities. Curricular provisions like interaction with school students and the peer teaching sessions arranged during school induction programs, the micro teaching sessions, criticism classes, seminars and school internship programs help to shape student teachers as successful pedagogues. Theoretical knowledge acquired in classrooms as well as the practical sessions make them aware of the latest trends related to the educational scenario.

Techno Pedagogic Content Knowledge Analysis (TPCK) is emphasized in the optional papers in the second semester. But overall awareness on educational technology is provided in the first semester itself in the third core paper. This largely helps them to practically apply technological knowledge through the preparation of online assignments, digital albums, digital textbook, e-content, digital cognitive map, and blog creation. In this way, the student teachers are equipped with all the desirable techno pedagogical competencies leading them to get transformed from ‘pedagogues’ to ‘techno pedagogues’.

21st century teacher is supposed to be a researcher continuously searching for the ways and means to transact knowledge in the most effective manner. The minor research project incorporated in the curriculum starts in the third semester and is completed in the fourth semester. This helps in the cultivation of an adequate research mind in the teacher trainees. It also encourages them to undertake action research on classroom issues in the teaching profession in their future.

The above-mentioned activities are beneficial to student teachers to derive professional understandings. It gets deep rooted in the minds of the teacher trainees when they are exposed to the topics on professionalism and global trends in the optional papers of the fourth semester. Professionalizing Mathematics teaching, Physical science teaching, Natural science teaching, Continuing Professional Development (CPD) in Commerce education, Professionalism in Social science teaching, global trends in English language education and global trends in Malayalam language are the topics which cater to the professional development and helps them to fit in to the world of 21st century teachers.

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

1.4 Feedback System

1.4.1

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

Structured feedback is obtained from

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

Response: B. Any 4 of the above

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

1.4.2

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

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

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

Response: 100

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

2.1.2

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

Response: 48.17

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

2022-23	2021-22	2020-21	2019-20	2018-19
10	9	10	12	11

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

2.1.3

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

Response: 8.76

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

2022-23	2021-22	2020-21	2019-20	2018-19
3	5	4	4	8

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

2.2 Honoring Student Diversity

2.2.1

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

Response:

Assessment of the student's learning needs is assessed through various process.

Admission is done on the basis of state wide merit. After the final merit list are published, the students are admitted to the college through the face-to-face interview with the students and the parents to check the interest and competency of the students on the course and subject. An official inauguration session was conducted with experts from various educational field. On the same day a PTA meeting is being conducted to collect the opinion about their children's attitude towards the course.

A five-day orientation programme for student teachers is organized, in order to spell out the academic and professional aspects of the programme, and also the expectation of the institution from them in achieving the quality and standards of the professional course. Each day the orientation programme begins with a prayer followed by pledge and thought for the day. The students are anxious to know how to grapple with the situations that are to them appear to be challenging. For that experts from the field of Teacher Education are invited to give orientation as it lay the foundation of a successful course, and the subject. A general orientation about Teaching as a profession, the institution and the faculty has been organized. Orientation about the B.Ed. programme regarding the semester system, Theoretical discourses and related practical work, school internship/ practice teaching, practical courses/ practicum (college/school/community based), assessment and evaluation (both internal and external), curricular and co-curricular activities in the institution, credit and grading. Orientation about the ICT lab, library and various resource centres and fitness Centre are given during these days. To develop the skill of group dynamics a self-introduction session is conducted.

To analyse the aptitude of students towards the B.Ed. course, an aptitude test consisting of philosophical and psychological test items along with the teaching aptitude items is being conducted. In order to get a look into the teaching skills of the students a 10 mts teaching session has been conducted in the optional classes. To generate curiosity and interest in their subject a field trip appropriate to the content area has been selected for each Optional subject. A visit to monument of cultural importance has been organized to generate artistic and cultural relevance. To equip the prospective teachers in communication, to meet the challenges of Education a communicative English Session has been arranged in the beginning of the course. To improve mathematical skills for competitive exams, an orientation class has been conducted by the math's optional students.

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

2.2.2

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

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

Response: B. Any 4 of the above

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

2.2.3

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

Response: No Special effort put forth in accordance with learner needs

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

2.2.4

Student-Mentor ratio for the last completed academic year

Response: 12.38

2.2.4.1 Number of mentors in the Institution

Response: 8

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

2.3 Teaching- Learning Process

2.3.1

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

Response:

The college helps in implementing need-based curriculum designed by the university by way of attaining objectives set forth by the University.

Experiential Learning:

For effective classroom transaction various reflective techniques are employed both in theory and practice. Classroom transactions includes various types of reflective activities like discussion, seminar presentation, assignment, debate, reflective journalizing, cooperative learning, collaborative learning, peer- tutoring, reviewing reflections, projects, action research, co-curricular activities, socially useful productive works, innovative works, educational blog etc are used. In order to evaluate teaching skills of student teachers, pre-determined rubrics and rating scales are used. To generate various kinds of experiences to the students, field visit to educationally useful and productive places are conducted. The basic objectives behind field trip are to provide situation for the student teacher to learn and acquaint with the process of organizing, conducting and understanding the environment around them. To inculcate aesthetic sense among the teacher educators and students arts & aesthetic education is included in the curriculum. The main objective of art & aesthetic education is to imbibe art and culture in educational context. Theatre practice is also given to the students to realize the role of dramatization and other art form as transaction strategies in classroom instruction for enhancing learning and creativity. Each Optional subject in our college has subject association. Subject association organizes weekly programs based on different aspects like economical, cultural and other related activities. The college provides a platform for each subject association to conduct observance of educationally important National Days & National festivals.

To create awareness about the service mentality of the young generation various types of socially useful productive works and services like conscientization are being organized. Each students undertake a conscientization programme during their practice teaching period on a selected theme including gender sensitivity, inclusive education, social evils, media abuse etc. T

Intercollegiate Debate competition for training colleges is being organized to develop a proper value system based on the cultural, social, political and moral bases of Indian society and making the student teachers to identify and resolve the major social, intellectual and environmental issues or challenges faced by our pluralistic society and make use of the knowledge in nurturing the classroom learners to face those challenges.

For Learning to live together co-operatively, participation in programs for development of personal and social skills, to develop social-relational sensibilities and effective communication skills, practicing democratic living, providing chances for division of labour, and community work, a five -day residential Community Living Camp has been organized in a Convenient location. The common objective of the camp is to promote social accommodation and broaden the mental abilities of the student- teachers, to develop critical thinking about the issues related to the approaches in education, to inquire into the cultural, social, scientific, educational and environmental aspects of a community and also to develop an interest to train the body and mind for a well-balanced personality.

The student teacher has to take up a minor research project on a relevant socially, academically and contextual theme.

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

2.3.2

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

Response: 0

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

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

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

2.3.3

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

Response: 0

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

Response: 00

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

2.3.4

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

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

Response: B. Any 3 of the above

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

2.3.5

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

Response:

Working in teams

Our students are grouped optional wise into teams under the supervision of the optional teachers and general teachers as mentors to mould the academic and professional growth. The students are encouraged to participate in the scholastic and co scholastic events.

Dealing with student diversity

Special attention to students is given for developing life skills and development of positive attitude. For developing teaching skill microteaching sessions are conducted, through seminar presentation ICT skills are sharpened. Leadership quality are developed through different union activities.

Conduct of self with colleagues and authorities

Students are aware of the vision, mission, professional ethics, code of conduct and they are exposed to the quality of team spirit, co-operation, soft skills and management skills. The students develop self-conducting habits with stakeholders, within the community other than the profession.

Balancing work and home stress.

Timely meetings are arranged with the mentor and mentee so that the mentee can share all the difficulties that he / or she is facing in the family or in the college. At the time of admission, a PTA meeting is held to make the parents aware about the stress involved in the successful completion of the course and few modalities to tackle them amicably. Face to face interaction is possible with the mentor and mentee so any disturbance in family are noted and rectified if it is possible.

Mentors accompany the students during the internship phase knowing that the internship and project is stress related and to make students to take precautionary measures to prevent stress due to unforeseen and unexpected incidences.

Keeping oneself abreast with recent developments in education and life

To acquaint the students with current updates in the area of knowledge, technology and evaluation, awareness programmes are being conducted throughout the B.Ed programme. Everyday there is morning assembly in which a thought for the day is present where the students present educationally important topics which would indirectly motivate the student teachers to search for updates. The morning prayer triggers their spiritual values.

Projects

Continual mentoring is provided to the mentee for the successful completion of projects and teaching practice. The topic for project should be relevant socially, academically and contextually.

Activities

The activities of the four semesters are monitored by the concerned mentors and teacher-in charge. During this period mentor identifies the strength and weakness of the student teachers and groom them professionally.

Seminars

Students present the seminars and it is monitored by the teacher educators. Timely advice and evaluation are given to the students for a better outcome.

Internship Programme

Continuous monitoring is done by the teacher educators and also by the teachers in the practicing schools during the internship phase for the development of the teaching skills and also in improving class management.

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

2.3.6

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

- 1. Special lectures by experts**
- 2. 'Book reading' & discussion on it**
- 3. Discussion on recent policies & regulations**

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

Response: C. Any 3 of the above

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

2.3.7

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

Response:

With a view to move away from theoretical discourses through lectures alone the student teachers are required to be engaged in various strategies to be adopted in the transaction of the B.Ed curriculum which includes cooperative and collaborative learning, focused reading and reflection, ICT enabled learning, virtual tours, Individualized learning , multidisciplinary learning, seminars, case study, Problem based learning, etc.

The two cases are

1. Innovative teaching practice is an important aspect of the teaching programe. Student teachers practice different innovative models and approaches on the first and second phase of School Internship program. Students prepare lesson plans based on different models of Teaching, ICT based lessons, lesson plans based on Constructivism, 5-E model, script writing in the form of dialogue for role- play on various topics which nurtures creativity, innovativeness, empathy, life skills, intellectual and thinking skills. The models of teaching leads to the promotion of life skills such as reflective thinking, self-awareness and confidence in designing instructional plans. During the school induction program, the student teachers teach in teams which enables them to work with cooperation and coordination. Demonstration session of the faculty and senior students permeates the foundation for the teaching learning process, inculcating values in building the developmental phase into specific domains. Critical understanding of ICT, enables self-adapting capacity and ability to apply new domains of knowledge to reflect on achieved disposition for holistic development. Empathy is developed through value-based lessons and historically and

culturally important monument visit. While transacting the lessons, students are trained in communication skills required to articulate thoughts and ideas effectively, to present information and explanation in a well-structured and logical manner.

2. Work education help the students in planning and execution of socially useful productive work and services in the society. Socially useful productive work includes book binding and paper bag production which develops their creativity. Book binding helps the students to develop empathy so that after making the books, the students with utmost importance and interest distributes these books to the school for the needy students. During celebrations our students make decorative item to decorates the hall with degradable materials. Each Optional subject is given an optional garden which is maintained by the students which increases the naturistic and aesthetic value in the students. Our students have organized an Anti-drug Rally and a street play in the coastal area for conscientizing the people about drug usage which is increasing in the society.

Creativity is developed through

- Art & literary fest
- Association activity
- Club activity
- Crib & Pookalam making
- Arts & aesthetic Education
- Theatre practice
- Vocational & Work education (SUPW)
- College Magazine

Innovativeness is developed through

- Lesson template preparation based on models of teaching
- ICT based Lesson template
- Innovative lesson template
- Activity oriented classes
- Problem based practicum
- E-Content Preparation
- Teaching aid preparation
- Digital album and digital text book preparation

Intellectual and Thinking skills are developed through

- Minor project
- Preparation of blog
- Seminars
- Assignments
- Problem based practicums
- Practical's
- Reading and reflection on text
- Concept map on anyone of the topic higher secondary level
- Debate on topic of socially and conceptual importance.
- Brain storming sessions

Empathy is developed through

- Social visit
- Reflective journal preparation
- Community living camp
- Conscientisation program in practicing schools
- Group discussion
- Group seminars
- Flood and COVID- 19 relief
- Distribution of study materials to the nearby schools.
- Remedial classes for the weak students in the near-by students
- Distribution of Welfare-fund in Assissi Vinayalaya Old age home.

Life skills are developed through

- Educational tour to educationally important places
- Field trips
- Health and Physical education training
- Yoga and aerobics practice
- Daily morning assembly
- Sports day
- Participation in University youth festival
- Participation in Intercollegiate competitions
- Organising intercollegiate debate competitions

Naturalistic intelligence is developed through

- Eco-friendly practices
- Cleaning the campus
- Maintaining the optional garden
- Planting trees
- Vegetable gardens
- Medicinal gardens
- Paper carry bag preparation

Multiple intelligences are developed through

- Art festival
- Sports Day
- Chess Competitions
- Short skit by students

Spiritual intelligence is developed through

- Retreat
- Prayer in the morning.

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

2.4 Competency and Skill Development

2.4.1

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

- 1. Organizing Learning (lesson plan)**
- 2. Developing Teaching Competencies**
- 3. Assessment of Learning**
- 4. Technology Use and Integration**
- 5. Organizing Field Visits**
- 6. Conducting Outreach/ Out of Classroom Activities**
- 7. Community Engagement**
- 8. Facilitating Inclusive Education**
- 9. Preparing Individualized Educational Plan (IEP)**

Response: C. Any 4 or 5 of the above

File Description	Document
Documentary evidence in support of the selected response/s	View Document
Data as per Data Template	View Document
Link for additional information	View Document

2.4.2

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

- 1. Formulating learning objectives**
- 2. Content mapping**
- 3. Lesson planning/ Individualized Education Plans (IEP)**
- 4. Identifying varied student abilities**

5. Dealing with student diversity in classrooms**6. Visualising differential learning activities according to student needs****7. Addressing inclusiveness****8. Assessing student learning****9. Mobilizing relevant and varied learning resources****10. Evolving ICT based learning situations****11. Exposure to Braille /Indian languages /Community engagement**

Response: B. Any 6 or 7 of the above

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

2.4.3

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

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

Response: E. None of the above

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

2.4.4

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

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

Response: A. All of the above

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

2.4.5

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

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

Response: E. Any 1 or none of the above

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

2.4.6

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

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

Response: A. All of the above

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

2.4.7

A variety of assignments given and assessed for theory courses through

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

Response: A. Any 4 or more of the above

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

2.4.8

Internship programme is systematically planned with necessary preparedness..

Response:

School Internship is a part of the curricular area of 'Engagement with the Field' designed to lead to the development of a broad repertoire of perspectives, professional capacities, teacher sensibilities and skills among the prospective teachers. School Internship is for a period of 20 weeks divided into two phases of 12 & 8 weeks to be organized during the third and fourth semesters of the course. For organizing,

monitoring, supervising, tracking of internship and assessing the student-teachers the college of teacher education and schools set up a mutually agreed mechanism. For school internship arrangement are made with at least five practicing schools.

Selection/ Identification of Schools for Internship

The college seeks permission from the D.D Office for conducting practice teaching in government and aided schools. The schools are selected according to the proximity, the abilities of the students, medium of instruction, sufficient number of divisions, distance from home to School etc.

Orientation to School Principals and Teachers

School Internship Phase 1 & 2 is organized with maximum support from the practicing schools. The supervision of Practice teaching is a joint responsibility of the College of Teacher education and practice teaching schools. Subject teachers of the school have to observe the classes of the student teachers and to make necessary suggestions for their improvement. Prior intimation is given to the School Principals and Teachers about the practice teaching sessions and with the permission from the schools the student teachers conduct the practice teaching.

Orientation of students going for Internship

Students are given orientation through Criticism and demonstration classes for using different strategies, models of teaching, evaluation tools etc. Student teachers are trained to practice innovative methods and strategies. The first phase of internship consists of 10 weeks and the second phase consist of 8 weeks where students are well prepared to deal with adolescent students other than the teaching skills. The student teachers design their own lesson template and teaching aids as per the requirements of the school students. Student teachers are oriented and strictly instructed regarding the code of conduct and taking up the assignments given in the schools. The student teachers should prepare diagnostic test and achievement test and on the basis of diagnostic test remedial teaching are also conducted.

Role of teachers of the institution

Through microteaching sessions teachers ensure all microteaching skills in the students and during criticism classes teachers give all necessary suggestions for the improvement of the teaching skills of the students. Before going for teaching practice teachers check the lesson plans and gives necessary advice and corrections. During teaching practice, the teachers observe three classes of each student and gives suggestion for their improvement.

Mode of assessment of student's performance

Assessment of Practice teaching is done on the basis of the Performa for assessment of teaching.

Exposure to variety of school set up

Students are sent to government and aided schools

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

2.4.9

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

Response: 8.33

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

Response: 6

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

2.4.10

Nature of internee engagement during internship consists of

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

Response: C. Any 4 or 5 of the above

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

2.4.11

Institution adopts effective monitoring mechanisms during internship programme.

Response:

In our institution, the college and the faculty members have a clear-cut roadmap and time-tested procedures for monitoring and mentoring the interns during their internship programmes. Observation schedules/ rubrics prepared in tune with the specific and measurable objectives of the internship aid the interns' assessment and help monitor whether the internship programme meets the intended outcomes and develops in interns the key competencies required of a teacher.

The college provides interns a plan of action that focuses on the timelines, activities during the internship, and evaluation criteria to help interns. The structured action plan provides a roadmap for the interns, mentor teachers, and supervising faculty, fostering a cohesive and purposeful learning experience.

Experienced and well-trained mentor teachers of the practice teaching schools play a pivotal role in the success of the internship program. The mentors often model best practices, offer constructive feedback and provide valuable suggestions for improvement of the teaching of the interns and perform their roles effectively.

Observations and supervision of interns' teaching sessions are critical components of monitoring mechanisms. Regular classroom observations by mentor teachers and faculty members enable them to assess the interns' teaching competencies and provide timely feedback. Debriefing sessions following observations allow for discussions and targeted support for improvement.

Formative and summative assessments are integral to the monitoring process. Formative assessments throughout the internship programme enable ongoing evaluation of the interns' progress. These assessments identify areas of strength and areas requiring improvement, providing the interns with an understanding of their development. Summative assessments at the end of the programme offer an overall evaluation of the intern's performance, providing a comprehensive view of their readiness to enter the teaching profession.

Promoting reflective practice among interns is a valuable strategy for enhancing their professional growth. Encouraging interns to engage in self-assessment activities, and maintain reflective journals, enables them to identify their strengths and growth areas. The reflective practice fosters metacognition and encourages interns to take ownership of their learning and development.

Creating a supportive and collaborative environment among interns is crucial for their success. Peer support and collaboration enable interns to share experiences, exchange ideas, and learn from each other. This collaborative culture enhances professional growth and creates a sense of community among the interns.

Collecting student feedback about the intern's teaching methods and effectiveness provides valuable insights into their impact in the classroom. This student input complements the observations and assessments conducted by mentor teachers and faculty .

Regular program evaluations are instrumental in identifying the strengths, weaknesses, and areas for improvement in the internship program. By gathering feedback from interns, mentor teachers, and other stakeholders, the institution can identify areas for enhancement and refinement. Engaging in continuous evaluation and adaptation ensures that the internship program remains relevant and effective in meeting the needs of the changing educational landscape.

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

2.4.12

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

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

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

Response: C. Any 2 or 3 of the above

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

2.4.13

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

include

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

Response: A. All of the above

File Description	Document
Format for criteria and weightages for interns' performance appraisal used	View Document
Five filled in formats for each of the aspects claimed	View Document

2.5 Teacher Profile and Quality

2.5.1

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

Response: 90

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

2.5.2

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

Response: 74.07

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

Response: 8

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

2.5.3

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

Response: 15.4

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

Response: 154

File Description	Document
Copy of the appointment letters of the fulltime teachers	View Document

2.5.4

Teachers put-forth efforts to keep themselves updated professionally through

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

Response:

Following activities are done by the teachers for professional updation.

- **In-service courses:** Teachers participate in orientation; refresher and short-term courses on various subjects related to education at UGC-Human Resource Development Centre, Karyavattam, Thiruvananthapuram and Department of Education, University of Kerala and recognized online refresher courses and short-term courses conducted by other Teaching-Learning Resource Centers.
- **Doctorate:** Seven teachers secured their Ph.D. Degree from University of Kerala and one teacher secured his Ph.D. Degree from Bharathiar University, Coimbatore. One faculty has registered for Ph.D. in Kerala University.
- **Ph.D. guidance:** Dr. Mary Sindhu J. is a research guide in University of Kerala
- **Membership in Board of Studies, University of Kerala -** Dr. Brindha Nair S. served as Board of Studies member in Education (Pass) (UG) from 25.10 .2019 to 24.10.2022 .
- **Seminars and workshops:** Teachers organize online seminars related to various aspects of

education.

- Teachers give **thematic talks** regarding various aspects of education.
- **Paper presentation:** Teachers participate and presents papers in international and national seminars, and workshops. Teachers attend seminars & workshops.
- Teachers function as **Session Chairs** and Mentors to Regional, National and International Seminars.
- **Publications:** Teachers publish papers in approved journals and seminar proceedings.
- **Resource person:** Teachers act as resource persons, speaker, and chief guests in various fields.
- **Community Extension activities:** Teachers are also involved in various activities related to education and societal awareness creation such as Board of studies, Curriculum revision committee, family life seminars and teachers are activists in various Organizations and Foundations.
- **Project guidance:** Both the B.Ed. and M.Ed. teachers are guiding student teachers for the project and dissertation work as part of curriculum, respectively.
- **E-content preparations:** Teachers are interested in e-content preparation. They have prepared E-content as part of Curriculum.
- **International, national, and regional membership:** Teachers have membership in Council for Teacher Education (CTE) Kerala, and Subject related Associations etc.

Moreover we have made in house discussions regarding the following;

- Pros and Cons of New National Education Policy 2020 and its Impact on Teacher Education Programme.
- Integrated 4 years- Opportunities and Challenges
- SLCM mark entry- Discussions were made on the implementation of new SLCM mark entry system - Online mark entry system of University of Kerala and shared the anxiety and curiosity about the functioning of the system.
- Barcode – As part of SLCM, the University of Kerala instructed to paste Barcode on the answer sheet by the students. Discussed about the smooth implementation of the new Barcode system and awareness were given to the students about the importance of the system and were instructed to correctly paste the same on answer sheet.
- Curriculum Framework- Discussions were made to get precise and up to date information on the new curriculum framework for the B.Ed. Course.
- Provisional NAAC accreditation- Discussed about the criteria of provisional NAAC accreditation.
- Quality Assurance- We discussed various types of programs to be implemented in order to ensure and improve the functioning of the college.

UGC guidelines- We always discuss the changing guidelines of UGC

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

2.6 Evaluation Process

2.6.1

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

Response:

Continuous evaluation is an effective approach to monitor students learning progress and provide timely feedback to improve their performance. It helps teacher training institutions to ensure that their students are equipped with the necessary skills and knowledge to become successful educators. As regards CIE, following are the strengths of our college

- The college follows a continuous and comprehensive evaluation system. Value system, attitude, participation, leadership, punctuality, quality of work, commitment to work and society, research aptitude, creativity and innovation are evaluated from the first day to the last day of credit submission to the university.
- Student teachers are given a clear understanding of internal assessment at the very beginning of the course. College Diary, hard and soft copy of complete syllabus and uploading of syllabus on college website and Google Classroom enables students to understand CIE system.
- Teachers are given orientation to conduct objective and impartial analysis of student activities.
- Periodical tests are conducted
- Recognition, awards, mementos and cash prizes are instituted for outstanding achievers in academics and co-curricular performances.
- There are criteria for evaluating the B.Ed. projects and M.Ed. thesis as per the University guidelines.
- A healthy and constructive spirit of competition is maintained throughout among the Curricular and co-curricular activities conducted in the college and the students are given immediate feedback for their improvement.
- Student teacher's classes are evaluated using prescribed evaluation schedules.
- Scrutiny of internal credits is done by the Principal.
- Attendance in the college and participation in activities are given weightage is all internal scores.
- Commitment to social activities are given due weightage
- Rubrics are used for evaluation

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

2.6.2

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

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

Response: A. Any 4 or more of the above

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

2.6.3

Mechanism for grievance redressal related to examination is operationally effective

Response:

Grievance redressal related to examinations is the top priority for any educational institution. Establishing such a mechanism ensures that students and other stakeholders have a reliable and transparent mechanism to address their concerns or complaints about the examination process.

As a first step in creating an effective grievance redressal mechanism, forming a Grievance Redressal Committee (GRC) is essential. The committee constituted in the college comprises qualified and impartial members, including faculty, administrative staff, and student representatives. A designated authority, often a senior academic or administrative officer, leads the committee. The institution also widely publicises its grievance redressal policy to ensure all students and stakeholders know the process for grievance redressal. As it is essential to provide accessible and clear avenues for registering complaints, grievances related to examinations can be registered through various channels, such as email, or physical complaint boxes in the campus. While anonymous complaints are also allowed, individuals are encouraged to provide details to facilitate suitable follow-up communication.

The Grievance Redressal Committee (GRC) of the College

1. Principal
2. Management Nominee
3. Faculty Members (Nominated)
4. Staff Members (Nominated)
5. PTA President (Ex-officio)
6. Students Union – Chairman (Ex-officio)

Upon receiving a grievance, the GRC conducts a preliminary inquiry on the matter to ascertain the validity and genuineness of the complaint. This initial investigation may involve collecting relevant evidence, consulting with involved parties, and reviewing examination records. The committee also ensures that the grievance redressal process is completed within specific timelines to avoid unnecessary delays and provide timely resolution.

The GRC may sometimes attempt informal resolution through mediation or conciliation. Mediation involves bringing the concerned parties together to discuss the issue and find a mutually acceptable solution. Conciliation is similar but may involve the GRC acting as an intermediary between the parties to facilitate resolution. These methods are found much effective in resolving the issues amicably.

If the grievance cannot be resolved informally, the GRC conduct a fair and impartial investigation. This may involve examining examination papers, checking answer scripts, or seeking expert opinions to determine if there were any errors or discrepancies in the evaluation process. The findings of the investigation are communicated to the concerned parties in writing.

In cases where the complainant is dissatisfied with the GRC's decision, an appeal process is available. An appeals committee, separate from the GRC, is constituted on a case-to-case basis to review the grievance and make a final decision. This helps ensure that the grievance redressal process remains impartial and unbiased.

After the grievance is resolved, the GRC follow up with the complainant to ensure their satisfaction with the resolution. Gathering feedback from the parties involved helps identify areas for improvement in the grievance redressal process, ensuring continuous mechanism enhancement.

To demonstrate its commitment to maintaining the integrity of the examination process and fostering a positive learning environment, the college prepares an annual report summarising the grievances received, actions taken, and outcomes of the redressal process. This report is made available to the public and submitted to relevant authorities for scrutiny.

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

2.6.4

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

Response:

Adhering to an academic calendar for internal evaluation is critical to ensuring an educational institution's smooth functioning and efficiency. It plays a pivotal role in maintaining a structured and organised approach to assessments, allowing for timely feedback to students and enabling faculty to make necessary adjustments to the teaching-learning process. To achieve this, a systematic mechanism must be in place to adhere to the academic calendar for internal evaluation.

At the start of every academic year, the procedure starts with creating a thorough academic calendar. This calendar defines the schedule for all academic activities, including internal examinations, and incorporates criteria such as the total number of teaching weeks, public holidays, and institutional events. In the planning phase, faculty members take an active role in determining how assessment components are distributed and given weight for each course or subject over the course of the semesters. A fair and balanced evaluation plan that is in line with each course's learning objectives is ensured by this cooperative method.

The evaluation components for each course or subject, along with their corresponding weightage in the final grade, are clearly outlined in the academic calendar. Quizzes, assignments, class tests, projects, presentations, mid-semester exams, and semester exams are some examples of these assessment components. By defining the weights assigned to each assessment, instructors may better organize their time and resources while also helping students understand the relative value of the various evaluations.

Students are guaranteed to be aware of the assessment schedule and expectations if there is clear and continuous communication with them. Each assessment component's criteria, rubrics, and deadlines are provided by the faculty well in advance. Students are able to better prepare and perform on their assessments as a result. Additionally, clear communication guarantees that students are aware about the evaluation procedure and lessens uncertainty.

To avoid any unnecessary delays, the institution streamlines the assessment procedures. Conducting faculty development programmes on assessment strategies and technologies can greatly enhance the effectiveness of internal evaluations. Regular training and workshops can help faculty stay updated with the best practices in assessment and evaluation. Equipping teachers with the necessary skills to plan, design, and conduct internal evaluations effectively contributes to maintaining the integrity of the academic calendar.

In conclusion, adhering to the academic calendar for internal evaluation is paramount for the efficient

functioning of an educational institution. By involving faculty in the planning process, defining assessment components and weightage, establishing fixed assessment dates, continuously monitoring progress, communicating effectively with students, providing provisions for make-up assessments, streamlining assessment procedures, and conducting faculty development programmes, institutions can ensure a structured and organised approach to assessments. This mechanism fosters a conducive learning environment, provides timely feedback to students, and upholds the academic integrity of the institution's assessment process. Ultimately, it contributes to the overall quality of education and students' academic success.

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

2.7 Student Performance and Learning Outcomes

2.7.1

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

Response:

The stated PLO's and CLO's are maintained in the institution through following activities

1. Observance of culturally important and nationally important days are done optional wise to enhance value system based on cultural, social and moral bases of Indian Society.
2. Field trips to monuments which are historically important are being conducted to develop historical values among the students.
3. Every student is trained in writing the reports of every activity, maintaining students reflective journal etc, to improve their communicative skills.
4. The students are given optional wise chance to conduct programmes in order to train them in conducting programmes.
5. Every student is given an opportunity to conduct morning assembly and to present an educationally important and relevant topic as thought for the day to improve their presentation skill.
6. To improve the leadership quality in students, the total strength of the students is divided into three houses and each house has a captain, vice-captain and a treasurer and all competitions are conducted on house bases.
7. The students are provided with free internet facilities and computer to develop ICT skills. Each student is trained to create their on blog and to post their important works in the blog and to post their weekly reflections during teaching practice and encouraged to use ICT facilities to prepare their projects, assignments and practicum works..
8. Training in microteaching is provided so that the students become familiar with the teaching

skills and also the microteaching classes are recorded, and it act as a means of reflective practice to improve their teaching skill.

9. Observation of demonstration lessons taken by experts, criticism lesson taken by the students and the 40 lesson transcripts taken by the teacher trainees in the first phase and 30 lessons taken during the II phase of the teaching practice will support and enhance the professional skill.
10. Construction and administration of achievement test and diagnostic test, the practice of remedial teaching, the preparation of multiple-choice questions is done to improve the evaluation skills of the teacher trainees.
11. Through community educational activities, educational tours, S.U.P.W activities, projects, internship programmes, fieldtrips and cocurricular activities, social skills are being developed.
12. Five days residential community living camp is being organized to make students to lead a cooperative interactive life and several programmes are included so that the students are having first hand experiences in sociological and psychological aspects.
13. To being involved with the environment the students of each option is given a garden in our institution so that they should maintain their optional garden till they leave the college after the course.
14. To improve the health of the teacher trainees, health and physical education is given much importance. Time is allotted for health and physical education even in the time table.
15. In the curriculum more importance is given to the art and aesthetic education. The teacher trainees familiarize in any one of the art forms, they are performing a Skit based on their optional subject and the teacher trainees are also preparing a folk song based on the content of their subject.

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

2.7.2

Average pass percentage of students during the last five years

Response: 95.09

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

2022-23	2021-22	2020-21	2019-20	2018-19
48	1	57	53	54

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

2.7.3

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

Response:

To find the entry behaviour of the students a teaching aptitude test and a subject competency test is conducted at the very beginning of the course itself. In addition to these for measuring the teaching skills, a 20 minutes class is taken by the teacher trainees. On the basis of the performance of the trainees the teacher educators plan their learning materials. The initial teaching performance of the trainees are kept recordically using a rating scale. Teaching skills are familiarized through classes, microteaching lesson (both theory and practical), discussion and demonstration lessons and then they undergo criticism lesson. During Criticism classes the teacher educators and the peer group observes the classes and gives necessary correction in the teaching skills. In order to have a real school experience teaching practice of 12 weeks is given in the III semester and 8 weeks in the IV semester. The teaching of the teacher trainees is been observed by the teacher educators and the school-based mentors using a rating scale. The progress in the teaching skill is been analysed and timely feedback are given to the teacher trainees.

Frequent unit test is conducted in the class and their progress is being recorded. A mid semester test is been conducted at the middle of a semester, the papers are valued and the marks are taken for the internal assessment of the teacher trainees. Apart from these several programmes are been conducted to improve the communication skill and presentation skill of each and every student. Individual attention is given to each of students through mentoring system. Each faculty is allotted with 7- 8 students for observation, mentoring and guidance. Each Teacher educators focusses more attention on their mentees to note down their progress.

Students maintain a reflective journal during practice teaching sessions in which the students reflect about the classes taken by them. Reflective journal is a document that carries an analytical account of the daily experiences of the student teachers during school Internship. Seminars are conducted on each subject so that the content knowledge and presentation skills of the teacher trainees can be improved. Capacity building programmes on life skill development, stress management, development of leadership quality etc; are done by the students so that these activities equip the student teachers to face the challenges of classroom situation in a multicultural society and also to uplift the quality of teacher education in par with the global standards. Individual blogging helps the students to evaluate themselves.

The projects included in the fourth semester is a rich source of learning beyond the text books which is meticulously planned.

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

2.7.4

Performance of outgoing students in internal assessment

Response: 100

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

Response: 50

File Description	Document
Record of student-wise /programme-wise/semester-wise Internal Assessment of students during the last completed academic year	View Document
Data as per Data template	View Document

2.7.5

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

Response:

Assessment tasks are fundamental in ensuring that students' performance aligns with their initially identified learning needs. Various assessment processes serve this purpose throughout the learning journey, catering to students' strengths and weaknesses.

At the outset of programme an initial assessment is done. This is done for the components subject competency, teaching aptitude and teaching skill. In course of the program by assessing the assignments, seminars, and other practicals including student teaching, the teacher educators ensure the continuous progress of the trainee and adjust the instructional approach considering the lacunas and help students to

meet their learning needs more effectively. Formative assessments are integral to continuous monitoring and feedback throughout the learning process. Educators can identify areas of difficulty by regularly assessing students' progress and providing timely intervention and support. Practical works of all semesters are assessed internally and these gives a clear evidence and picture regarding the progress of the trainee.

Performance-based assessments take assessments to a practical level, evaluating students' ability to apply their knowledge and skills in real-world scenarios. During school based and community-based practicals the performance of the trainees are evaluated through structured observations and monitor the progress of the student teachers in the light of their initial performance. These assessments are done periodically by the teacher educator as well as the school-based mentor to monitor the progress of the trainee.

Reflective journal is the part of B.Ed. Program and each student maintain these journals for the school-based activities in the curriculum. Assessing these journals provides a guideline to the teachers as well as students regarding their progress. The Reflective journal can act as a document that carries an analytical account of the daily experiences of student-teachers during school internship. The major purpose of the Reflective journal is reflection-on-action. These reflection-on-action will enable the trainees for the proper theory-practical integration, support system utilization, process analysis of success and failures, interference and projection of future course of correction and developmental actions.

Peer and self-assessment are valuable tools that encourage students to take ownership of their learning and reflect on their progress. By involving students in the assessment process, they become active participants in their education. In sessions such as micro teaching lessons and criticism classes trainees are asked to evaluate their peers based on given criterion. In a group presentation, students could be asked to provide feedback to their peers based on specific criteria, such as communication skills and content knowledge. These assessment forms help students to identify their strengths and weaknesses and encourages them to improve their learning based on self-assessment and peer assessment outcomes.

Aligning assessment tasks with students' learning needs is crucial in providing a personalised and effective learning experience. Entry behaviour tests offer a starting point, formative assessments provide ongoing feedback, performance-based assessments assess practical application, and peer and self-assessments encourage ownership of learning, by thoughtfully designing and implementing these assessment tasks, educators create a supportive and personalised learning environment, fostering academic growth and success for all learners.

File Description	Document
Documentary evidence in respect to claim	View Document

2.8 Student Satisfaction Survey

2.8.1

Online student satisfaction survey regarding teaching learning process

Response: 3.78

Criterion 3 - Research and Outreach Activities

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

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

File Description

Document

Data as per Data Template

[View Document](#)

3.1.2

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

Response: 0

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

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

3.1.3

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

1. Seed money for doctoral studies / research projects

2. Granting study leave for research field work

3. Undertaking appraisals of institutional functioning and documentation**4. Facilitating research by providing organizational supports****5. Organizing research circle / internal seminar / interactive session on research****Response:** D. Any 1 of the above

File Description	Document
Institutional policy document detailing scheme of incentives	View Document
Documentary proof for each of the claims	View Document
Data as per Data Template	View Document

3.1.4

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

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

Response: C. Any 2 of the above

File Description	Document
Documentary evidences in support of the claims for each effort	View Document

3.2 Research Publications**3.2.1**

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

Response: 0

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

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

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

3.2.2

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

Response: 1.11

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

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

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

3.3 Outreach Activities

3.3.1

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

Response: 5.2**3.3.1.1 Total number of outreach activities organized by the institution during the last five years.**

2022-23	2021-22	2020-21	2019-20	2018-19
10	4	0	3	9

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

3.3.2**Percentage of students participating in outreach activities organized by the institution during the last five years****Response: 87.73****3.3.2.1 Number of students participating in outreach activities organized by the institution during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
95	95	46	112	124

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

3.3.3**Percentage of student participation in national priority programmes such as Swachh Bharat, AIDs**

awareness, Gender sensitivity, Yoga, Digital India, National Water Mission during the last five years

Response: 99.26

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

2022-23	2021-22	2020-21	2019-20	2018-19
95	97	109	110	123

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

3.3.4

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

Response:

Response

Extension activities conducted in neighbouring communities can have a significant impact on both the students and the communities involved. Students can better understand the challenges faced by different groups, fostering a sense of compassion and social consciousness. This can lead to increased involvement in community service and volunteer work, promoting holistic development beyond academic achievements. Extension activities can facilitate knowledge exchange and skill-sharing between students and community members, empowering both parties to learn from each other's experiences and expertise.

The college has made deliberate efforts to facilitate a culture of social service and social responsibility which motivates faculty and students to organize meaningful activities that influence and sensitize students on social issues. The teachers were motivated to undertake extension activities based on the interests and passion of students and according to the needs of neighbouring community and also to assist them in organizing such activities. Also, the teachers are given ample freedom to conduct different activities like discussions, debates, cultural programmes and various outreach activities. The college conducts many gender sensitizing programmes and awareness drives throughout the year. The College has been successful in expanding community activities with the participation of various organizations. The following programmes were conducted;

I. Sensitizing students to social issues: The institution provided ample opportunities to inculcate social responsibility in its students by involving them in various activities that revolve around a social issue.

- Old age home visit
- Conducted awareness about Covid-19 and distributed sanitizer in coastal areas of Kollam.
- Environmental day celebration
- As part of Gandhi Jayanthi celebration , in tribute to Mahatma Gandhi's values and teachings of cleanliness and environmental responsibility, the college conducted beach cleaning activities at Kollam beach and Gandhi Jayanthi day observance at the college auditorium.
- Flood relief- The College organized a food fest to raise money for the Kerala flood victims and teachers donated one month's salary to the Hon'ble Chief Minister's Distress Relief Fund.
- Value Education Programme.
- Socially Useful Productive Work- To promote sense of responsibility and teamwork among students, contributing to a clean and healthy environment, the college and nearby school campuses were cleaned.
- Conducted awareness programme on women empowerment.
- Student teachers conducted awareness programs for school students on various social and environmental issues.
- Farewell to hunger Programme- Food packets were distributed to the needy.

II. For Holistic Development: The College always employs various methods such as extracurricular activities, personalized learning and supportive environment to ensure holistic development of students. The following are the programmes;

- Conducted college level & inter college level debate competitions.
- Inter school literary and cultural competitions organized in collaboration with the Former Students Association.
- Yoga class
- Communication skill development programme
- Field trip
- E- Twinning programmes for M.Ed. students.
- Talk on the new National Policy on Education 2020
- Conducted note book making training program and then distributed to needy students of nearby school.

These initiatives have played a vital role in sensitizing students to social issues and nurturing their personal growth, while also contributing positively to the well-being and development of neighbouring communities.

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

3.3.5

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

Response: 0

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

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

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

3.4 Collaboration and Linkages**3.4.1**

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

Response: 0.4

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

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

File Description	Document
Report of each linkage along with videos/ photographs	View Document
Data as per Data Template	View Document
Any additional information	View Document

3.4.2

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

Response: 1

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

Response: 1

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

3.4.3

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

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

Response: D. Any 1 or 2 of the above

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

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

Response:

The college which is situated in a campus of 5868 m² area and built area of 3396.05m² offers top-notch resources for learners to actively engage in the teaching learning process by creating an effective and efficient teaching learning environment.

Following is a list of some of them.

Each of the seven elective classrooms of 50.90 m² area size are equipped with individual chairs, interactive white boards, green boards, white boards, LCD projectors and computers. All the seven optional class rooms have internet access.

The auditorium/ multipurpose hall of college (264.04 m² area) having a seating capacity of 150 used for public meetings, morning assembly and theater performance is outfitted with sound system, speakers, microphones, and computer with internet access.

Two seminar halls of the college (101.79 m² area each) are furnished with interactive white boards, green boards, LCD projectors and computers with internet access. Third seminar hall is furnished with computer with internet access and LCD projector.

Audio visual lab having an area of 63.95 m² is fully furnished with white board, LCD Television, overhead projectors, LCD projector and computer with internet access.

Air-conditioned computer lab (63.95 m² area) of our college is equipped with 20 computers with internet access, web cameras, head sets, and video editing software installed in computers for the sole use of students.

College library (145.48 m² area) have a collection of more than 10000 bar coded books (including reference materials, encyclopedias, dictionaries, and CDs). Library has online access to vast resources of e- books and e- journals through NList subscription. College library which is automated with Libsoft. Students can use reprographic services including photo copies and printing.

Psychology lab of college is equipped with a good number of psychological tools and test batteries.

Resource centre of the college is equipped with scientific test apparatus, samples, models, specimens, cultural kit etc.

Art and craft room with sufficient space equipped with material and tools for students to engage in art

and craft works.

Sports center (31.89 m² area) with multi gym, a tread mill, an elliptical, a cycle and equipment necessary for strengthening exercises. College has necessary kits for cricket, football, badminton, volleyball, javelin, disc, shotput, carroms, chess, table tennis etc.

Prayer/ meditation room with yoga mats.

Spacious Play ground with badminton court and volleyball court. The playground of nearby model school is also used by college for training and competition purposes.

Other facilities of college include Bio metric punching for staff and students, Computerised college office with 6 computers, 5 Printers and a copier ,24x7 CCTV camera surveillance, Gsuite account for all stake holders and WIFI enabled campus

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

4.1.2

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

Response: 100

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

Response: 11

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

Response: 11

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

4.1.3

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

Response: 11.78

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

2022-23	2021-22	2020-21	2019-20	2018-19
1.84	1.50	0	.08	0

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

The Library of the Karmela Rani Training College is located on the ground floor of the College. A sufficient number of books, journals, reference materials, newspapers, magazines and technology-based study materials enable students to acquire the necessary knowledge, expertise and skills in their studies. By developing, maintaining, and promoting library and information services, the library plays a crucial

part in assisting the institution's academic endeavours. The library is well-furnished and sufficiently ventilated with comfortable seating. The library is focussed on creating peaceful environment that encourages patrons to use the it's resources for intellectual development and self-learning.

It remains open on all working days. Using the Integrated Library Management System (ILMS), the college library is completely automated. The 'LIBSOFT' software is installed in the library. LIBSOFT is totally integrated software package that addresses every facet of library management. This software is used in conjunction with book barcodes. It is utilised in many different contexts, including stock verification and book transactions like issue, return, reservations, and renewal.

The library gives open access to students and staff so as to select their books by searching in their related subject. The arrangement of the books is as per the DDC. All books are barcoded for easy transaction. The library has computer, internet and reprographic facilities. All the computers are networked. Internet facility is provided to staff and students during working hours. Xerox facility including printing has also been provided in the library for the convenience of the readers. The computer facilities are provided for academic work only. One printer is used for printing spine labels and barcodes. Two hand held barcode scanners are used for easy circulation service and stock taking. There is a property counter at the entrance of the library to keep personal belongings of the users. All journals, magazines, newspapers, etc are kept in a separate section in the library. Notice board is placed at the entrance of the library to facilitate display of important information. The library has a good collection of encyclopedias, dictionaries, autobiographies, motivational books, text books, reference books etc. The library maintains a Book Bank Scheme for the students. The Library has institutional membership of Information and Library Network Centre (INFLIBNET). The college library has subscription for the N-list. Library orientation programme is organized for the first year students at the beginning of every academic year. In the orientation programme, library gives the detailed information about the collection, services, library rules and other library activities. Question Bank facility is provided in the library. Students have access to previous years question papers of University examinations through google classroom. The materials available in the college library are provided to the student teachers and the teachers. They find out relevant contents for their own use.

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

4.2.2

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

Response:

Karmela Rani Training College Library is located at the central area of the college campus. It provides easy access to its users. We have a good collection of encyclopedias, dictionaries, books, M.Ed. thesis, E-books, E-journals, Educational CD ROMS, Newspapers, Magazines, etc. The library has installed the software, 'LIBSOFT' and fully automated in 2011. The Online Public Access Catalogue module of the software allows library database searching by entering preferred terms and is mainly used for information retrieval. The circulation module of the software covers all the operations of circulation. The database maintenance module covers all operations of database creation and maintenance. The library has given open access to students and staff. So they can select their books by searching in their related subject. The arrangement of the books is as per the DDC. So it is easy for students to search the books related to their subject. All books are barcoded for easy transaction.

The National Library & Information Services Infrastructure for Scholarly Content (N-List) programme, developed by INFLIBNET, Ahmadabad, is being utilised by the college. All of the pure sciences, social sciences, and humanities, including linguistics and languages, are covered by N-List.

E-Resources Available through N-List Programme

The Consortium subscribes the following online resources for the colleges under the N-List Programme. All online resources subscribed under this N-List Programme can be found on publisher's websites.

Sl. No.	Resources	Publisher	Number
1.	E-Journal		18
1.	E-Journal	Annual Reviews	33
1.	E-Journal	Economic and Political Weekly	1
1.	E-Journal	Indian Journals	180
1.	E-Journal	Institute of Physics	46
1.	E-Journal	JSTOR	2500
1.	E-Journal	Oxford University Press	262
1.	E-Journal	Royal Society of Chemistry	of 29
1.	E-Journal	EBSCO – OmniFile Full Text Mega	3000

1.	E-Journal	Cambridge University Press	224
1.	E-Books	Cambridgy Books Online	1800
1.	E-Books	E-brary	185000
1.	E-Books	EBSCOHost – NetLibrary	936
1.	E-Books	Hindustan Book Agency	65
1.	E-Books	Institute of South East Asian Studies Books	382
1.	E-Books	Oxford Scholarship	902
1.	E-Books	Springer eBooks	1,500
1.	E-Books	Sage Publication e-Books	1000
1.	E-Books	Taylor Francis E-Books	1800
1.	E-Books	MyilLibrary-McGraw Hill	1124
1.	E-Books	South Asia Archive	Through NDL
1.	E-Books	World E-Books Library	Through NDL

The library also facilitates students to use Google Classroom by sharing resources including syllabus, previous question papers, e-journals, ugc guidelines, etc..

Library users can search the computerised bibliographic details of books, theses, CDs, etc. through the OPAC (On-line Public Access Catalogue) service. One separate computer is provided to the users of the library for this service. The users can search the databases in different ways;

- Book- Author, Title, Subject, Classification Number, Keywords , Accession Number, Publisher, ISBN
- Thesis –investigator, guide, year and title
- CD – Title, Subject, Accession Number
- Member wise Issue Details

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

4.2.3

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

- 1.e-journals
- 2.e-Shodh Sindhu
- 3.Shodhganga
- 4.e-books
- 5.Databases

Response: A. Any 4 or more of the above

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

4.2.4

Average annual expenditure for purchase of books, journals, and e-resources during the last five years (INR in Lakhs)**Response:** 0.66**4.2.3.1 Annual expenditure for purchase of books, journals and e-resources during the last five years. (INR in Lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
.42	.42	.30	.30	1.85

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

4.2.5**Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year****Response:** 10.84**4.2.5.1 Number of teachers and students using library for Month 1(not less than 20 working days) during the last completed academic year**

Response: 315

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

Response: 300

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

Response: 255

4.2.5.4 Number of teachers and students using library for Month 4 (not less than 20 working days)

during the last completed academic year.

Response: 175

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

Response: 137

File Description	Document
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the last completed academic year with seal and signature of both the librarian and principal	View Document
Any other relevant information	View Document
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	View Document

4.2.6

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

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

Response: C. Any 2 of the above

File Description	Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

4.3 ICT Infrastructure

4.3.1

Institution updates its ICT facilities including Wi-Fi

Response:

College has good ICT infrastructure for providing ICT enabled teaching learning environment to the students. All the seven elective classrooms are equipped with, interactive white boards, LCD projectors and computers. All the seven optional class rooms have internet access. The auditorium/ multipurpose hall of college which is used for public meetings, morning assembly and theater performance is outfitted with sound system, speakers, microphones, and computer with internet access. Two seminar halls of the college are furnished with interactive white boards, LCD projectors and computers. Third Seminar Hall has LCD projector and a computer. Seminar halls have internet access. Audio visual lab is equipped with, LCD Television, overhead projector, LCD projector and computer with internet access. Computer lab of our college is outfitted with 20 computers with internet access, web cameras, head sets, and video editing software installed in computers for the sole use of students. College Library has online access to vast resources of e- books and e- journals through NList subscription. College library which is automated with Libsoft. Students can use reprographic services including photo copies and printing. Biometric punching system is in place for recording the attendance of both staff and students. CCTV cameras are installed in the college to ensure 24x7 surveillance of the college premises. All the stake holders both students and teachers are provided with Gsuit accounts. All teachers and students use google classroom platform. College makes use of the service of experts for conducting periodic checks and maintain the ICT equipments in good condition. The faulty parts/ systems are repaired/ replaced in time to ensure proper functioning of the same.

The college campus is WIFI enabled. For ensuring better connectivity and internet access, the old broad band connection was replaced with FTTH (Fiber to the Home) connection in January 2017 (Connection Number 2912996). The FTTH connection has an average down load speed in the range of 30Mbps and up load speed in the range of 15 to 30 Mbps. WIFI access is free of cost to staff and students. WIFI of the college is password protected.

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

4.3.2**Student – Computer ratio for last completed academic year****Response:** 3.81

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

4.3.3**Internet bandwidth available in the institution****Response:** 30**4.3.3.1 Available bandwidth of internet connection in the institution, in MBPS**

Response: 30

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

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

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

Response: E. None of the above

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

4.4 Maintenance of Campus and Infrastructure**4.4.1**

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

Response: 11.75**4.4.1.1 Expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
1.37	0.98	0.41	0.44	0.21

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

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

College continuously monitor the sufficiency of academic and support facilities available for students and periodically maintain and augment them whenever required. Periodical house keeping checks, electrical checks are conducted. The ICT infrastructure of classrooms and seminar halls are periodically maintained and students are encouraged to use them optimally to get hands on experience in handling the same. The laboratory of college is maintained properly and new equipments are added as and when necessary. College time table has provision for lab hours for lab visits the conduct of experiments. Library committee of college continuously monitor the functioning of library. Books, periodicals, online resources are periodically added to the stock of library. Gate register is maintained to monitor the use of library by students and staff. To promote the use of library awards are given to the students who have taken maximum number of books. Library accession records are properly maintained. The computers and reprographic facilities of library are subjected to periodic checks and maintenance. Periodic updation of library software is also done. The 20 computers in computer lab of the college is checked, repaired and maintained periodically. When ever necessary components/ system is replaced with new ones. Students are encouraged to use computer lab for their seminar presentation preparations, preparation of teaching aids, projects etc, The multi gym of the college is maintained properly. Students are encouraged to use the gym daily and is open for students from 8:30 am to 9:30 am and 3:30 pm to 5:30 pm. Orientation to track and field events are given to students and annual sports meet is conducted. The participation and medals in track and field events are considered in the internal assessment of Health and physical education. Art and craft center is maintained properly for engaging in art works, teaching aid preparations and making of SUPW products. Safe drinking water facilities provided to students are periodically serviced and maintained. All support systems are subject to periodic check and maintenance.

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

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

Response: B. Any 4 or 5 of the above

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

5.1.2

Available student support facilities in the institution are:

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

Response: C. Any 6 of the above

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

5.1.3

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

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

Response: A. All of the above

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

5.1.4

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

- 1. Monetary help from external sources such as banks**
- 2. Outside accommodation on reasonable rent on shared or individual basis**
- 3. Dean student welfare is appointed and takes care of student welfare**

4. Placement Officer is appointed and takes care of the Placement Cell**5. Concession in tuition fees/hostel fees****6. Group insurance (Health/Accident)****Response:** A. Any 5 or more of the above

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

5.2 Student Progression**5.2.1****Percentage of placement of students as teachers/teacher educators****Response:** 45.54**5.2.1.1 Number of students of the institution placed as teachers/teacher educators during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
29	13	18	23	14

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

5.2.2

Percentage of student progression to higher education during the last completed academic year**Response:** 4.17**5.2.2.1 Number of outgoing students progressing from Bachelor to PG.**

Response: 2

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

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

5.2.3**Percentage of students qualifying state/national level examinations during the last five years (eg: NET/SLET/ TET/ CTET)****Response:** 75.12**5.2.3.1 Number of students qualifying in state/ national level examinations (eg: NET/SLET/ TET/ CTET) during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
34	38	34	29	25

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

5.3 Student Participation and Activities

5.3.1

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

Response:

The college has a student government that goes by the name 'College Union'. Members are chosen democratically through elections. The council is comprised of the chairperson, vice chairperson, general secretary, secretary of the arts club and sports club, lady representatives and councillor for the university union. The above mentioned individuals as well as class representatives from each of the seven optional subjects make up the Executive Committee. The constitution of the University sets the parameters for each member's authority and duties. The majority of student activities on campus, and various student initiatives are within the council's purview. The student council serves as the voice of students and a channel for communicating issues with the institution's head. The union's operations are carried out by the college with the help of the necessary financial resources distributed by the college office using money raised from the students themselves. In addition to the college union, there are House Groups and optional associations that take part in the extra curricular and educational activities of the college.

Serving and defending the interests of the students is central to the duties of a college union. The following are some of the main duties of the college union:

- Organise Peer Review Meetings to reflect and provide feedback on their various activities and to find new methods to enhance the educational experience of students.
- They serve as a liaison between students and college personnel, instructors, and administrators to influence institutional decision-making.
- The council promotes the rights, welfare, and interests of students and voice their opinions on topics that have an effect on students' academic, social, and overall experiences.
- The optional wise organisation takes the lead in organising important events like capacity building programmes, commemorating numerous key days, weekly cultural events, and the upkeep of the optional wise garden.
- Plan and organise various activities of the college like Christmas, Onam Celebrations, Union and Arts Club Inauguration, Arts Festival, Sports and Games Day, Publishing Magazine and College Day.
- They take lead role to plan events like community living camp and social extension activities that contribute to the institutional spirit and community welfare.
- To plan educational and recreational activities for students through numerous clubs and subject associations.
- Students may bring complaints or grievances to the student council and the council can assist in handling these matters properly through formal channels – Principal/Students' Grievance Redressal Committee.
- To ascertain student-teachers involvement in university youth festivals and other intercollegiate events on a national, international and university level.
- To plan and organise the Annual Tour for students.
- Students have the chance to grow as leaders by participating in the student council. They gain the ability to work together and make choices that are beneficial to their fellow pupils.
- The union aid in the acclimatisation of novice students to college life, familiarisation with campus facilities and develop sense of belonging.
- The college union plays a vital role in fostering a vibrant campus community, supporting student

well-being, and creating opportunities for personal and academic growth.

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

5.3.2

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

Response: 15

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

2022-23	2021-22	2020-21	2019-20	2018-19
21	16	4	14	20

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

5.4 Alumni Engagement

5.4.1

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

Response:

The Alumni Association of the college - Former Students Association (FSA), was founded in 1975. Although the association has officers, executive committee, and a bylaw, it remains an unregistered organization. The FSA's primary decision-makers are the College Principal (EX-officio President), FSA President, Vice-President, Secretary, Treasurer and Executive Committee. The Executive Committee of FSA meets on a regular basis to conduct business pertaining to the College's Alumni and functioning of the FSA. Bi-annually general body meeting of the FSA is also conducted.

All pass out students are enrolled naturally in the Association. Social media groups that act as a conduit for contact between alumni and college faculty today have enhanced the ties that bind the alumni to the college. During our golden jubilee year 50 alumni of the college working as teachers were honored by the institution. The college has a long list of noteworthy graduates in different sectors serving as brand ambassadors of the college by demonstrating the institution's success through their accomplishments and societal contributions. This includes 5 teachers who received the President's National award and one received State award for the best teacher. The notable alumni of the institution are frequently recognized for their achievements and invited to the many sociocultural initiatives of the college. Over the last 50 years the alumni of the college have played an enormous and multifaceted role in community building and the institution's growth and advancement. The following are two crucial functions that alumni play:

Support System: Alumni strongly support the functioning of the college in the following ways

- **Career Support:** Alumni frequently support young graduates in their job searches by sharing their own professional experiences, giving job prospects, and provide information regarding job opportunities and diverse markets for teachers.
- **Financial Support:** Alumni frequently make financial contributions for scholarships and infrastructure development. Most of the merit scholarships of the college are instituted by the alumni.
- **Institutional Feedback:** Alumni provide insightful feedback by sharing their experiences as former students. They offer analysis on the institution's instructional programmes, curriculum and general experience and offer suggestions for improvement of the institution to enhance its educational offerings and overall experience.
- Eminent alumni are invited to give lectures, seminar, workshops on subjects relevant to their field of expertise to present students. To get student teachers acquainted with a range of teaching techniques, alumni also participate in the demonstration sessions.

Social and Cultural Impact: FSA of the college organizes two major cultural events in the college –

- **Inter School Literary and Cultural Competitions** - The college hosts an Inter School Literary and Cultural Competition each year for high school students from the Kollam district under the leadership of FSA. The forum serves as a training ground for the current students in organizing and evaluating the numerous completions.
- **Former Students Day celebrations.** - It is an event when the institution honor and commemorate former students and draws them back to the college to reminisce with old classmates, teachers, and staff. Different cultural and entertainment acts are used by the current students to greet the alumni. In addition to giving current and former students the chance to socialize, compete, and showcase the diverse skills and abilities, it also celebrates the achievements of the institution's

alumni.

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

5.4.2

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

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

Response: C. Any 2 or 3 of the above

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

5.4.3**Number of meetings of Alumni Association held during the last five years****Response:** 6**5.4.3.1 Number of meetings of Alumni Association held during the last five years**

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

File Description	Document
Upload any additional information	View Document
Data as per Data Template	View Document
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	View Document
Paste link for additional information	View Document

5.4.4

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

Response:

The Alumni Association FSA of the college has been instrumental in the advancement and success of the institution. FSA's primary initiatives are its annual gathering, Inter School Literary and Cultural Competitions, Lectures, seminars and workshops for present students, endowments and merit scholarships. The Alumni support in nurturing the budding teachers of the institution in many ways.

Brand Ambassadors: Numerous notable alumni from the college work as brand ambassadors for the institution by highlighting the success of the institution through their achievements and contributions to society. The college's alumni hold important public positions, such as those of Senate and Syndicate Member of Universities, Chairman and Member of Board of Studies, Academic Council, Head and Dean of Education, Faculty Member of Various Departments, who have contributed to planning and revisions of the B.Ed. curriculum. It also includes Resource Persons, Principals of various colleges, Heads of various Departments and Schools and High Government officials. This also covers five educators who were given the President's Award for excellence in Teaching. They have contributed to the successful implementation and transaction of the curriculum especially during the pandemic period. They are making a significant impact on the college's development by guiding and assisting it. The institution's famous graduates are routinely honored for their accomplishments and invited to the numerous

sociocultural events of the institution. Eminent alumni are invited to give lectures on subjects relevant to their field of expertise to present students. The favourable words of alumni draw stakeholders and prospective students to the college. The testimonials of FSA members typically increase the student teachers' self-assurance and intrinsic motivation. The Alumni have made major contributions to the endowment funds, scholarships, and merit awards for the students. FSA meetings serve as a mechanism to provide insightful feedback and suggestions for the improvement of the college.

Mentoring: Alumni mentor current students' by offering direction, counsel, and insights into the teaching profession. Linking students with other alumni who are teachers or professionals in other fields, assist students in developing crucial networks which help students in their future to secure jobs. Alumni is instrumental in helping recent graduates find their first job or aiding established professionals in career development. Every academic year, the college's orientation sessions that help students become acquainted to the B.Ed. course and teaching profession heavily involve alumni. Alumni who are heads and teachers of practicing schools' mentor current students by offering guidance, advice and feedback into the teaching sessions during practice teaching sessions. To give student teachers experience with a range of teaching techniques, alumni also participate in the demonstration sessions. The FSA arranges workshops for current students to learn how to conduct and judge different literary and cultural competitions. The Inter School Literary and Cultural Competition, which is annually hosted for secondary school students in the district of Kollam under the leadership of FSA, provides practice for student teachers in planning and judging competitions. Alumni instruct the current student teachers in various skills and capabilities through programmes like stress management workshops, dramatics, women empowerment, counselling sessions, new employment opportunities and soft skill training.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

The aim of the college is to send into the field of Education, teachers who are intelligent, spiritually vigorous, cultured, healthy, vocationally prepared, social minded and committed to the cause of Indian Education in whatever sphere they may serve God and Country.

Our Vision

To provide quality and value-based teacher education to the student teachers to become academically innovative professionally competent and socially committed citizens who will strive for social transformation and nation -building.

Our Mission

The following objects constitute the mission of the college.

1. To transmit the Christian Spiritual, Moral, Cultural, Educational and Religious heritage and ethics through the Educative process.

2. To transact all curricular and co-curricular activities in view of the integral

development of the personality of students.

3. To provide professional education and training in multi skill enhancement to prospective teachers who will contribute to national development with global outlook.

4. To orient the students to attain required competence and refinement through innovative practices, educational technology and ICT enabled strategies and remedial coaching programmes.

5. To promote relevant academic ventures and research activities for contributing to the common fund of knowledge.

6. To extend educational guidance and professional assistance to neighbourhood schools and communities.

7. To co-operate in the common effort to uplift the socially and educationally backward Christian Minority Community of Latin Catholic through education and training.

Nature of governance

The governance and administration of the institution is participatory and democratic giving due weightage to all the stakeholders. We have a cohesive feeling in between us and are affectionate to be called as 'Karmela Rani Family'. The college is governed by a management board presided by the Manager of the college and the academic administration is executed by the Principal. A Local Manager, member of teaching staff ,is entrusted to monitor the day today administrative needs of the college. Following committees are constituted to ensure participation of the management, teachers, students ,non-teaching staffs, parents and alumini on the administration, planning and decision making of the college.

- **Management Board:** The management board presided by Most Rev. Dr. Paul Antony Mullassery , Bishop of Kollam, act as Governing Body , provides overall leadership to the institution and takes final decision regrading the college.
- **Staff Council:** All teaching faculty, librarian and representatives from administrative staff are members of staff council and is Presided by the Principal. It maintains the discipline and internal affairs of the college.
- **IQAC:** The IQAC consists of College Principal as Chairperson , IQAC Coordinator five senior teachers , one administrative official and two external experts as members. All the teachers and student representatives are criterion members. IQAC coordinates all statutory and other bodies, drives quality initiatives, takes stakeholder feedback and formulates corrective actions.
- **Parent Teacher Association:** Presided by the elected member from the parents and functions as an executive committee.
- **Student Union:** Presided by the elected student representative and coordinates student activities.
- **Alumni Association:** Presided by an elected member from alumina and supports the curricular as well as non-curricular activities of the college.

File Description	Document
Vision and Mission statements of the institution	View Document
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signatureof the Principal	View Document
Any additional information	View Document

6.1.2

Institution practices decentralization and participative management

Response:

Decentralization

Institution has a decentralized organizational structure and functions are distributed at various levels to ensure the accomplishment of our vision. We believe in the dignity of the labour and operational

autonomy is provided to all its functionaries towards decentralized governance system. Regular meetings of management board, IQAC, staff council, non-teaching staff and student union is conducted for ensuring the decentralization in institutional activities.

Management Level:

- Provides overall leadership to the institution.
- Provides adequate infra structural facilities needed for the college and makes appropriate maintenance of the same.
- Based on priorities, takes final decision regarding the functioning of the college.
- Monitors and ensures the work culture of the institution.
- Foster the growth and development of the institution.

Principal Level

- Provides academic leadership to the institution.
- Supervises and executes the academic plans, curricular and non-curricular activities in consultation with the staff and students of the college.
- Maintains a positive atmosphere in the campus by building a positive network between various stakeholders.

Faculty Level

- Ensures outcome-based training to the students
- Effectively executes academic, curricular and co-curricular activities of the college.
- Participates in faculty development programs and get updated to optimise the quality of shared knowledge.
- Coordinates the activities of various Associations and clubs.

Administration Level

- Ensures smooth functioning of day today activities of college.
- Make proper arrangements for admission, conduct of examination, account maintenance etc.
- Makes proper communication with the university, NCTE, Higher Education Council and other statutory bodies.
- Maintains records of the college

Student Level

- Actively participates in academic, curricular and co-curricular activities of the college.
- Utilises the facilities provided by the college for personal, academic and social development.

File Description	Document
Relevant documents to indicate decentralization and participative management	View Document

6.1.3

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

Response:

The institution maintains complete transparency in its financial, academic and administrative function in governing the day- to – day function of the college adhering to the state government and affiliating university.

Transparency in Finance Administration

- Needs are prioritized.
- Allocations are made accordingly.
- Expenditure is closely monitored and supervised.
- Internal scrutiny done followed by financial auditing. Due discussion and consultation take place in the sub- committee.
- There is an interaction finance committee monitoring the income and expenditure of the college. Development council of the college recommended by the board of management allocate the required fund after ascertaining the needs.
- Special funds and collections are spent solely on the purpose for which it is connected. Staff contribution fund is determined by the staff, they identify the common need of the college and spend the money in consultation with the staff. finally, income and expenditure are presented before the staff by the concern and accounts are approved by them.

Transparency in Academic Functioning

- Admission procedures follow the rules and regulations of affiliating university and state government.
- The academic calendar and the syllabus are prepared yearly.
- The college strictly adheres to the academic calendar that details the various activities in advance.
- The entire academic structure is clearly explained to all students in an orientation programme .
- Criteria for allotment of grades is included in the prospectus.
- Library services are automated for student access ability.
- Rubrics are maintained to record internship performance, feedback from participating schools are shared and discussed with students.
- Practical Examination are assessed by internal and external examiners.

Transparency in Administrative Functioning

- Admission notification is done by the affiliating university through press release and university Website.
- Candidate are required to apply through university website.
- The allotted candidates are admitted to the college after scrutiny, verification and interview by the admission committee of the college.
- The fee structure as given by the affiliated university and the admission process adhered to the university.
- The staff student ratio is maintained according to the NCTE norms.
- Faculty is trained through participation in Continuous Professional Development (CPD).
- All required registers and records are maintained.
- Decisions made by management are announced to faculty members through staff meetings.
- Performance Appraisal Report (PAR) is submitted to NCTE and All India Survey for Higher Education (AISHE).

File Description	Document
Reports indicating the efforts made by the institution towards maintenance of transparency	View Document

6.2 Strategy Development and Deployment

6.2.1

The institutional Strategic plan is effectively deployed

Response:

College striving for excellence

The strategic plan of the Institution gives much importance to the Teaching learning process, The emphasis is given to enhance student learning outcome in the University examination and to equip the students to face competitive exams. Keeping in mind these strategic plans the college has adopted certain measures.

Periodic Test: Class wise periodical test is conducted in the respective optional Classes. Mid semester Exam are conducted which gives an experience to the student teachers how to write an exam

Remedial Classes: Remedial classes are arranged for all students to make them thorough on the difficult areas. Audio classes are posted in the respective WhatsApp group

Peer Tutoring: Academically brilliant students are given an opportunity to teach their classmate so that they familiarize the content matter and also the fellow beings get an opportunity to clarify their doubts.

Discussion of Previous Year Question Paper: Previous Years question papers are discussed in the classes

and the students tries to work on the previous year question paper so that the students will to know about the time management.

Model Exam: At the end of each semester a model exam is being conducted and the papers are evaluated and students get feedback from teachers so that they can improve their writing to score high marks.

Cooperative learning: Cooperative learning techniques are being adopted for preparing for competitive exams. Small groups are formed among the students and they start to work out for the exams.

These strategies enabled our Institution to prove the academic excellence in the University exams by securing University first position and almost all students score 80% of marks. In the year 2021 Alisha P G. of Physical Science option got the University first position in B,Ed Degree examination with CGPA 9.32. Tomson Saj of Physical Science option got the University 5th position with a CGPA 9.27 in B.Ed. Degree examination. The pass percentage is 100 % in 2018, 93% in 2019, 100% in 2020, 97.8% in 2021 and 96% in 2022. Almost of students have cleared K-TET, T-TET, SET and NET exams in the assessment years.

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

6.2.2

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

Response:

Statutory and non-statutory bodies that functions in accordance with the statutes, manuals and policies laid down by the Government, Kerala University and the Governing body of the college are established in the college.

The **Governing body** consists of members nominated by the Diocese of Quilon and presided by the Bishop of Quilon. The body provides advises for the day today functioning of the college and takes final decisions regarding the functioning of the college including the appointments at college.

Procedure followed for the Recruitment of Faculty

The appointment of staff members, both teaching and administrative is made on procedural lines.

- Receiving of concurrence and sanction of government nominee.
- Notification in registered newspapers.
- Preparation of list of experts after getting concurrence to the post.

- Constitute of interview board as per government norms.
- Issuing interview memo to all eligible applicants.
- Conducting interview and preparation of minutes signed by selection board members.
- Preparation of merit list with the approval by the manager.
- Issuing appointment orders on the basis of vacancies available.

Service rules and policies are followed as per the rules and regulations of University of Kerala, State of Kerala, NCTE and UGC.

The **staff council** takes decisions regarding the effective transaction of curriculum in the college. It monitors day today functioning of the college including monitoring and assessment of students progress, coordination of various curricular and co- curricular activities. maintenance of discipline in the campus etc.

The **IQAC** considers the matters regarding the quality ensuring of the initiatives of the college. It sets up quality benchmarks, feedback system, takes up initiatives in faculty induction and development, innovations and researches in teacher education and advises the governing body regarding infrastructure development and strategic planning.

Other than these committees such as Admission committee, Parent Teacher Association(PTA), Alumini Association, Grievance Redressal Committee, Anti-Ragging Cell, etc. helps in the proper functioning of the institution

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

6.2.3

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

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

Response: D. Any 2 of the above

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

6.2.4

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

Response:

The administrative functions of the institution are carried out by the Head of the Institution through Batch Co-Ordinator and Faculty in charge of various activities. Head of the institution organizes meeting before the commencement of the academic period. Various committees are formed through discussion and voluntary acceptance of the faculty based on their potential, teaching experience and interest. The plan of action is prepared after the discussions. Powers are given to these committees for the smooth functioning of the academic activities with the principal having a supervisory role. The decisions made by the committee are conveyed to the management who ensures that the responsibilities are properly defined and communicated to the staff through official communications.

Activity Organised : One Day Seminar on Kerala Curriculum Framework Focus areas: Review, Reflection & Response.

Kerala Curriculum Framework Focus areas: Review, Reflection & Response was organized by Karmela Rani Training College, Kollam in association with Corporate Management of Catholic Schools and CSSA Kollam. on 13-12-22 with Dr. Fr. Joseph John as the Convenor. The objective of the seminar is to make review, reflect and to respond on the focus area of the Kerala Curriculum Framework. The participants were School and College Teachers and Student Teachers. Inauguration of the Seminar was done by Rt. Rev. Dr. Paul Antony Mullassery, Bishop of Quilon. Keynote Address was made by Dr. Chinta Jerome, Kerala State Youth Commission Chairman. Review of Focus Area and Panel Discussion was done by Shri. Milton S. H.S.S.T St. Aloysius H.S.S., Dr. Brinda Nair S. Assistant Professor, Dr. Mary Sindhu J, Associate Professor, Dr. Byju C. Assistant Professor, Karmela Rani Training College, Sri. Yesudas A. H.S.S.T St. Antony's H.S.S, and Dr. Sindha P. Mendez Educator and Counsellor of BBCON, Kollam was the moderator. In the afternoon session group discussion was conducted on Focus area questions. After that Reports of the group discussion was presented by the group representatives and the Seminar came to an end with Vote of Thanks. Report of the Seminar, the reflection and response on the Kerala Curriculum Frame work was submitted to the concerned authority.

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

The institution gives utmost importance to the effective implementation of welfare measures for teaching and non-teaching staff by creating a positive and conducive work environment, improving job satisfaction, and ensuring the overall well-being of the staff members. Significant initiatives were taken for the teaching and non-teaching faculties, in various dimensions such as Academic, Professional, Social, Economic, Health and wellbeing. Below are some steps and strategies adopted by the institution to ensure the successful implementation of welfare measures of the staff:

A number of programs have been envisaged, such as providing necessary support for pursuing higher degrees and qualifications by granting leave to teaching faculty and administrative staff if required. As part of this, faculties are encouraged to avail FDP of UGC.

Continuous professional development is essential for career advancement. Hence the institution provides opportunities for the enhancement of knowledge and skills suited for the changing nature of professional requirements such as, participation in seminars, workshops, conferences and training programmes. These programmes provide opportunities to learn from experts and resource persons, gaining insights into the latest trends, best practices, and cutting-edge technologies in their respective fields. This knowledge can be applied to improve job performance and stay competitive in the teaching profession.

Staff meeting: Maintain open and transparent communication with the staff regarding welfare measures, policy changes, and other relevant information. Clear communication helps build trust and confidence in the organization.

Regular Review and Improvement: Periodically review the effectiveness of the implemented welfare measures through open feedback surveys. Use this information to make improvements and adjust the policies accordingly.

The management is vigilant to maintain the much needed professional environment in the campus. A friendly approach is maintained without any disparity of caste, creed or gender.

Separate welfare associations are functioning for both teaching & non-teaching staff. The staff members cooperate with each other and extend support in times of emergencies and casualties for the members and their family members and also to the needy students.

Medical and health insurance scheme is provided to the employees as per rules of Government of Kerala. The prominent among them are State Life Insurance scheme (SLI) and Group Insurance (GI) and MEDISEP Insurance Scheme. An accident insurance scheme -Group Personal Accident Insurance Scheme is provided to employees for unforeseen contingencies.

Other measures for the enhancement of wellbeing includes: -

- Organization of sports and cultural activities in which all staff can participate.
- Promote collaboration among teachers from different disciplines to share ideas and explore innovative teaching approaches.
- Outdoor and indoor activities including recreational tours for staff.
- Equipped staffroom with attached restroom and dining area.
- Organize special events to publicly recognize and honor the teachers who have secured Ph.D. degrees. Invite colleagues, students, and administrators to attend the function and show their appreciation.
- Encourages the staff to be resource persons in other institutions
- Motivates the staff to take part in seminars, work- shops, conferences and publications.
- Encouraging teachers to engage in research and publish their findings to contribute to their professional growth.
- Encourage teachers to undertake research guidance.

File Description	Document
List of welfare measures provided by the institution with seal and signature of the Principal	View Document
List of beneficiaries of welfare measures provided by the Institution with seal and signature of the Principal	View Document

6.3.2

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

Response: 0

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

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

File Description	Document
Data as per Data Template	View Document

6.3.3

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

Response: 9

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

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

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

6.3.4

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

Response: 24.07

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

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

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

6.3.5

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

Response:

The institution has implemented a performance appraisal system for teaching staff based on the Performance-Based Appraisal System (PBAS) suggested by UGC/NCTE. The PBAS categorizes performances into three areas: Teaching, Learning and Evaluation related activities; Co-Curricular, Extension, and Professional Development related activities; and Research Publications and Academic Contributions. Each category is assigned a specific weightage, and faculty members are evaluated based on their performance in these areas.

The institution collects data from each faculty member at the end of each academic year using a proforma suggested by AICTE. API scores are then calculated for each category, and the Principal, along with senior faculty members, sets minimum API scores that faculty members must achieve for career advancements and promotions.

Moreover, the institution also seeks feedback from students through feedback forms at the end of the course. A team consisting of the Principal and Senior faculty or assigned faculty reviews this feedback to identify areas for improvement in the teaching-learning process.

However, there is no formal performance appraisal system in place for non-teaching staff. Instead, the promotion of non-teaching staff is based on seniority and passing the departmental test.

Overall, the performance appraisal system for teaching staff seems to be comprehensive, incorporating both qualitative and quantitative measures to evaluate their contributions in various aspects of their roles. Nevertheless, it may be beneficial for the institution to consider implementing a more formalized performance appraisal system for non-teaching staff to ensure their professional development and recognize their contributions to the institution's functioning. A structured appraisal system for all staff members can contribute to overall organizational improvement and motivation among staff.

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

6.4 Financial Management and Resource Mobilization

6.4.1

Institution conducts internal or/and external financial audit regularly

Response:

Systematic and transparent internal and external audits are conducted in every financial matter related to the college.

Internal Audit

Cletus Joseph and Co. Chartered Accountants conducts the internal audits of the college. The audits include scrutiny of the financial records and supplementary documents maintained by the college. The Chartered Accountant of the institution covers all the financial aspects of the college such as UGC grants, fees, scholarships and other financial assistance and the related disbursements and other expenses in relation to the utilization.

External Audit

As part of Kerala Government stipulations, periodic audits are conducted by Deputy Director of Collegiate Education and Account General of Kerala. Utilization of the government financial assistance, scholarships, UGC assistance, fee collection etc. are subjected to the audit.

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

6.4.2

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

Response: 0

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

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

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

6.4.3

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

Response:

Karmela Rani Training college offers B.Ed programme under aided stream. The college takes every possible step in resource mobilization and generating funds. Being an aided college the salaries are paid by the State Government.

Our institution has resource mobilization policies and procedures for the optimal utilization of resources for ensuring the quality of education and welfare of staff. The fund is utilized in a transparent way, and the institution is bound to go through stringent auditing measures. The mobilization of physical, financial, human, and social resources is well discussed in the governing council. Finance management is collectively done by Manager, Principal, and the internal chartered accountant to monitor the fund mobilization and proper utilization of the funds generated.

Budgetary process of the institution is as follows.

The Manager, Principal and the Internal auditor plans the budget based on the income and expenditure of the institution. Quilon Latin Catholic Diocese Educational Development Council actively support and allocate funds for development and some common requirements of the College.

System of Inventory management- There is a well-organized inventory management system under the clerical staff. The documents are maintained by the office staff.

The institution provides financial support for maintaining physical infrastructure and information technology support. The institution generates adequate funds from internal revenue resources for its

operational and capital expenses. College has a well-structured student support system with a strong mechanism to track and assist the student progression through scholarship from government and non-governmental sources. During the assessment period, 80% of our students has availed various government and nongovernment scholarships.

Non-governmental funds are generated from Management, PTA, alumni association and Individuals, which are audited internally by their respective executive councils and by a registered chartered accountant. The other resources such as man power and materials are well managed based on the policy of the institution. The institution invests all its revenue for the progress of the institution. Optimal utilization of fund is ensured through the following activities such as periodical maintenance of the infrastructure and inventory of the labs, stock verification and auditing.

Policy and procedures are available for scrapping the damage equipment, e-waste and liquid waste. Vigilant monitoring of utilization of resources like computer lab, resource centre and library. Sign boards on water and power savings at all prominent places.

Thus, the college has established processes and procedures for effective utilization of financial resources received as Governmental and Non-Governmental funds. The institution has a well-defined mechanism for proper mobilization of funds that ensures transparency and the best use of it.

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

6.5 Internal Quality Assurance System

6.5.1

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

Response:

IQAC has played a key role in institutionalizing quality assurance after its inception. The various strategies adopted are in tune with the vision and mission of the college. IQAC plays a crucial role in coordinating various activities of the teaching learning process.

ACTIVITIES COORDINATED BY IQAC

- Ensure, sustain and enhance the quality of teaching, learning, evaluation and infrastructure
- ICT enabled teaching learning
- Ensures high speed optic fiber cable network
- Faculty empowerment through workshops/seminars/conferences
- Promoting professional development of the staff
- Quality feedback mechanism. Feedback responses are collected from the students, parents and stakeholders for quality related institutional process.
- Performance appraisal mechanism
- PBAS forms and API scores of teachers are evaluated
- Motivate faculty to adopt innovative teaching learning methods and outcome-based education.
- Encourage faculty to conduct tours, excursions, field visits, surveys
- Promotes research culture, 90% of the teaching faculty are Ph.D holders.
- Orientation programme on the new National educational policy 2020.
- Promotes co-curricular activities of college, National and state level.
- Promotes plastic free campus.
- Promotes teachers in participating academic conference, National & International conferences etc.
- Conducting seminars and orientation classes on Kerala Curriculum Frame work.
- Conducting Conscientization program on socially relevant issues.
- Organizing SUPW services to the nearby schools.
- Providing free tuition to the students of our Model school by our teacher trainees.
- All teachers use Google classroom and G-suite for sharing the teaching learning resources.
- Design and implement Annual plans for institution- level activities for quality assurance.
- Documentation of the various programmes/activities leading to quality improvement.
- Ensure enhancement and coordination among various activities of the institution and institutionalize all good practices.
- Provide a sound basis for decision-making to improve institutional functioning.
- Development of quality culture in the institution.
- Development and application of quality benchmarks/parameters for various academic and administrative activities of the institution.
- Facilitating the creation of a learner-centric environment conducive to quality education and faculty maturation to adopt the required knowledge and technology for participatory teaching and learning process.

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

6.5.2

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

Response:

At the end of the summer vacation IQAC conducts a meeting every year for reviewing the previous year academic activities and for planning next year's academic activities. The review meeting is conducted to evaluate the progress on following areas

Success of academic activities in terms of outcomes such as results in the university examination, success in competitive examinations, and number of placements attained by the students.

Reflections and evaluations of teachers about their classes and performance of students in their classes.

Effectiveness of training and preparations for qualifying examinations such as NET, SET, KTET, CTET etc.

Effectiveness of infrastructural facilities in imparting lessons to the students and suggestions if any for improving its efficiency.

Effectiveness of the continuous and comprehensive evaluation system followed in the institution.

Effectiveness of practice teaching (School induction and school internship programs) in providing appropriate school experience for students.

Special achievements by teachers and students such as awards from different bodies, prizes in competitions etc.

Co-curricular activities adopted in the institution and its effectiveness

It is a platform for reviewing and planning learning practices, programs and facilities. It helps the institution to introspect on how far the college has updated with present day practices in teaching learning and in the professional growth of the teachers. All the teachers participate in the discussion on the activities of the previous year academic activities. All the teachers have the freedom to voice his/ her opinion, for critically assessing the activities and also for providing suggestions for improvement. In this meeting activity chart for next semesters are finalized. In the annual IQAC meeting the quality of implementation, effectiveness of the program conducted, placement achieved, feedback received from stakeholders are critically reviewed and gaps are identified. Based on the review findings and suggestion

IQAC prepares a college level activity chart for the academic year. Once in six months IQAC organizes meeting for monitoring the implantation of the plan.

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

6.5.3

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

Response: 2.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
03	2	2	2	3

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

6.5.4

Institution engages in several quality initiatives such as

- 1. Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements**
- 2. Timely submission of AQARs (only after 1st cycle)**

3. Academic Administrative Audit (AAA) and initiation of follow up action**4. Collaborative quality initiatives with other institution(s)****5. Participation in NIRF**

Response: C. Any 2 of the above

File Description	Document
Data as per Data Template	View Document
Consolidated report of Academic Administrative Audit (AAA)	View Document
Any additional information	View Document
Link to the minutes of the meeting of IQAC	View Document

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

The institution has implemented various quality enhancement initiatives in the five years. The two Incremental improvements made on the academic domain are.

1. Promoting Research Culture

The institution encourages the faculty members to take up research activities. 5 of our teaching faculties has obtained Ph,D during this assessment period. The institution grants study leaves under Faculty Development Programme for doing Ph.D. 2 of our teachers have availed study leave under Faculty Development Programme. Faculty members of this Institution presents research and thematic papers in the International and National Seminars. Our library resources are used by the faculty members for their research work, group discussion is done on the basis of their research and valuable suggestions are provided. Our Institution promotes the faculty members with adequate resources for publishing articles in the reputed journals.

2. College Library

Our college library is essential to helping staff and students use the internet, electronic resources, and other library and information services. We have a good collection of books, dictionaries, encyclopedia's, M.Ed. theses, educational CD ROMS, newspapers, magazines, e-books, and e-journals. The college buys books for the library each year in an effort to further the academic development of the students. Faculty members and students can read and refer to the literature. We also keep up a student book bank programme. Library has subscription of NLIST and Login credentials have been provided to all the faculties and research scholars. There is a question bank available at the library. Previous years university

exam question papers are available to students. Teachers and teacher students have access to the items in the college library. They research pertinent materials for their personal needs.

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

Response:

Our institution has an eco-friendly campus with a lot of trees and greenery. Because of this serene environment a peaceful cool atmosphere is maintained in the campus. Shady landscaping in the campus protects the buildings from intense heat during the sunny days. All our classrooms are well ventilated and have adequate light and air circulation in the natural setting itself. This reduces the power consumption to a great extent.

The wiring system of the building is properly earthed and ELCB (Earth Leakage Circuit Breaker) is installed. This protects the building as well as, prevents any sort of power leakage. For lighting LED bulbs are used so as to minimize power consumption. Periodic inspection of the electrical appliances is done by the experts and if required the appliances are replaced so as to avoid energy leakage due to the damage in the electric equipment. While purchasing new electrical equipment's proper consultation is done with the experts to ensure the power efficiency of the appliance.

Institution maintains a rainwater harvesting system and this also helps us to reduce our electrical energy consumption.

Following thumb rules are given to the students and the staff and is displayed at proper places for the efficient Energy Management

- Switch off the fans and lights when you leave the classroom.
- Always open the windows and reduce the use of light and fans.
- Share fans and light
- Maximize the use of daylight.
- Water is precious. Make sure that the taps are closed properly after use.
- Minimize the use of water.
- Unplug the switches of the devices that are not in use.

Our institution has a well stated energy policy document and a committee including teachers, students and non-teaching staff has been created to ensure the compliance of policies given in the document. The committee is presided by the principal and a teacher is in charge of the committee. Implementation of an effective energy management programme at the college is streamlined by the committee.

Effective manpower sensitization very important in energy conservation. It will develop a co-operate commitment and will reflect in every walk of life. We motivate our students to follow energy conservation principles in the classroom as well as at their homes. Our trainees are instructed to communicate ideas regarding energy conservation to the coming generation during the school induction program. We encourage our students to use public transport, bicycle and, if possible, to walk so as to

reduce consumption.

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

7.1.2

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

Response:

We have a well written waste management policy and a waste management team including teachers, students and non-teaching staff presided by the principal is there to implement the plan of action regarding the waste management.

The waste materials produced in our campus are mainly - Food waste, Paper waste ,Waste water ,Plastic waste and e-waste. In order to separate the waste to degradable and non-degradable we have placed to waste containers one of red colour and other of green colour. Students are insisted to put their waste materials in the corresponding containers and the management of the waste materials are as follows.

Food waste:

In our campus our students and staff used to bring packed lunch. We have two vermi compost units to manage the food waste generated in the campus. The manure produced from this compost is used for the farming purpose in the campus.

Paper waste

The paper waste produced in the campus is of two types -Paper used for printing purpose and newspaper. Newspaper is used for making paper bags as part of socially useful product creation. The waste paper after printing and the remaining newspaper is given to the scrap merchants.

Waste water

Wastewater is generated in our campus mainly from the toilets and from the pipes used for washing purposes. Proper drainage system is maintained in the campus to manage this waste water without causing any damage to the environment. The drainage system is checked in a regular interval and any sorts of damage is fixed immediately so as to ensure its proper management as well as cleanliness of the campus.

Plastic waste

Even if ours is a plastic free campus few plastic wastes in the form of pen, refills, wrapping materials etc. will generate in the campus. We insist our students to bring lunch in containers so as to reduce the wrapping material waste in the campus. However, the plastic waste generated in the campus is given to the scrap merchants. Recently we have made an agreement with Haritha Mission of State of Kerala to collect plastic waste from our campus.

E-Waste

The E-Waste generated in the campus is stored properly and given to the scrap merchants.

We motivate and sensitize our students to follow 5R principle in the campus as well as in their daily life - Refuse, Reduce, Reuse, Repurpose, Recycle. Reducing plastic waste, reusing of printing cartages, cardboards and containers, Repurposing of single sided printed papers for draft works, making of paper bags from newspaper, vermi post plant, rainwater harvesting etc. are few practices followed in the campus as part of 5R implementation. These activities will ensure sustainable development as well boost the civic responsibility of prospective teachers regarding environment protection.

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

7.1.3

Institution waste management practices include

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

Response: C. Any 2 of the above

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

7.1.4

Institution has water management and conservation initiatives in the form of

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

Response: B. Any 3 of the above

File Description	Document
Geotagged photographs	View Document
Documentary evidence in support of the claim	View Document
Any additional link	View Document

7.1.5

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

Response:

Our campus has 1.5 hectares of land with more than 50 big trees and so many small trees. These provide a green coverage to our campus and this greenery creates a cool and serene environment in the campus. Students are encouraged to plant more trees to maintain the green environment in the campus . Cutting of trees is strictly controlled and any sort of renovations is done in the campus without disturbing the greenery. In addition to these our students are keeping their own gardens . They maintain it option wise and specific area is allotted for all the optional subjects. Maintenance of these gardens helps

the students to develop dignity towards labour as well as a positive mental health.

We provide safe pure drinking water in the campus all the time. For this purpose, there are two water purifiers in the campus. They are placed in common places so that students can fetch water as per their requirement. Servicing and maintenance of these filters is done at regular intervals.

Cleanliness of the campus is maintained with utmost priority. Adequate supporting staff is employed for the cleaning of the campus. Students are also encouraged to keep their campus neat and tidy. Organic waste generated from the trees and plants is being removed and the campus is kept neat and tidy. Drainage system is well maintained and accumulation of waste water in the campus is controlled completely. Buildings in the campus including the office, classrooms and staff rooms are vacuum cleaned at least once in a week. Furniture and equipments are also kept free from dust. In addition to the librarian a supporting staff is also been there in the library to ensure at dust free library in our campus. Duties are assigned to the contingency staff to clean the computer lab, gym and the common places of the campus. Water sources including the well, bore well and the water reservoir is kept clean. Cleaning of water tank is done at least twice in a year.

Waste materials in the campus are categorized and managed properly. We have a waste management team presided by the principal and they ensures that no waste material is been thrown away in the campus unattentively. Non-biodegradable waste materials like e-waste and plastic are handed to scrap merchants and burning of this material is prohibited in the campus. A vermi-composting unit is maintained is maintained to process the bio-degradable waste of the campus

Enough sanitation facilities have been provided in the campus. We have 23 wash rooms which are cleaned and maintained properly. Toilets are positioned in different parts of the campus ensuring security as well as privacy. All required toiletries are made available and disinfectants are used to ensure infection-free healthy environment.

The green plants in the campus prevents air pollution to a great extent. Usage of loud speakers is been restricted to avoid sound pollution. Use of harmful chemicals as fertilizers as well as disinfectants is controlled to prevent soil and water pollution.

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

7.1.6

Institution is committed to encourage green practices that include:

1. Encouraging use of bicycles / E-vehicles

2. Create pedestrian friendly roads in the campus**3. Develop plastic-free campus****4. Move towards paperless office****5. Green landscaping with trees and plants****Response:** B. Any 4 of the above

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

7.1.7**Percentage of expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)****Response:** 0**7.1.7.1 Total expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
00	00	00	00	00

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

7.1.8

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

Response:

Kollam is the state of Kerala with rich tradition and lot of places with historical and industrial importance. Visits to these places are arranged as part of curricular and co-curricular activities. These visits provide opportunity to our students to learn and know more about the local resources of Kollam. Following are the places visited by our students

Kollam Public Library: It's a collection of large number of books. Our students used to utilize the resources for their academic purpose as well as for the preparation for competitive examinations.

Matsyafed Prawn Hatchery: Visit to Hatchery provides real time experience regarding prawn cultivation especially settings for prawn cultivation, its different stages, special care and precautions at each stage etc.

MILMA Diary Kollam: MILMA is one of the leading milk production cooperative societies of Kerala. Our students used to visit MILMA Kollam Diary to know the working structure of a firm. It gives them field experience regarding the administration, human resource management. production and marketing procedures followed in a cooperative institution.

Police Museum Kollam: Police Museum Kollam is a vast repository of evidences that describes history and growth of police force in India. The major exhibits are police arms of 18th and 19th century, various other exhibits and martial gallery. It gives an educational experience to our students about the development of police force in the country.

Ashan Smarakam Thonakkal : Kumaran Asan the famous poet and one among the 'New Trinity of Malayalam Poetry' is well known for the literary world .Visit to Aasan Smarakam at Thonnakkal gives a great inspiration to our literature students. The memorial holds a collection of manuscripts of some of Asian poems and his Awards

Maths Lab: Infant Jesus School: It gives an experience to our Mathematics students to learn and verify mathematical concepts and facts.

Tangasseri : Visit to Tangasseri provides multiple educational experiences to our students. Dutch cemetery, Tangasseri provides a field experience regarding the remnants of portuguese invasion in the state. St Thomas Fort, also known Tangasseri fort is a ruined fort and a protected monument under the management of Archaeological Survey of India, gives the picture of oldest- Portuguese-Dutch- English settlements in Asia. Light House Thankasserry the second tallest light house in Kerala coast gives the mesmerizing view of sparkling seacape.

Art Cafe Adventure Park, Ashramam : The Art Café is a vast collection of sculptures and artistic works and give a practical experience regarding the same.

Cashew Factory, Kottiyam : Kollam is famous for cashew crops and its export . The visit to the factory gives experience regarding the local heritage of the region.

Our college is situated in the corporation and have 10 nearby schools to us. We allot these schools for the internship of our trainees. In addition to our support, teachers of these schools also help our students to attain teaching skills. We also invite famous personalities in the local area for talks, training and performance of folklore artforms.

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

7.1.9

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

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

Response: A. All of the above

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

7.2 Best Practices

7.2.1

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

Response:

Practice 1: **Morning Assembly:** Morning assembly is the best forum to motivate students and to disseminate information.

Objectives

1. To create a community feeling.
2. To develop a positive ethos that affirms the Institution's identity and spiritual dimensions.
3. To develop the spirit of national integration and international understanding among students.
4. To develop the communication, presentation and public speaking skills

Context

1. Morning assembly inculcates a sense of brotherhood and cooperation among trainees.
2. Morning assembly gives hands-on experience in public speaking, communication and organisation skills.
3. It is an open forum for sharing of ideas and thoughts.
4. Observance of important days helps to follow that practice in their professional life.

The Practice

- Morning assembly constitutes prayer song, prayer, pledge, thought for the day and Principal's address.

- On rotational basis each optional subject conduct assembly as per guidelines of Convenor and all students get opportunity to present each event of the assembly.
- On days of national and international importance special observance and 'Thought for the Day' focusing the importance of the day is presented.

Evidence of Success

- A remarkable improvement is observed in the presentation and communication skills of trainees.
- Collection of 'Thought for the Day' is maintained .

Resources Required

Auditorium, Sound system, LCD Projector and Computer.

Problems Encountered

- Power failure
- Absence of students

Practice 2: **Community Outreach and Extension Programs (COEP):** Community Outreach and Extension Programs (COEP) gives opportunity for the students to participate in upliftment of local community through various programs and activities .

Objectives

1. To expose students to the realistic situations in the local community.
2. To develop a Pro-active attitude among students.
3. To inculcate values such as volunteerism, social service and social responsibility among students.
4. To develop an awareness about the environmental issues in the local coastal areas.
5. To develop partnership with local community.
6. To develop care, kindness and respect to the aged people.

Context

- Being located in a coastal area college understands the difficulties faced by the people and addresses the educational, financial, environmental, palliative and social issues through various activities.
- Our college gives special weightage for the proper functioning of the nearby coastal library and provides educational resources to the needy students.
- To instil empathy and kindness to aged people among trainees through real life experience.

The Practice

- Adoption of Coastal Library, Vaddy, Kollam:
- Distribution of note books to needy students in the associated schools:
- Visit to Old-age home and rendering of adequate services:
- Conduct of Conscientization programs against social evils:
- Cleaning of Public Places:
- Pro-active involvement in disasters and emergencies and providing financial support including contribution to the 'Chief Ministers Distress Relief Fund'

Evidence of Success

1. Books distributed in the nearby schools
2. Subscription of English and Malayalam newspapers for the library
3. Certificate of donation to 'Chief Ministers Distress Relief Fund'
4. Social responsibility exhibited by our trainee.

Resources Required

- Transportation facilities for the outreach programs
- Financial Assistance

Problems Encountered

1. Resistance from local community.
2. Financial constraints.
3. During Lock Down restrictions, we were unable to take up activities of Community Outreach and Extension Programs (COEP) in the COVID Pandemic period.

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

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Karmela Rani Training College is envisioned as a Centre of Professional Excellence in Teacher Training since its inception. Keeping in mind the requirements of the 21st century ICT skills, the college now aspires to mould skilled and competent 'Techno-Pedagogues'. The distinctiveness of the institution is the Academic Excellence and it is well proved by the previous years' results in the university examinations and success rate of students in the competitive examinations.

Analyzing the last decades results it is observed that in almost all years we have secured more than 95% pass percentage with majority of students getting distinction. Students who have secured less than 90% in university examinations is meagre. Academic achievement of students of this college are found to be consistent ,steady and progressive. The systematic and high-quality training imparted in the college is reflected in the results.

In our strategic plan we have given prime importance for academic excellence. Holistic approaches are followed in the transaction of curriculum and due emphasis is given for the integration of technology in the teaching-learning process. Blended learning strategies are followed in the college and online resources are made available to students by the library. College Library has online access to vast resources of e- books and e- journals through N- List subscription.

The B.Ed. Degree is a programme with equal weightage to theory and practical courses. The institution takes all steps to impart quality training to our students. Adequate training for development is provided at the institution through demonstration classes, video recorded micro teaching sessions and criticism lessons. We collaborate with the associated schools and ensure effective practice of teaching skills during the time of school induction and internship programmes. All these efforts put forth by the institution reflect in the excellent and highly commendable performance of our students in the practical examinations.

Continuous and comprehensive assessment is followed in the institution and necessary feed-back is given to the trainees so as to attain the mastery of knowledge. Also, the trainees are encouraged to reflect upon their own progress to develop the skill of reflective practice, self-directed learning and self-monitoring. From these if there are gaps in the knowledge acquisition, remedial classes are arranged to support the students. Provision for these classes is included all days in the college time-table.

Ranks secured by our students in Kerala University B.Ed. Degree examination and success of students in the competitive examinations reflect the quality of training rendered to our students. Most of our alumni are well placed in well-reputed institutions including Government, Public , Management schools. Five alumni have won Best Teacher Awards from The President of India over the past 10 decades, a rare honour to this institution. Adequate guidance are provided by the faculty of this Institution on preparations for qualifying examinations like NET, SET, KTET etc. Sufficient preparatory materials are provided in the library also for reference to prepare for competitive examinations. This distinctiveness of academic excellence inspires us to strive for greater achievements in all our future ventures.

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

5. CONCLUSION

Additional Information :

The College is well aware of the future requirements of converting existing B.Ed. course into Integrated Teacher Education Programme in a multidisciplinary environment. The realization of this plan is not totally within the control of the stakeholders of the Institution. It involves policy decisions on the part of the Government and the University guidelines on the pertinent issue. But the Institution is keenly waiting and keeping an eye on the developments in the area so that it can promptly and effectively bring about necessary transformations in the Institutional academic and administrative architecture. The management in consultation with the stake holders also are in the process of exploring the current guidelines of the U.G.C. for converting Higher Education Institutions into multidisciplinary campuses.

This College, being a stand-alone Institution, in the light of NEP-2020 has to explore various alternatives proposed by the statutory bodies like opting for a merger with the other Multidisciplinary Institutions under the same management or becoming part of Higher Education Institutions Cluster or even transforming this stand-alone Institution to a viable multidisciplinary campus. Added to these, the Institution has to be ever attentive to the Quality Mandate for Higher education Institutions in India. Along with the Institutional preparedness for such major shifts, the priority now is to present our Institution for quality Accreditation which will bring in more authenticity, confidence and as well as courage to pursue the heights of quality in all our attempts and enterprises in Teacher Education for contributing to National development through Teacher Empowerment.

Concluding Remarks :

This College has been tuned to become a more quality conscious institution with the initiative of the Accreditation process. By undertaking a thorough self-appraisal of the total ecosystem of this academic institution, we have come to a realization that though our strengths and accomplishments are commendable, what is yet to be realized and aspired for are much more significant. Along with our determined efforts to rectify the shortcomings and limitations identified across the various criteria and key indicators set in the Self-study Report, we have come to a realization that we are in a transition phase which calls for addressing major issues in Higher Education scenario and taking up challenges for effecting significant changes and modifications both at the Course level and Institutional level. No doubt, the Institution has to be steered towards the progressive transformations as envisaged in the National Education Policy-2020 especially on domains dealing with Teacher Education. NAAC Accreditation will be an opening and a stepping stone to new ventures.

Obtaining NAAC accreditation will not be the ultimate end of this process. It is going to be a new beginning for enhancing institutional dynamism and consolidation. The Accreditation status will pave a firm ground for quality pursuits and perseverance.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.1.2	<p>At the institution level, the curriculum planning and adoption are a collaborative effort;</p> <p>Indicate the persons involved in the curriculum planning process during the last completed academic year</p> <ol style="list-style-type: none"> 1. Faculty of the institution 2. Head/Principal of the institution 3. Schools including Practice teaching schools 4. Employers 5. Experts 6. Students 7. Alumni <p>Answer before DVV Verification : A. Any 5 or more of the above Answer After DVV Verification: B. Any 4 of the above Remark : As per the supporting documents given by HEI Input is edited.</p>
1.1.3	<p>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</p> <ol style="list-style-type: none"> 1. Website of the Institution 2. Prospectus 3. Student induction programme 4. Orientation programme for teachers <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. Any 2 of the above Remark : As per the supporting documents given by HEI Input is edited.</p>
1.2.4	<p>Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through</p> <ol style="list-style-type: none"> 1. Provision in the Time Table 2. Facilities in the Library

3. **Computer lab facilities**
4. **Academic Advice/Guidance**

Answer before DVV Verification : A. All of the above

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

Remark : As per the supporting documents given by HEI Input is edited.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
45	36	11	0	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
40	32	11	0	0

Remark : As per the supporting documents given by HEI Input is edited.

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

Structured feedback is obtained from

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

Answer before DVV Verification : A. All of the above

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

Remark : As per the supporting documents given by HEI Input is edited.

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

1. **Mentoring / Academic Counselling**
2. **Peer Feedback / Tutoring**
3. **Remedial Learning Engagement**

4. Learning Enhancement / Enrichment inputs**5. Collaborative tasks****6. Assistive Devices and Adaptive Structures (for the differently abled)****7. Multilingual interactions and inputs**

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

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

Remark : Input edited as per the supporting documents

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

Answer before DVV Verification : Whenever need arises due to student diversity

Answer After DVV Verification: No Special effort put forth in accordance with learner needs

Remark : As per the supporting documents given by HEI Input is edited.

2.3.2 Percentage of teachers integrating ICT (excluding use of PPT) for effective teaching with Learning Management Systems (LMS), Swayam Prabha, e-Learning Resources and others during the last five years**2.3.2.1. Number of teachers integrating ICT for effective teaching with Learning Management Systems (LMS), e-Learning Resources and others excluding PPT..**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
9	9	9	8	7

Answer After DVV Verification :

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

Remark : As per the supporting documents HEI given link is not open and google classroom is not consider. Si input was edited

2.3.3 Students are encouraged to use ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning including on field practice..**2.3.3.1. Number of students using ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning, for the last completed academic year**

Answer before DVV Verification : 99

Answer after DVV Verification: 00

	Remark : Google classroom not consider so input edited is edited
2.3.4	<p>ICT support is used by students in various learning situations such as</p> <ol style="list-style-type: none"> 1. Understanding theory courses 2. Practice teaching 3. Internship 4. Out of class room activities 5. Biomechanical and Kinesiological activities 6. Field sports <p>Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: B. Any 3 of the above Remark : Input edited as per the supporting documents</p>
2.3.6	<p>Institution provides exposure to students about recent developments in the field of education through</p> <ol style="list-style-type: none"> 1. Special lectures by experts 2. 'Book reading' & discussion on it 3. Discussion on recent policies & regulations 4. Teacher presented seminars for benefit of teachers & students 5. Use of media for various aspects of education 6. Discussions showcasing the linkages of various contexts of education- from local to regional to national to global <p>Answer before DVV Verification : A. Any 5 or more of the above Answer After DVV Verification: C. Any 3 of the above Remark : Input edited as per the supporting documents</p>
2.4.1	<p>Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include</p> <ol style="list-style-type: none"> 1. Organizing Learning (lesson plan) 2. Developing Teaching Competencies 3. Assessment of Learning 4. Technology Use and Integration 5. Organizing Field Visits 6. Conducting Outreach/ Out of Classroom Activities 7. Community Engagement 8. Facilitating Inclusive Education 9. Preparing Individualized Educational Plan(IEP)

	<p>Answer before DVV Verification : B. Any 6 or 7 of the above Answer After DVV Verification: C. Any 4 or 5 of the above Remark : Input edited as per the supporting documents</p>
2.4.3	<p>Competency of effective communication is developed in students through several activities such as</p> <ol style="list-style-type: none"> 1. Workshop sessions for effective communication 2. Simulated sessions for practicing communication in different situations 3. Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’ 4. Classroom teaching learning situations along with teacher and peer feedback <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: E. None of the above Remark : Input edited as per the supporting documents</p>
2.4.5	<p>Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of</p> <ol style="list-style-type: none"> 1. Preparation of lesson plans 2. Developing assessment tools for both online and offline learning 3. Effective use of social media/learning apps/adaptive devices for learning 4. Identifying and selecting/ developing online learning resources 5. Evolving learning sequences (learning activities) for online as well as face to face situations <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: E. Any 1 or none of the above Remark : Input edited as per the supporting documents</p>
3.1.3	<p>In-house support is provided by the institution to teachers for research purposes during the last five years in the form of:</p> <ol style="list-style-type: none"> 1. Seed money for doctoral studies / research projects 2. Granting study leave for research field work 3. Undertaking appraisals of institutional functioning and documentation 4. Facilitating research by providing organizational supports 5. Organizing research circle / internal seminar / interactive session on research <p>Answer before DVV Verification : B. Any 3 of the above Answer After DVV Verification: D. Any 1 of the above</p>

Remark : Input edited as per the supporting documents

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
6	5	2	0	6

Answer After DVV Verification :

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

Remark : No any journal listed in UGC care And Sage publication beyond the assesments year is not consider, So input is edited

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

3.3.1.1. Total number of outreach activities organized by the institution during the last five years.

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
15	4	3	3	9

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
10	4	0	3	9

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

3.3.2.1. Number of students participating in outreach activities organized by the institution during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
95	95	107	112	124

Answer After DVV Verification :

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

95	95	46	112	124
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3.3.5 Number of awards and honours received for outreach activities from government/ recognized agency during the last five years

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
3	9	0	0	11

Answer After DVV Verification :

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

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

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

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

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

Answer After DVV Verification: D. Any 1 or 2 of the above

4.4.1	<p>Percentage expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in Lakhs)</p> <p>4.4.1.1. Expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 392 1046 524"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>3.24</td> <td>3.15</td> <td>2.33</td> <td>2.48</td> <td>3.32</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 604 1046 736"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>1.37</td> <td>0.98</td> <td>0.41</td> <td>0.44</td> <td>0.21</td> </tr> </tbody> </table> <p>Remark : Input edited as per the supporting documents</p>	2022-23	2021-22	2020-21	2019-20	2018-19	3.24	3.15	2.33	2.48	3.32	2022-23	2021-22	2020-21	2019-20	2018-19	1.37	0.98	0.41	0.44	0.21
2022-23	2021-22	2020-21	2019-20	2018-19																	
3.24	3.15	2.33	2.48	3.32																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
1.37	0.98	0.41	0.44	0.21																	
5.1.2	<p>Available student support facilities in the institution are:</p> <ol style="list-style-type: none"> 1. Vehicle Parking 2. Common rooms separately for boys and girls 3. Recreational facility 4. First aid and medical aid 5. Transport 6. Book bank 7. Safe drinking water 8. Hostel 9. Canteen 10. Toilets for girls <p>Answer before DVV Verification : A. Any 8 or more of the above Answer After DVV Verification: C. Any 6 of the above Remark : Input edited as per the supporting documents</p>																				
5.4.2	<p>Alumni has an active role in the regular institutional functioning such as</p> <ol style="list-style-type: none"> 1. Motivating the freshly enrolled students 2. Involvement in the in-house curriculum development 3. Organization of various activities other than class room activities 4. Support to curriculum delivery 5. Student mentoring 6. Financial contribution 																				

7. Placement advice and support

Answer before DVV Verification : B. Any 4 or 5 of the above

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

Remark : Input edited as per the supporting documents

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : HEI has provided only minuts of miting and agenda year wise with seal and singnature of principal without date, so input was edited

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

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

Answer before DVV Verification : A. Any 6 or more of the above

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

Remark : Input edited as per the supporting documents

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : Input edited as per the supporting documents

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
7	0	6	6	3

Answer After DVV Verification :

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1.8	1.7	0	0	0

Answer After DVV Verification :

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

Remark : staff donating to institution can not be considered, so Input is edited

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
22	11	10	9	14

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
03	2	2	2	3

7.1.6

Institution is committed to encourage green practices that include:

- 1. Encouraging use of bicycles / E-vehicles**
- 2. Create pedestrian friendly roads in the campus**
- 3. Develop plastic-free campus**
- 4. Move towards paperless office**
- 5. Green landscaping with trees and plants**

Answer before DVV Verification : A. All of the above

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

Remark : Input edited as per the supporting documents

7.1.7

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

7.1.7.1. Total expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
.72	.87	.14	.55	.20

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
00	00	00	00	00

Remark : Cleaning and sanitation expenditure is not consider, so input was edited

2.Extended Profile Deviations

ID	Extended Questions
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1.1	<p>Number of students on roll year-wise during the last five years..</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="196 271 986 383"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>99</td> <td>100</td> <td>111</td> <td>115</td> <td>126</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1" data-bbox="196 461 986 573"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>99</td> <td>100</td> <td>111</td> <td>115</td> <td>113</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	99	100	111	115	126	2022-23	2021-22	2020-21	2019-20	2018-19	99	100	111	115	113
2022-23	2021-22	2020-21	2019-20	2018-19																	
99	100	111	115	126																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
99	100	111	115	113																	
1.3	<p>Number of seats earmarked for reserved category as per GOI/ State Govt. rule year wise during the last five years..</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="196 775 986 887"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>10</td> <td>10</td> <td>10</td> <td>12</td> <td>12</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1" data-bbox="196 965 986 1077"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>20</td> <td>20</td> <td>20</td> <td>24</td> <td>24</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	10	10	10	12	12	2022-23	2021-22	2020-21	2019-20	2018-19	20	20	20	24	24
2022-23	2021-22	2020-21	2019-20	2018-19																	
10	10	10	12	12																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
20	20	20	24	24																	
1.6	<p>Number of students enrolled(admitted) year-wise during the last five years..</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="196 1238 986 1350"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>50</td> <td>50</td> <td>50</td> <td>64</td> <td>62</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1" data-bbox="196 1429 986 1541"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>50</td> <td>50</td> <td>50</td> <td>62</td> <td>62</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	50	50	50	64	62	2022-23	2021-22	2020-21	2019-20	2018-19	50	50	50	62	62
2022-23	2021-22	2020-21	2019-20	2018-19																	
50	50	50	64	62																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
50	50	50	62	62																	
2.2	<p>Number of Computers in the institution for academic purposes..</p> <p>Answer before DVV Verification : 30</p> <p>Answer after DVV Verification : 26</p>																				