



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

ST. GREGORIOS TEACHERS' TRAINING COLLEGE

ST. GREGORIOS TEACHER TRAINING COLLEGE, MEENANGADI WAYANAD

KERALA 673591

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www.gregoriosmgdi.com

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

St. Gregorios Teacher Training College, Meenangadi is a prominent B.Ed college, located in Meenangadi, Wayanad District of Kerala, 150 meter from the National Highway NH 766 on the way to Sulthan Bathery from Kalpetta. Meenangadi Grama Panchayath is the first carbon neutral panchayat in Kerala and the total population of Wayanad District is 846,637 and 22percent of the population is tribals. We are very proud to be the best educational institution with a long tradition to produce the best teachers to be the leaders to make the society more enlightened “Vasudhaiva Kutumbakam”. To assure this the students’ admission is purely meritorious and accepts all students of the society without any discrimination.

We have modern laboratories, extensive research facilities, seminar rooms, smart classrooms and computer systems with interactive terminals to support the academic activities of the college to make professionally competent teachers for the 21st century.

To actualise the mindfulness education a reality the college campus is an eco friendly and student centred. The institution has student counselling & Grievance redress cell to address students’ grievances through specialists and counsellors. The women cell of our college is dedicated to uphold the dignity of women to contribute their best to build our Nation and will not allow any kind of inappropriate sexual behaviour and gender discrimination.

To address and contribute for the challenges of modern world, college **hosts National and International seminars, workshops, debates, conferences etc. Our college elegantly furnished with auditorium, seminar halls, interactive board, LCD projector, studio for e content making, computer labs, and well furnished smart class rooms.**

Play Grounds: We have a sizable playground and equipments for a range of sports and games.

Canteen: Students and employees get subsidized food that are prepared in a hygienic manner and to assure the balanced diet.

Women hostel: The College provides hostel for student teachers who are in need of it.

The technological upgradation of the college, after the COVID-19 Pandemic, in teaching learning activities has marked the quest for excellence in the field of Teacher Education. The technological scenario of the college has proved to be successful by including a blended learning strategy.

Vision

VISION

“Mindfulness Education for Enlightenment”

Mission**MISSION**

The College is named after St. Gregorios of Parumala (Parumala Thirumeni), who was a great spiritual visionary and Metropolitan of the Malankara Jacobite Syrian Orthodox Church. Parumala Thirumeni became the first person of Indian origin to be canonised as saint in 1947. He believed that education is the transformation process of a biological being to a divine being and the teachers are the prophets to disclose the innate virtues of every individual. It is very important for their emancipation from their ignorance, which is the root cause of all evils and miserable life. Thus, our vision of mindfulness Education is based on the true spirit of our great Indian tradition and St. Gregorios for the establishment of a society based on Justice, Freedom and Fraternity for the enlightenment of all its citizens to transform this world to a “Vasudhaiva Kutumbakam”.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)**Institutional Strength****Strength:**

- The institution is under the management of Jacobite and Educational Charitable Society, which is dedicated to provide charity services in the society
- The location of the college campus in an eco friendly environment with boundary walls and security guard
- Well-furnished Smart classrooms
- Smart multipurpose hall and auditorium
- Well-equipped Labs
- Lift facility
- Differently abled student friendly campus.
- Eco-friendly campus.
- Well-equipped and automated library
- Special garden for medicinal plants
- Student cantered fitness centre
- Play grounds for athletics and games
- Provision for value added courses and self-study courses.
- High level teaching learning environment for all-round development of prospective teachers.
- Equal emphasis for co-curricular and value-oriented programmes.
- Well qualified and experienced faculties.
- Pedestrian friendly path
- Differently abled student friendly toilet facilities
- Excellent academic achievements at university level.
- Support for the faculty's research works and academic excellence.
- Constant feedback system from students and stakeholders.
- Support the course completed students for their placements in reputed schools and colleges.
- Colleges affiliation with reputed University (University of Calicut)
- Fully equipped automated office.

- Wi-Fi enabled campus
- Very strong Alumni Association which render support and services in every aspect.
- Support from Parents, Gram Panchayath, educational experts and well wishers

Institutional Weakness

- insufficient fund to support tribal student to actualise their educational needs.
- International collaborations is on the way to fulfil
- Lack of research centre affiliation
- Lack of PG courses

Institutional Opportunity

- Collaborations with reputed institutions at National level organizations and institutions
- To introduce innovative educational practice for tribal community
- Focus on Research Activities and collaborations.
- Very strong and active Alumni to support collaborations and exposure for overall development
- Involving more faculty members in research-oriented programmes.
- Cooperation of people in the locality for community extension services.
- Preparing students in competitive exams and skill training.
- Developing skill-based courses.

Institutional Challenge

- Participation of Faculty Development programmes during the rigid curricular schedule.
- Challenges in managing students with various vernacular and ethnic backgrounds
- Inviting resourceful experts in the institution to share their experiences.
- Developing the institutions for multidisciplinary courses and integrated programmes

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

By creating an annual academic calendar, creating timetables, conducting internal exams, holding meetings to develop the curriculum, and gathering semester-by-semester student input, the institution assures effective curriculum delivery. Before classes start, a conference with all the stakeholders is held in the college to ensure that the activities to be carried out during the upcoming academic year are planned and implemented in a beneficial manner. Teachers and students are informed of the PLOs and CLOs for every program the university offers. As a result, annual programs such as the School Induction Program and curriculum and course orientation for students in Semesters I through III are held. Teachers can also attend webinars, workshops, web conferences, and other events. The college offers 50-hour Value Added Courses taught by faculty members and experts. There was one course offered namely, "Basics of Techno Pedagogy," from 2019 to 2024. In 2022–2024, an additional course called "Certificate in Yoga Education" was made available. Over the course of the previous five years 251 students completed value-added courses in total. The college provides academic

support, well-equipped computer and library facilities, and timetable provisions to encourage students to pursue self-study courses in both online and offline formats. Through the curriculum and course orientation, effective curriculum transaction, school induction program, school internship, small research projects, holding workshops, and application of micro teaching practices, the college offers opportunities for students to acquire knowledge, skills, values, and attitudes. Students are introduced to the workings of different boards of school education through the effective transfer of the curriculum, by having classes for students studying different curricula, by having teachers from different boards give demonstration classes, by being familiarized with the school systems in other nations, and by having student teachers actively participate in a variety of activities in practice teaching schools. By offering a range of experiences, such as assignments, webinars, skill development seminars, and instructional methods, students' professionalism is enhanced. All stakeholders' structured feedback on the semester-by-semester curriculum is gathered, carefully examined, and the institution takes prompt, appropriate action to address any issues that arise

Teaching-learning and Evaluation

The Teacher Education Program's main focus is on the teaching and learning process. By combining transmitted and indigenous knowledge, the college helps to improve the professional competency and wisdom of aspiring educators in the global context. The students are enrolled in the program through a well-managed and transparent procedure that adheres to the regulations and guidelines set forth by the state and central governing bodies. The college implements appropriate interventions to meet the needs of students from a variety of backgrounds. As part of the course's induction program, the institution uses a variety of methods, including mentorship, self-reflective programs, entry-level attitude tests, and personal counselling strategies, to identify and meet the students' diverse learning needs. Teachers and students work together to produce digital learning tools as part of the technological competencies. The learning management system of the college is Embase. Through EMBASE Software, the college gives its students access to digital resources. In order to optimize student involvement in self-study courses as a component of digital learning, colleges must provide sufficient facilities. In addition, as a blending approach, additional resource classes and seminars are arranged for aspiring teachers each academic year. Consequently, participatory, immersive, and collaborative learning modes are guaranteed by the teaching-learning strategy. Curricular and cocurricular tactics are used to design a wide range of skill development programs. The institution places a strong emphasis on life skills and techno-pedagogic skills, which are taught to students through methodical planning and preparation. Another benefit of the college is its highly skilled and experienced education faculty. As required by the curriculum objectives, teachers use both quantitative and qualitative metrics in their evaluation processes. Internal evaluations are conducted appropriately and are always in line with the program's CLOs and PLOs. The college has implemented appropriate grievance redressal procedures to oversee and control the assessment procedure. Every year, the college achieves a prestigious pass rate of nearly 100%.

Infrastructure and Learning Resources

St. Gregorio's Teachers Training College, Meenangadi. One of the best B.Ed colleges in Wayanad, the institution is located in Meenangadi, 150 meter from the highway NH 766 between Kalpetta and Sulthan Bathery in Wayanad District, in Kerala, India. Kerala's first carbon neutral panchayat. The institution has a well-defined plan for enhancing the facilities needed to support the teaching and learning activities. The institution is equipped with modern facilities and learning resources to achieve academic excellence according to its vision, mission and strategic plan. St. Gregorio's Teachers Training College, continues to excel in its

commitment to teaching, learning, research and extension services. The college has a built-up area of 2057.48 sq. m. A well-designed administrative building and a number of other amenities, including the principal's room, Office room, Staff room, IQAC room, Smart Classrooms, Multipurpose Hall/ auditorium, Seminar Halls, IT lab, Method labs, Co-operative Store, SUPW room, Fitness Centre, Library, Washrooms, Rest rooms, Playground and Garden. A well-equipped Computer Lab having 25 computers with internet facility, printer, and necessary softwares. College Management Information System (MIS) Fully automated central library with full time browsing centre including 16 computers. Wi-Fi networking with 500 Mbps bandwidth. Effective modern ICT resources like LED Smart TVs, Interactive panel/board, LCD Projector in multipurpose auditorium, seminar halls, technology/computer lab, Studio and classrooms. Online Public Access Catalogue (OPAC) terminals are available in the library. Library has a reading space having a seating capacity of 110 students. Well-equipped laboratories in Psychology and the departments of Physical Science, English and social science. Well-furnished hostel facility with occupancy of 30 students. Ensures that the infrastructure facilities meet the requirements of the differently abled students. Recreational facilities like gymnasium, yoga hall, along with sports facilities like football, volleyball and badminton. 5 kW roof top solar system. Rainwater harvesting system, well are set to meet the water requirements of the institution. Full-fledged media studio for e-content development. The regular maintenance and upkeep of the infrastructure facilities and equipment is done through annual maintenance system. Adequate budget is allocated for the augmentation and maintenance of the infrastructure facilities.

Student Support and Progression

Since students are the most important component of the educational system, the institution takes great effort to meet their needs. The institution organizes a variety of programs to improve the abilities and skills. The institution provides several Webinars, Workshops, and Seminars a year to help student instructors improve their technical, intellectual, and organizational skills. The college has a grievance redressal cell that was established in accordance with UGC norms, and the committee takes appropriate action to address any issues that may arise. The college offers enough amenities for its students, such as a gymnasium, safe drinking water, a females' restroom, recreational space, and first aid. Additionally, the school gives pupils the right advice on how to be ready for several teacher eligibility exams. The pass rates on Teacher Eligibility Tests, including as NET, SET, CTET, and KTET, are remarkably high.

The college makes sure that students are represented in all collegiate entities, including the student union and other cells, committees, and clubs. Each year, student teachers have the chance to spearhead student workshops, seminars, and webinars, which helps aspiring teachers hone their organizational skills. Every year, the college hosts an Alumni Meet and maintains an Alumni Association. The alumni make significant contributions in the form of endowments and awards, such as the gold coin and award for the college top student and best outgoing student, which are given to the recipients on Alumni Day. An alumni fund is kept up to date, with donations from former students serving as a source of funding for college welfare initiatives. As a result, the Alumni Association greatly contributes to the institution's growth and development.

Governance, Leadership and Management

The College is named after St. Gregorios of Parumala, who was a great spiritual visionary and Metropolitan of the Malankara Jacobite Syrian Orthodox Church and our vision "*Mindful education to Enlightenment*" was

originated from his perspective about education. In order to foster the multifaceted global skills of aspiring teachers, the institution places a strong emphasis on providing value-embedded, high-quality education through the use of technological advancement, effective teaching, and appraisal methods. About the choices made by the governing body, which consists of the management, principal, teaching and administrative staff, students, parents, and all other stakeholders involved in improving the quality of the institution, the college decentralizes its operations. Internal and External financial audits conduct by the institution regularly. Periodical internal auditors do internal audit verifying the related receipts, vouchers, ledger postings etc. and the external audit is also done by auditors. The college routinely creates strategic plans in conjunction with all relevant stakeholders, drawing from the institution's vision, mission, and fundamental values. The college makes sure that every body operates efficiently when it comes to creating and carrying out policies. When it comes to personnel appointment and service conditions, the institution closely complies with NCTE, State Government, and University norms and laws. The college introduced the Management Information System (MIS) in 2022 and the Biometric Digital Attendance System in 2019 as part of e-governance. The government portals digitize the administrative parts of the system, while the portals created by the University of Calicut and Management information system (EMBASE). Over the past five years, every teacher has finished their orientation and refresher courses on schedule and with success. The college's IQAC took the initiative to run extracurricular and curriculum-based enrichment programs for students, to regularly monitor and assess student, teacher, and administrative performance, to prepare annual reports for academic and administrative audits, and to plan quality improvement initiatives for both teaching and non-teaching staff. The college implements the necessary welfare policies for its workforce, both teaching and non-teaching.

Institutional Values and Best Practices

St. Gregorios Teachers Training College aims to achieve holistic development of the learners. To achieve the aims through the vision and mission, the institution framed well defined policies and organised efficient programmes. The college has a stated Energy policy which focuses on the moderate and judicious use of energy and attempt to use energy without sacrificing the essential requirements of the stakeholders. The institution has installed 5 KW Roof top solar power plant in the year 2024.

St Gregorios Teachers Training College has a well-defined Green Policy and Waste management Policy for maintaining an environment friendly campus. Waste management process starts with segregation of waste in bins and pits, recycling through bio gas plant and Vermicompost pit. The plastic waste of the campus is collected and handed over to Haritha Karma Sena of Meenangadi Grama Panchayath for proper and scientific recycling process. The rain water harvesting, economical usage of water through reservoirs and well-planned plumbing system ensure the precious use of water.

Institution has two water purifiers for drinking water and an incinerator for napkin disposal. There are separate wash rooms for girls and boys and differently abled wash room also constructed. The institution maintains a green atmosphere for creating positive attitude among students.

The institution is committed to encourage green practices. College organises creative programs like Blood donation camp, Health programs of hygiene and sanitation, Field trips to historical and environmental significant places, awareness class regarding various subjects, NDRF awareness camp etc. These programs and activities help the institution for leveraging local environment, location knowledge and resources.

The institution has well a stated code of conduct and professional ethics for students and teachers. Besides these general rules for students also generated.

The teachers should have an attitude to the conservation of nature and equipped with various types of intervention to community for sustainable development. In this regard the institution adopted two programs as best practices of St Gregorios Teacher Training College. The educational empowerment program for community and intervention for ecological conservation includes various activities and programs to attain the said objectives.

Research and Outreach Activities

The Institution encourages students to engage in research activities. The research policy of the college aims to promote and develop scientific temper and research aptitude of the learners and teachers. The institution encourages teachers and students to organize activities related to research, innovation and outreach programs by making appropriate policies and practices. These policies ensure necessary incentives for the faculties to participate not only in research related programmes but also in the seminars and conferences. The institution offers access to the college library in order to encourage learners and teachers to engage in a variety of research activities. In addition to this, the college organizes extension and outreach activities to sensitize the students towards social issues and inculcate values and commitment to the society. The active participation in the flood relief program during the Kerala flood, involvement in Covid-19 prevention initiatives such as preparation and distribution of masks and sanitizers for the nearby, financial support for orphanages, online awareness campaign etc. constitute the significant outreach activities organized by the college within this past 5 years. Most of the activities are incorporated with the curriculum and part of the student empowerment programmes of the college. MoUs have been signed by the college with several other colleges. In accordance with this, the college organizes and participates in a variety of programs including faculty and student exchange programs. The college has connections with other reputed colleges and schools for internships and student placements. The college also owns a well-developed webpage with copyright

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	ST. GREGORIOS TEACHERS' TRAINING COLLEGE
Address	St. GREGORIOS TEACHER TRAINING COLLEGE, MEENANGADI WAYANAD KERALA 673591
City	MEENANGADI
State	Kerala
Pin	673591
Website	www.gregoriosmgdi.com

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	TOMY K O	04936-247301	9495176206	-	gregoriosmgdi@gmail.com
IQAC / CIQA coordinator	SUJA JOHN	04936-266111	9497643843	-	sujajohn111@gmail.com

Status of the Institution	
Institution Status	Self Financing

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 Calicut	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC		
12B of UGC		

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	20-05-2015	24	

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	St. GREGORIOS TEACHER TRAINING COLLEGE, MEENANGADI WAYANAD KERALA 673591	Rural	5	23085

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,Bachelor Of Education,	24	DEGREE	English	53	53

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				0				11			
Recruited	0	0	0	0	0	0	0	0	4	0	7	11
Yet to Recruit	0				0				0			
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				5
Recruited	1	4	0	5
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	0	0	0	1	0	0	1
M.Phil.	0	0	0	0	0	0	0	1	0	1
PG	0	0	0	0	0	0	1	8	0	9
UG	0	0	0	0	0	0	0	0	0	0

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

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	14	0	0	0	14
	Female	90	2	0	0	92
	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	1	0	0	1
	Female	1	2	2	1
	Others	0	0	0	0
ST	Male	0	0	1	0
	Female	1	1	0	1
	Others	0	0	0	0
OBC	Male	0	0	0	1
	Female	4	3	4	3
	Others	0	0	0	0
General	Male	5	8	7	6
	Female	39	36	37	40
	Others	0	0	0	0
Others	Male	0	1	0	0
	Female	2	1	2	2
	Others	0	0	0	0
Total		53	52	53	55

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>St. Gregorios Teacher training college is affiliated to the university of Calicut and hence the college follows the curriculum prescribed by the University. The institution is committed to imparting comprehensive and multidisciplinary education to the society, thereby supporting the institution's mission of " Mindfulness Education for Enlightenment". Since the programs offered by the institution are prepared by the university, the development of study programs has been limited at the institution level. Being an affiliated college, approval and implementation of courses is the responsibility of the university and the state government. University and state government are in the early stages of</p>
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	<p>implementing NEP 2020. Under the Integrated Teacher Education Programme, the institution is set to implement multidisciplinary and interdisciplinary courses under the Teacher Education Programme, with an affiliated college adjacent to the institution under the same management. In a move to transform the multidisciplinary curricula, the institution is now adopting and integrating some initiatives into the existing course structure. The institution applies innovative strategies in its curriculum through value-based courses and community enrichment services that focus on interdisciplinary forms of education. The values-driven curriculum proposed by the institutions as best practice aims to guide the holistic development of human flourishing by integrating scriptural values among all, irrespective of caste, skin colour and ethnic creed. Apart from values-based courses and small projects, the institutions also plan to increasingly undertake action-based research with a special focus on rural and marginalized communities where the institutions are located. The Student Empowerment Programme (SEP) offered by the institution in line with best practices is one such initiative aimed at the holistic development of future teachers as well as the multi-faceted development of the community. The institution conducted an international seminar on the Topic “Exploring the Neurocognitive Foundation of Mindful Education Within the Framework of The National Education Policy 2020” On 16th And 17th April 2024.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>The Kerala government is in an early-stage Implementation NEP2020 Educational council and various universities. The staff is trying to update the existing Academic structure according to the recommendation policy. Therefore, the facility will then take appropriate action.</p>
<p>3. Skill development:</p>	<p>As a professional educational establishment, St. Gregorios Teacher Training College offers the highest level of attention to professional competencies in the relevant field and value orientation. The institution offers certificate programs in soft skill development, communication skill enhancement, yoga education, and the fundamentals of techno pedagogy as part of its skill enhancement program. These programs aim to improve participants' self-confidence, self-ability, mindfulness, patience, emotional resilience,</p>

	<p>communication, presentation, critical thinking, and problem-solving abilities. The institution provides value-oriented programs in addition to its assortment of certificate programs. The Student Empowerment Programme (SEP) comprises a range of programs that aim to foster human values and equip future teachers with the necessary skills for both their personal and professional levels. Annually, the program implements diverse approaches to augment the necessary competencies, including setting up community extension programs, webinars, seminars, and workshops that instil positivism in the learners. The goal of the community extension programs offered by SEP, such as Koodeyirikkam Koottukoodam, the Let's Talk Program, the Sampoorana School Praveshana Campaign, and the Participation in Hope Project, is to help student teachers cultivate humanistic and moral qualities. "Exploring the Neurocognitive Foundation of Mindful Education within the Framework of the National Education Policy 2020" was the theme of the college's successfully held international seminar. The complete development of the students, including their values and skill sets, is the main goal of the student empowerment program (SEP). Activities that support student development and activities that support community development make up the two organizational facets of SEP. The organization of skill development workshops and seminars on personality development skills, life skills necessary for both personal and professional competence, technical competence skills, etc., is one of the activities that promote students' development. The initiatives that encourage the growth of a community, such as the Koodeyirikkam Koottukoodam, Samboorna School Praveshan Campaign, Let's Talk Program, and Participation in Hope Project, offer financial and social assistance to those in need within the community.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>The Indian knowledge System, which is a component of the Teacher Education System, is known for three outputs: the development of new information; wisdom in using knowledge at the appropriate time and place; and skill sets in applying knowledge to achieve the desired outcomes in real-world situations. Through the right integration of diverse curricular methodologies in the teaching and learning process,</p>

	<p>the University of Kerala's curriculum is designed to achieve the aforementioned aims. The curriculum's recommended medium of instruction gives students plenty of chances to apply and expand on the knowledge and abilities they learned in the classroom. The majority of knowledge is exchanged in both mother tongue and English, both theoretical and practical. Also, the students are permitted to submit the required assignments in both languages too. Both the university-conducted exam and the college's internal exam allow students to take the test in their native tongue or in English. Every year, the institute launches a number of initiatives aimed at preserving and transforming Indian knowledge, language, and culture. The institution's commemoration of significant days together with cultural festivities improves the way the Indian Knowledge System is incorporated into the teacher preparation program. Onam, the celebration of Malayalam Bhasha Dinam (Mathru Bhasha Dhinam), Kerala Piravi Day are the main celebration. The planning of cultural festivals and art fairs will assist students in learning about and showcasing the diverse range of Indian artistic expressions. In addition, the updated B. Ed. curriculum offers students the chance to learn about traditional Indian art forms and how different art forms fit into the curriculum in a classroom setting. Both performing and visual arts are incorporated into the curriculum, and workshops are typically scheduled for each semester to provide student teachers enough opportunity to become acquainted with the various Indian art forms. This enriches the curriculum and helps to prepare future educators. Considering NEP 2020, the integration of the Indian Knowledge System One of the institutional practices is the holding of Workshops on Art and Aesthetic Education based on Indian Traditional Art forms.</p>
5. Focus on Outcome based education (OBE):	<p>The institution has made every attempt to change the B. Ed. curriculum in order to emphasize OBE. The institution's vision and mission have guided the design of the outcome-based education program. It is in line with the curriculum's vision, as set forth by the University of Calicut. It empowers aspiring teachers with a teacher education program that is competency-based, value-based, and professionally competent, preparing them to take on the challenges of a society</p>

	<p>that is increasingly aware of its surroundings. Program Learning Outcomes (PLO) and Course Learning Outcomes (CLO) of the program are always followed in outcome-based education. Both results are achieved through curriculum transactions, including school -based and university -based activities, and extracurricular curriculum activities, including community -oriented services. The following attributes were prepared to ensure the achievement of the expected results through various problems and activities: Pedagogical content knowledge Adaptability Ability to develop innovative teaching strategies Technological competency Professional ethics and commitment Acquisition of professional and personal skills Competency in evaluation practices Efforts made by the institution to capture the Outcome Based Education in Teaching learning Process. The college conducted the following initiatives to include OBE in the teaching and learning process: career fairs, resource talks, seminars on many facets of education in the modern world, and other opportunities for students to network. Organizing workshops to improve students' skill-based training and prepare them for a global educational perspective; arranging institutional visits to augment first-hand experiences; providing opportunities for competitive programs; and utilizing creative approaches in action research focused in the classroom. Using outcome-based education in light of NEP 2020 The organization delivers resource presentations to help aspiring teachers improve their knowledge of a range of educational topics. Webinars and seminars are used to plan the resource session. The resource discussion, which is structured around many dimensions such as curriculum and other elements, guarantees the improvement of a teacher's quality. Learning experiences are delivered in a different way during the session thanks to the participatory learning technique.</p>
<p>6. Distance education/online education:</p>	<p>The institution does not offer distance education of any kind. But the institution owes the possibility of offering distance learning programmes in various certificate courses as short term basis.</p>

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes, an Electoral Literacy Club is functioning in the college. The principal, a faculty is in charge of it and the students Union are the executive members of it.
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, there is a student coordinator and a faculty in charge of the ELC and is functional. The ELC's is 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.	During the internship The ELC members educate school students about their rights and obligations as citizens of India. They also hold mock parliaments while the students are interning to give them a taste of how parliamentarians participate in debates and make decisions. They raise awareness of the importance of casting a ballot. College Union elections are held in a Parliamentary manner, and students are accustomed to the 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 electoral processes, etc.	During internship period Members of ELC creates awareness in the school students preparing them to be responsible voters as they turn 18 years of age. The Social Science Optional Student teachers also prepare both working model and still model of the electronic voting machine and familiarize the students with it. The election of the college Union is done in the Parliamentary mode which is familiarized to the student teachers.
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.	Students that are enrolled in the B.Ed. program have finished their graduation and are therefore older than eighteen. All of them are enrolled as voters in the electoral role. This is confirmed at the time of acceptance, as none of the students are otherwise. In the event that a case arises, all necessary actions will be done to ensure the student's enrolment. To further prepare student teachers and teacher educators for their roles as Indian citizens, seminars and lectures are being planned. Additionally, daily morning assembly and the observance of significant national holidays foster patriotism

Extended Profile

1 Students

1.1

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

2023-24	2022-23	2021-22	2020-21	2019-20
105	105	106	105	100
File Description		Document		
Institutional data in prescribed format		View Document		
Any other relevant information		View Document		
Other Upload Files				
1		View Document		

1.2

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

2023-24	2022-23	2021-22	2020-21	2019-20
53	53	53	55	50
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..

2023-24	2022-23	2021-22	2020-21	2019-20
9	8	9	9	8
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..

2023-24	2022-23	2021-22	2020-21	2019-20
52	52	52	50	48
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..

2023-24	2022-23	2021-22	2020-21	2019-20
52	52	51	49	48
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..

2023-24	2022-23	2021-22	2020-21	2019-20
53	52	53	55	50
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..

2023-24	2022-23	2021-22	2020-21	2019-20
11	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..**

2023-24	2022-23	2021-22	2020-21	2019-20
11	11	11	11	11
File Description		Document		
University letter with respect to sanction of p		View Document		
Any other relevant information		View Document		

3 Institution**3.1****Total expenditure excluding salary year wise during the last five years (INR in lakhs)..**

2023-24	2022-23	2021-22	2020-21	2019-20
71.78496	61.08858	41.48383	32.32736	29.06613
File Description		Document		
Audited Income Expenditure statement year wise d		View Document		

3.2**Number of Computers in the institution for academic purposes..****Response: 20**

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 curriculum for B. Ed. courses is developed by the University of Calicut. The institution ensures effective curriculum delivery through a well-planned transaction and documentation process. The Institution has established a in house Curriculum Committee in collaboration with Staff council and other experts.

Different steps followed by the institution for planning and/ or reviewing, revising curriculum, and adapting it to the local context and resources for effective and fruitful transaction.

Planning of the curriculum: - The in-house curriculum planning committee meeting will hold at the commencement of each academic year. Based on the goals and objectives of the course, curriculum prepared by the University of Calicut and feedback received from the stakeholders, curriculum planning committee planned activities of B.Ed. course.

The committee prepare annual calendar and the staff council develop a detailed action plan according with curricular objectives and institutional strategy of the course which illustrate curricular, co-curricular and extra-curricular activities.

Self-explainable semester plan is also prepared for each semester and each subject which deals with objectives, activities and evaluation of the subject.

The academic calendar, action plan and semester plan distribute among the students in the commencement of the course.

On the time the course ongoing the in-house planning committee review the action plan and other activities and revise them if needed.

Assigning of duties and responsibilities: - In housing planning committee meeting allocate various duties among the teachers like student co-ordinator, Alumni in charge, SUPW, IQAC etc. The teacher co-ordinate various activities in the institution with the help of staff council, management, student's union, and various clubs. It ensures effective participation of student teachers in all activities and gives opportunity to take responsibilities and exhibit their excellence.

For the proper implementation of the curricular aspects of the course, various committees, associations, and clubs are constituted and these organs work together with the Staff Council and IQAC.

Dissemination of the action plan is done through college calendar, Morning assembly, notices periodical information guidance given by the members of the faculty and through public announcement system of the college uses and social media.

Review of curriculum and action plan: - Proper supervision and evaluation procedures are adopted periodically by the institution for ensuring the quality of the course. The committee accepts the feedback and suggestions about the existing curriculum and action plan from all the faculty members, members of Alumni Association and student-teachers of the previous session, teachers & Heads of schools. Local contexts, periodical direction from the university is also considered for the revision curriculum and action plan.

Development strategies: - Analyse SWOC by gathering responses from teachers, students, parents, external examiners, and associated institutions. Bench marking and implementing procedure of best practices are adopted from classes, other institutions, journals, expert opinions, online and offline data. Staff council and IQAC gives orientation to implement best practices according to goals and strategies.

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

1.1.2

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

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

- 1. Faculty of the institution**
- 2. Head/Principal of the institution**
- 3. Schools including Practice teaching schools**

4. **Employers**

5. **Experts**

6. **Students**

7. **Alumni**

Response: A. Any 5 or more of the above

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

1.1.3

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

1. **Website of the Institution**

2. **Prospectus**

3. **Student induction programme**

4. **Orientation programme for teachers**

Response: B. Any 3 of the above

File Description	Document
Report and photographs with caption and date of teacher orientation programmes	View Document
Report and photographs with caption and date of student induction programmes	View Document
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: 30.43

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

2023-24	2022-23	2021-22	2020-21	2019-20
14	14	14	14	14

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

2023-24	2022-23	2021-22	2020-21	2019-20
46	46	46	46	46

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: 1.4

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

2023-24	2022-23	2021-22	2020-21	2019-20
2	2	1	1	1

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

1.2.3

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

Response: 48.18

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

five years

2023-24	2022-23	2021-22	2020-21	2019-20
35	58	53	55	50

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

1.2.4

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

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

Response: 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
Any other relevant information	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: 4.99**1.2.5.1 Number of students who have completed self-study course(s) (online /offline, beyond the curriculum) during the last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
05	05	06	05	05

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
Paste link for additional information	View Document

1.3 Curriculum Enrichment**1.3.1**

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

Response:

St Gregorios Teachers' Training College follows the curriculum assigned by the University of Calicut for B.Ed. course. It gives equal importance to both theory and school-based practice. The curriculum is aimed at to transact knowledge, values, skills, qualities and competencies to the student teachers. In this programme, the students are oriented towards the objectives and activities of teacher education programme to be undertaken.

1. Fundamental and coherent knowledge of teacher education

*** The institution provides learning experiences to address the challenging need of a teacher as a nation builder agent of social change through group discussion, debates, practicum, etc**

*** Individual assessments, library works, seminar presentations, etc help them to develop meta-cognitive skills.**

*** Theoretical and practical aspects in the curriculum help the student teachers to develop**

understanding to the various psychological sociological and philosophical principles.

* Value inculcation is also made by means of the activities of various clubs functioning in the college.

2. Development of competencies and procedural knowledge.

* Micro teaching, demonstration classes, criticism classes and lessons based on models of teaching provide skills and competencies to transact school curriculum that are specific to optional subjects.

* Student teachers are oriented to conduct action research, case study, small projects and remedial instruction programmes which help to develop inquiry skills and problem-solving abilities.

* Core paper provides technological basis of education e-content, online learning, online assignments, ICT integrated lesson etc. are provided.

* The college has four optional subjects' associations (English, Mathematics, Physical science and Social Science) which organise programs and competitions to develop competencies of different pedagogical aspects.

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

* Problem based practicum helps to develop critical thinking and problem-solving ability.

* The curriculum provides understanding on objective based evaluation, preparation of achievement test, diagnostic test, action research, preparation of different tools of evaluation etc in school to complete their internship successfully.

* Socially Useful Productive Work (SUPW) to enhance their skills and nurture their passion. It involves planning and executing productive work, developing social sensitivity and sensitising with dignity of labour.

4. values, attitudes and skills

The institution provides the following activities to develop, communication skills and to inculcate values and attitudes.

*Competency building and self-awareness activities are provided in the core paper classes.

*Provide collaborative environment to communicate freely in all core paper and optional paper in classrooms.

- * **Activities through clubs, associations and college union provide student teachers to engage in teamwork and environment for negotiation to settle their difference.**
- * **Workshops on art education are conducted to help the student teachers to assimilate transactional strategies in classroom instruction.**
- ***The institution conducts micro teaching practices to develop various teaching skills.**
- * **Community living camp is organised including programmes for the development of personal and social skills.**
- ***Women's cell of the college organises programmes on women empowerment.**
- * **An environment friendly culture through activities like campus cleaning, plastic free eco-friendly campus, planting and protection of trees, vegetable garden is organised.**
- ***Observance of international days to inculcate global perspectives and integration.**
- * **Observation of National day for promoting National Integration.**
- * **Celebration of religious and cultural fests: Onam, Christmas etc. are celebrated to promote cultural and social value.**

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

1.3.2

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

Response:

Theoretical discourse and presentation help students' teachers to understand concepts, principles, importance and components of educational management at different levels.

***Awareness of development of school system in India, organisation of school plan: School site,**

building, infrastructure, School records and registers maintenance were given through curriculum.

***Practical knowledge on tools of assessment, tests, checklist, rating scale, cumulative records, questionnaires, inventories and anecdotal records help student teachers to gather data for internship and action research.**

***Conduct student visits to schools of differently abled.**

***Students are encouraged to collect details of different systems in India from Internet to understand state wise variation in school curriculum and functioning.**

*** Knowledge on structure of educational management in Kerala, central, state and local level is provided in the curriculum.**

***In the first semester, students are sent to different schools for school induction program. They visit, observe and interact with students and teachers to understand the details of school functioning. They are sent to government and aided schools for one week. They present their observations and reflections in the college for sharing their experiences with teachers and peer groups to compare the differences in the system.**

***Student teachers gather information from schools such as Navodaya Vidyalaya and Ekalavya schools which are situated in rural and tribal areas during their project work.**

***Students visit and interact with students and teachers of special schools for differently abled and tribal schools with single teacher.**

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

On the basis of the recommendations of UNESCO, the institution transact the curriculum to contribute the all- round development of the student teachers (learning to know, learning to do learning to live together and learning to be).

***Institution organizes a variety of learning experiences for the students including curricular-curricular and extracurricular experiences in order to enhance the overall development of each prospective teacher.**

***Daily assembly and thought for the day activities.**

***Institution is very particular in building up value, society centered and ethically sound culture among the students.**

*** The different subject associations and clubs (English, Science, Social science and Mathematics) organise life related programmes and this adds the personal and professional growth of the student teachers.**

***The training in art and aesthetics improves the development of their aesthetic values.**

***Different programs and activities are organised to inculcate social values and national integration.**

***The institution provides an effective and conducive environment to the prospective teachers for the overall development including social, moral, cultural and academic aspects of personality.**

***The curriculum is transacted by different means like seminars, discussions and debates.**

***By the curriculum development and transaction, the empowerment of girls as well as society is ensured by the activities of women cell.**

*** The techniques like seminar presentation, problem-based training, brainstorming and cultural programmes are organised to identify and resolve the major social, intellectual and the environmental issues.**

*** Cultural programmes, community visits and camps develop a proper value system based on the cultural, social, political and moral improvement of the society.**

***The physical fitness, developing positive attitudes, values, skills and behaviour related to health are promoted by imparting physical education and conducting meets in sports and games.**

***The institution propose health and fitness through aerobics and yoga helps student teachers to maintain a healthy mind in a healthy body.**

***The ICT training and practices given to the students from the institution make them techno pedagogically competent teachers.**

***Familiarization of evaluation tools and techniques enables the student teacher to make proper assessment in the classroom effectively.**

***The pedagogical knowledge and communication skills of the students are promoted through various scientific and technological classroom experiences.**

*** Two -phase internship programme of the training strengthens the student teachers to face the challenges in their teaching career.**

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: A. All of the above

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

1.4.2

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

Response: C. Feedback collected and analysed

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: 99.62

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: 100

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

2023-24	2022-23	2021-22	2020-21	2019-20
9	8	9	9	8

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: 5.7

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

2023-24	2022-23	2021-22	2020-21	2019-20
3	3	4	5	0

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

2.2 Honoring Student Diversity

2.2.1

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

Response:

Various programs are organized by the college during the initial stage to identify the student diversity. Different categories of students with various needs are addressed through various activities. At entry level institution organise different programmes for assess academic excellence, teaching attitude, talks sessions by eminent professors and subject experts, self- introduction of the candidates, collecting socio economic status profile, prepare content knowledge analysis of the student. at this stage , talent hunt programs are some of the initiative programmes adopted by the institution to identify and address students with differential needs. These initial stage activities help to identify their readiness and attitude towards the teaching profession. Usually, the college organize resource talks by eminent persons in the field of education during the initial stage of the course in order to motivate them to become the best teachers. During the initial phase of the course the student teachers have to introduce themselves as an ice breaking session among themselves and teachers. The programme helps the teachers to identify the skills as well as inhibitions if any among the students. Apart from this the teachers identify the students' social economic status in order to provide adequate counselling to support any kind of economic as well as social encouragement. The beginning of the academic year is marked by a class PTA by the subject teachers and it helps to interact with the parents through an informal conversation and the process helps the teacher to identify the student a little more personally. To know the subject competence of the student teachers, the optional teacher conducts a test on content knowledge analysis and based on the analysis adequate remedial strategies are adopted by the teacher to enhance their subject knowledge. The talent hunt programs organised as part of the ice breaking session organised by the teachers helps to know the multidimensional task and skills of the student teachers. All these programmes are conducted during the initial phase of the course so that a teacher can assess a learner personally, socially and academically and this helps the teacher to acquire their readiness to undergo such a professional course

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

2.2.2

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

- 1. Mentoring / Academic Counselling**
- 2. Peer Feedback / Tutoring**
- 3. Remedial Learning Engagement**
- 4. Learning Enhancement / Enrichment inputs**
- 5. Collaborative tasks**

6. Assistive Devices and Adaptive Structures (for the differently abled)

7. Multilingual interactions and inputs

Response: 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
Any other relevant information	View Document

2.2.3

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

Response: As an institutionalized activity in accordance with learner needs

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

2.2.4

Student-Mentor ratio for the last completed academic year

Response: 15

2.2.4.1 Number of mentors in the Institution

Response: 7

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:

Multiple modes and approaches are adopted by teacher educators that caters to the needs of the student teacher. The mode selected depends on the content objectives, difficulty level and individual learning. The mode of transaction is also highlighted in the syllabus. Teacher educators either adopt that, if found effective or would move to the most appropriate modes of teaching. Sometimes a combination of different modes would be required to satisfactorily convey the topics to the students. Field survey is conducted in the first semester by visiting an institution having more than 50 years of history and study its development and they present its report. They make study on the usefulness of Govt. sponsored programme and policies like kudumbasree and jalanidhi in the locality of the students. Also they conduct field visit to different tribal colonies to understand the social and cultural diversities. Students conduct case study on identifying problem behaviour in children of elementary/secondary classes. They administer survey regarding incidence of drug menace, sexual abuse, cybercrimes and other social problems among school children and making action plan for remediation. They prepare questionnaire for Headmasters for collecting data regarding his/her difficulties in performing duties and responsibilities. Also they prepare assessment of health related physical fitness in two variables. As part of enhancing professional competency (EPC) students prepare a list of terminologies in English and local language of a subject text book at primary/secondary/higher secondary level. They observe two subject classes of secondary school and record the discipline base language, teacher language and student language while discourse. For engaging with popular subject-based expository writing, students select articles, biographical writings or extract from popular non-fiction writing, they prepare and submit are view /summary of the text incorporating conceptual as well as style element. The student teachers construct sociogram based on an elementary classroom group and a secondary classroom group and comparing them. Students prepare an attitude scale for measuring their attitude towards school atmosphere. Students conduct visits to special schools and rehabilitation homes and conduct cultural programmes and undertake cleaning activities as the part of training programme.

Micro teaching sessions are simulated learning situations through which students acquire different teaching skills. It also provides them a chance to understand their weaknesses through the feedback given by peers and teacher educators instantly. Seminars, assignments, debates, discussion, demonstration and criticism classes are all giving live experience to students on how to handle classes and give chance for

participatory learning including the pandemic situations. Student teachers make use of ICT during internship and in the preparatory phase.

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

2.3.2

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

Response: 100

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

2023-24	2022-23	2021-22	2020-21	2019-20
11	11	11	11	11

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: 100

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: 105

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

2.3.4

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

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

Response: 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:

Institution offers mentoring in a very effective and appropriate way. Students who belong to different culture, socioeconomic background and who are skilful in different areas when put in a group would facilitate each other. When guided and advised by a Mentor who can help them reach further ahead, things would become easy for them -educationally, socially, skilfully. Students are randomly selected

and put in groups under the supervision of a mentor, who is a faculty of the institution. Students, who belong to different categories in terms of their abilities when come together work as a team under the guidance of the mentor. The team members help each other in their cognitive as well as skilful activities. Together they participate in SUPW Activities, Arts etc. Students, who are weak in communication and other curricular and co-curricular activities are helped by the peers to perform well. The mentor would also guide them in areas where they mingle with colleagues and authorities with respect to their humbleness, respect and courtesy. Many times, the mentor turns to be a counsellor who deal with their personal issues and would guide them to lead a stress free life. They will be advised on how to reduce anxiety and fear in their personal and student life. The students who belong to different family background and socio economic status face many problematic issues including poverty, separated parents, alcoholic father, drug addicted members in family etc. In such situations, counselling would help them to find a reconciliation. They are often made to attend Career Guidance Program. On the initiative of the Guidance and Counselling Cell of the college, Career Guidance programme are also arranged in the college for the students. Keeping in view on how to improve the knowledge base of students, cognitive activities such as healthy discussions, debates on current affairs in the field of education is also a part of mentoring. Student teachers also get an opportunity to know about each other so deeply so that they come to understand their peers abilities and weaknesses. This would become the root cause for the improvement of one's character, skills, and abilities. This would also put an end to many of their problems, which are personal or academic.

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: B. Any 4 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
Any other relevant information	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:

The teaching learning process in the college is well planned and executed in the learner centric way, assuring that it fosters creativity, innovativeness, intellectual and thinking skills, empathy, life skills etc. among students.

The student teachers have to take up action research, case study, diagnostic test, achievement test, sociogram, art and drama, understanding self, reading reflection on text and workshop on teaching aid preparation. According to NCF2005, education involves curricular and extracurricular activities along with curricular works. This has significant implication for the role of art, music and drama in education to nurture children's creativity and aesthetic sensibility. Workshop for working with artist is conducted to learn basics of arts and crafts, such as theatre and puppetry making are trained to understand its pedagogical significant.

The college organises a four -day residential community living camp for students-teachers, keeping certain formalities and following a pre well planned time table. Learning to live together cooperatively participation in programmes for development of personal and social skill, practicing democratic living, providing chances for division of labour and community work are the major outcomes expected of the programme.

Preparing teachers to use technology in the class room is an important step for ICT enabled education. Seeing ICT as an important curricular resource our college conducts three workshops in this course namely, digital textbook e resource, ICT integration with pedagogy and e -content development. One aim of the course is to develop understanding student-teachers about themselves- the development of the self as a person and as a teacher. Through conscious ongoing reflection. The course would be transacted through a workshop mode by different resource persons. In workshop one, students write reflective statement of aspirations and expectations. In workshop 2, students share their own 'gendered stories' and stating suggestions to solve the gender issues as a teacher. For this a panel discussion is being conducted. In workshop 3, they analyse the psychology of advertisement and the expanding role of

advertisement in contemporary life. In workshop 4, a theatre for awareness of body, self and mind is done through Yoga.

SUPW-Social Useful Productive Work is executed to acquire the requisite competencies in planning programmes to develop social sensitivity and consciousness. They make product which are useful to society, organise campaign on drug abuse, blood donation, beautification of campus, cleaning public places and making LED bulbs and chalks.

Educational tour is aimed to provide an exposure to students to study and appreciate. The college conducts study tour in every year with expected outcome includes providing situations for the students to learn and get acquainted with the process of organising /conducting a study tour / field trip and understanding the environment around.

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

2.4 Competency and Skill Development

2.4.1

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

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

Response: A. Any 8 or more of the above

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

2.4.2

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

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

Response: A. Any 8 or more of the above

File Description	Document
Reports and photographs / videos of the activities	View Document
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: B. Any 3 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
Any other relevant information	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: B. Any 3 or 4 of the above

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

2.4.5

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

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

Response: A. All of the above

File Description	Document
Sample evidence showing the tasks carried out for each of the selected response	View Document
Documentary evidence in respect of each response selected	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
Link for additional information	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: B. Any 4 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
Any other relevant information	View Document

2.4.7

A variety of assignments given and assessed for theory courses through

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

Response: A. Any 4 or more of the above

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

2.4.8

Internship programme is systematically planned with necessary preparedness..

Response:

Institution makes effective preparations in planning and executing Internship Program, which is the crux of the Teacher Education Program Firstly, the Principal of the College communicates with the head of the nearby schools chosen by the trainees for the internship and gets data regarding their requirement of

student teachers. The list of students and schools allotted are prepared after considering the requirement of the school regarding the number of students and subject, convenience of the college, and preference of the student teachers. After availing sanction from the head of the schools, the students are allotted to different schools and the head of the schools are intimated and the list of the students is handed over to them. Details regarding the internship is given to the school Principals and Teachers which becomes a good orientation for them about the changes in the Curriculum. Student teachers are also given orientation at the college regarding their conduct and behaviour at the school, preparation for handling classes, interaction with Principals and teachers, conduct of school based practicals and ways of assessment. They are also oriented about the importance of using modern instructional strategies to be an effective, proficient and expert teacher. Student teachers are also informed about their rapport with the mentor teacher at school and how to establish a bond of professionalism and cognitivism. Students are also given an idea about how to do assessments of their students, evaluate each other's work and to evaluate oneself. This orientation helps them become a part of the school in academic and even in providing mid-day meals to children, conducting programs including arts and sports. Students are also given an orientation on discipline, timing, and dress code, participation in routine activities of the school and about how they are continuously monitored and evaluated. Students are also clearly informed about the role of teachers in schools. How the teachers there are to be considered, treated in a very respectful way and how they should be made resourceful. Students are to consider them as Mentor teachers. So any issues in the schools -personal and academic need to be discussed with them and they are expected to sort out the problem for the students. Students can also make use of their expertise in the field. They can get resources from them, get to know about the learning experience they share in class, learn about the strategies they use in teaching and in handling students. Students are also directed to get the consent of the concerned teacher in the Lesson Plan they are going to do in the class. Teaching aids are also approved by the mentor teacher before using in the class. During the Orientation students are also informed about the fact that only five times they are monitored by teacher educator but they are monitored and classes are observed daily by the teacher in school.

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

2.4.9

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

Response: 5.2

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

Response: 10

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
Any other relevant information	View Document

2.4.10

Nature of internee engagement during internship consists of

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

Response: B. Any 6 or 7 of the above

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

2.4.11

Institution adopts effective monitoring mechanisms during internship programme.

Response:

Monitoring mechanism during internship is ensured by the institution. Students are evaluated right from the Induction Program and then moving on to Internship Phase 1 and ends at Internship Phase II. Students are monitored during school induction program when the students spent a week in school

without any formal preparations. Teacher Educator observes them in school and due weightage is given for their classes and report made during the Induction Phase. During Internship, students' classes are observed by the concerned optional teacher and evaluated. Due weightage is given after observation based on the Observation schedule. Teacher educators also directs students regarding the modifications to be made by them in classroom teaching. School teacher also continuously monitor the efforts put in by the trainee and also observe their performance in the classes. They are also monitored by the school principal. Peer and Self-evaluation also becomes a part of assessment. Peer evaluation is made based on a schedule and self-evaluation is descriptive in nature. Peer evaluation is done with a Peer Evaluation Schedule.

This helps students to understand the points to be improved and when pointed out by peers there is less chance of inhibition. Peers can also use it as a tool to improve themselves. After every lesson students do self-reflection and at the end of the day, they make diary writing. Self-Reflection helps them to have an insight of their own class. They can assess their Lesson Plans, Learning Experience, Discourse activities, Evaluation Strategies and can find out the positives and negatives of these and can improve themselves and make classes excellent. This observation is done based on the Observation Schedule which is criteria based. Comments are given verbally by the teacher educators and students are directed to make necessary correction while teaching if needed. School teacher and principal also make their observations and give weightage for the classes observed. Self and Peer evaluation are also done here. Peer evaluation is criteria based and self-evaluation helps them to evaluate themselves. Apart from evaluating their own classes, they also write down the major events of the day in the diary. It becomes a very good tool for self-evaluation later on. During the First and Second Phase of Internship, Physical Education Director observes their Physical Education and Health Education Classes and makes comments and gives due weightage about the class which paves the way for improvement. This is also criteria based evaluation system. Conscientization program is also judged by the school authorities. This is done as a program during the Internship which becomes very beneficial for the students of the school as relevant, social, cultural, health issues become the crux of the program. Student teachers also benefit by acquiring the skills of organizing events, Knowledge acquisition and transacting. It also becomes socially beneficial.

File Description	Document
Documentary evidence in support of the response	View Document
Any additional information	View Document
Link for additional information	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: B. Any 4 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
Any other relevant information	View Document
Any additional Link	View Document

2.5 Teacher Profile and Quality

2.5.1

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

Response: 100

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
Any other relevant information	View Document

2.5.2

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

Response: 18.18

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

Response: 02

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

2.5.3

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

Response: 6.36

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

Response: 70

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:

Teachers of the college keep themselves updated through varied activities. These include Seminars, Workshops, Conferences, Organisational activities and Publications. Participation in these activities help the teachers to become professionally updated as these program are rich in content and deals with current developments and issues in the field of Education. Teachers of the college participate in National and Regional level Seminars, Conferences and Workshops as Resource person and participants. Organizing and attending Seminars, Workshops, and Conferences etc. help teachers to share and interact with their counterparts of other institutions and this promotes effective discussions with regard to policies and regulations in the educational scenario. College has organized one international seminar Seminars in collaboration with different agencies on topics very relevant in the current scenario of education. This helps teachers to be keen and sound knowledge wise. Projects done by students help teachers to find out new strategies to be adopted, to solve issues and to be updated. Teachers also make publications. This helps further discussion on areas of interest with other professionals across the world. Any additional clarifications with respect to academic and administrative function is also sought through social networks and other media. Seeking other resources both in online and offline mode also helps teachers to keep in pace with recent developments. Faculty has also link with Organisations of College Teachers that help them gain much knowledge with regard to service matters and other issues.

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

2.6 Evaluation Process

2.6.1

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

Response:

The institution conducts Continuous Internal Evaluation of the students very systematically in both Theory and Practicals. Unit tests and model exams are mandatory for all semesters. Prior notice is given to students regarding this and exams are conducted as per the timetable. The papers are evaluated and are distributed which is followed by discussion of the Question Paper. This proves to be an effective academic activity as students gain an idea regarding the points to be included. Due weightage is given to the marks obtained in these exams while doing internal evaluation.

Performance of student teachers during training is also evaluated continuously during Discussion classes, Demonstration classes, Criticism classes and during school Induction program and the two phases of

Internship. Students are made to get actively involved in doing Discussion lessons, during Criticism lessons, in Micro teaching sessions, during School Induction Program and in both phases of Internship. Their performance in these training programs are thoroughly and continuously evaluated by optional teachers. The evaluation is based on an Observation Schedule with certain set criteria. In both the phases of Internship, minimum five classes are observed by optional teacher. Feedback is provided verbally also apart from suggestions made in the observation schedule. Repeated observations and evaluations give chance to student teachers for improving their performance. Physical Education and Health Education classes are evaluated by the Physical Education teacher in each Phase. Principals and the Mentor teacher of the school are also part of the evaluating team. Mentor Teachers also evaluate them continuously. The Lesson Plans made by the students are to be approved by the concerned teacher in the school and classes are also observed throughout the Internship Phases by the Mentor teacher. Their Observations are also made in the Observation Schedule provided with criteria. The Mentor teachers also give due weightage for the performance of the student teachers which is also a part of Internal Marks given to the students. All other school based practical works are also evaluated and given appropriate weightage. This includes Conscientization program also.

Apart from assessing the teaching skills of student teachers and school based practical works, there are other practical works done by them given in the syllabus which are also evaluated internally. These practical works are college based and are evaluated by the concerned teacher of the paper in which the work is done. These works are done and evaluated continuously in all semesters. This include Record Keeping, Video Scripting, Editing, Shooting, Blog Creation and Posting of materials, Capacity Building activities, Seminar Presentations, Assignments. The ICT integrated materials are evaluated digitally. Other extra-curricular activities like SUPW, Art and Aesthetics, Community Living Camp and Sports also carries marks. Special Teachers and Physical Education Director evaluate these works systematically. Community Living Camp Participation, activities involved and report is evaluated by the Teacher in charge of it.

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
Link for additional 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:** B. Any 3 of the above

File Description	Document
Documentary evidence for remedial support provided	View Document
Details of provisions for improvement and bi-lingual answering	View Document
Copy of university regulation on internal evaluation for teacher education	View Document
Link for additional information	View Document

2.6.3**Mechanism for grievance redressal related to examination is operationally effective****Response:**

Evaluation is done in a very objective manner in the college. Every attempt is made to ensure that there is no element of subjectivity and it is made sure that evaluation done is free of bias. Each and every practical work, Internal Exams, Class Observations are evaluated very systematically by the concerned Optional and General teachers. Students are continuously monitored and every activity is assessed. This helps the teachers to stick on to criteria based quantitative assessments. Due weightage is given to the works after assessment based on norms. The uploading of internal marks is done at two levels-teacher educator level and principal level.

The college has a well-organized mechanism for Redressal of examination related grievances. After finalizing the internal marks, the teacher in-charge of the examination consolidate the marks list and is displayed on the notice board. If any student feels that the marks given to him in any paper are not just, he or she can give the complaint to the principal. The principal forward the complaint to the concerned teacher who is charge of the paper the teacher can discuss the marks with the student by showing the criteria used for evaluation and the marks allotted to each criteria. After the discussion the concerned teacher resubmit the marks (if there is change in marks) to the principal. The teacher in charge of the examination consolidate again and publish the same on the notice board. If the complaint persists, the principal forward the complaint to the grievance redressal committee for further disposal of the complaint. The students have the freedom to present their suggestions to the note of dissatisfaction with the internal examination mechanism. The principal and in charge of faculty keeps an eye on the overall procedure by conducting the periodical meeting with the internal examination committee.

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

2.6.4

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

Response:

Academic Calendar schedules the conduct of Internal Evaluation too along with other curricular and co-curricular activities. Every attempt is made to strictly adhere to academic calendar for the conduct of the Internal Evaluation. But in case of any emergency holiday declared by the Government it becomes necessary to slightly modify the schedule as and when needed. The tentative schedule of Internal Exams of both theoretical and practical aspects are included in the Academic Calendar. The tentative dates of the Internal exams, Date of Question paper discussion and Marks Distribution, date of submission of practical works, dates of Internal marks display, dates of signing and uploading Internal Marks in the University website are included in the Academic Calendar. Effort is made to complete the portions as per the schedule for the smooth conduct of the internal exams and for the completion of practical works. It is also made sure that students are given the time as per the calendar for their preparations for the exams. For the smooth completion of the practical works also, the academic calendar is strictly adhered to so that students will find it easy to complete all the works in the stipulated time. Any unexpected change in the tentative schedule is discussed and rescheduled in the Staff Meeting. Strictly adhering to the Academic Calendar schedule reduces the panic of teachers and students regarding Internal Exams. The schedule of School Induction and Internships are also included in the Academic Calendar. Though Internships and school based practicals strictly follow the academic calendar, at certain times there needs to be a change in accordance with the schedule of the school. Arts Festivals, Sports and other activities in schools may clash with the normal practice teaching days. Such days are compensated at the end of the Internship and Induction Program by adjusting the schedule. But as such it becomes a must to stick on to the academic calendar schedule as far as possible. It helps in the smooth conduct of the program and the timely completion of it.

File Description	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 College is named after St. Gregorios of Parumala (Parumala Thirumeni), who was a great spiritual visionary and Metropolitan of the Malankara Jacobite Syrian Orthodox Church. Parumala Thirumeni became the first person of Indian origin to be canonized as saint in 1947. He believed that education is the transformation process of a biological being to a divine being and the teachers are the prophets to disclose the innate virtues of every individual. It is very important for their emancipation from their ignorance, which is the root cause of all evils and miserable life. Thus our vision of Mindfulness Education is based on the true spirit of our great Indian tradition and St. Gregorios for the establishment of a society based on Justice, Freedom and Fraternity for the enlightenment of all its citizens to transform this world to a “Vasudhaiva Kutumbakam”. Our vision is Mindfulness Education for Enlightenment. The college organize all the activities tuned with the PLOs and CLOs (Programme Learning Outcome and Course Learning Outcome).

Our institution creates its own Programme Learning Outcome PLOs and Course Learning Outcome CLOs based on the PLOs and CLOs of the university curriculum as well as the recommendations of the NEP. The academic calendar is prepared based on the PLOs CLOs framework. At the commencement of each academic year, an induction programme is given to the student-teachers in order to enrich their knowledge in the PLOs and CLOs of the programme followed by an orientation about the entire programme of work to the newly joined student-teachers. Along with this, the subject teachers explained about the CLOs to familiarize the Course Learning Outcomes. An academic calendar is prepared based on the PLOs and CLOs which ensures the expected learning outcomes among the student-teachers. After successful completion of each learning tasks, the institution ensures whether the CLOs are achieved by assessing student-teachers records. In order to strengthen teaching and learning in tune with PLOs and CLOs the institution as well as curriculum offers many innovative strategies and programmes. For assuming the role of a regular teacher with appropriate planning in the teaching learning process, micro-teaching, peer discussion lessons, observation lessons, faculty demonstration lessons, peer criticism lessons are effectively implemented. To acquire competencies and skills required for effective classroom teaching, class management and evaluation of student learning, organization of co-curricular activities, and working with the community, and an 80 days school internship practice is ensured in the curriculum. Further, to analyse the process, factors and theoretical bases of learning, compare and contrast the different perspectives on learning, various learning tasks and assignments are offered. To appraise professional ethics in various situations and collaborate with others in a professional manner, various outreach activities, community living camp, visits to other schools and field visits are provided by the institution. Moreover, to cater the vision and mission statement of the institution and diverse needs of the student-teachers, unique programmes like morning assembly, club activities and expert talks are effectively organized and ensured students' active participation in the events.

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: 99.21

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

2023-24	2022-23	2021-22	2020-21	2019-20
52	52	51	49	48

File Description	Document
Data as per Data Template	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:

In St.Gregorios Teacher Training College, all the activities organized are in tune with stated PLOs and CLOs. The intellectual competency of the student is assessed on the bases of various tasks related to internal and external examinations and practical works associated with each subject. The learning outcomes focus on developing skills and competences required for the profession. The competency of the students are assessed through various tests. The theory courses consist of seven courses and perspectives in education, six courses under curriculum and pedagogic studies and one additional optional course. The cognitive development among the students is optimised by conducting case studies, group presentations, projects, discussions, observations and documentation maintained for the internal evaluation. Unit tests, term tests and model exams are conducted regularly and it promotes the academic achievement of the students and to perform well in the university semester examinations. During the internship, the professional competencies of the student teachers are documented and records of the achievement test, diagnostic test, action research, observation report, lesson plans, audio-visual aids, artifacts, reflective journal, digital lesson plan and co-curricular activities are maintained and they are

thoroughly monitored by respective teachers. Apart from school internship, four EPC courses are introduced for enhancing professional capacities, which develop the language and communication skill, comprehension of language of texts, proficiency of reading, writing, thinking and communication. Work shop of Arts and Crafts are conducted to understand its pedagogical significance. Training on digital resources, ICT integration with pedagogic, content development and work shop develop understanding of student teachers about the digital areas. Different workshops are conducted by experts to nurture ideas of preparing relevant teaching aids. The sports and cultural events are regularly conducted and the performance of the student teachers are assess by the subject experts. Each and every learning task is designed in line with PLOs, CLOs, vision, mission of the institution incorporating with NEP 2020 and all the records are subject to the assessment of the respective subject teachers and external practical examiners.

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

2.7.4

Performance of outgoing students in internal assessment

Response: 100

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

Response: 52

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:

The initial learning needs of the students are identified right from the beginning of the course. Interaction with students and encouraging them to participate in curricular and co-curricular activities give an idea about their needs and weakness. Continuous evaluation helps to understand the needs of the students in

large extent. The communication skill, knowledge acquisition skill and social skills are sharpened by various activities of the college. The different seminars in which students are made a part, help them to acquire communication and cognitive skills. After undergoing different training programs in the college, the student exhibits greater courage and confidence in their behaviour. They became sound cognitively, mentally, physically and psychologically as they step out from the institution after completing the course. Different instructional programmes like micro teaching, discussion, demonstration, criticism classes, seminars, assignments, theoretical and practical aspects of education, psychology, observing video lessons and ICT integrated lessons improve their cognitive and meta cognitive skills, technological and techno pedagogical skills.

The activities of add on courses improve their communicative skills and camp, field trips and community extension activities prepare them to be a successful individual of the society. Capacity building activities like SUPW, arts and sports facilitate student teachers to sharpen their varied skills. The scores obtained by the students during the internal and external exams for the different semesters clearly indicates that the strategies adopted by the college to satisfy the learning needs of students are effective. The students' teaching skills and their various record are evaluated by an external board of the university. The evaluation is purely criteria based and students are evaluated for their content knowledge, teaching skills, lesson planning, strategies adopted, use of ICT, evaluation skills and the like. The result analysis of all the years makes it clear that students learning needs are satisfied and there is a marked difference in their entry and exit behaviour. At the end of the Course, they became proficient with good content knowledge, excellent teaching and ICT skills, effective evaluation tools and techniques, good communication and social skills.

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

2.8 Student Satisfaction Survey

2.8.1

Online student satisfaction survey regarding teaching learning process

Response: 3.32

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..

2023-24	2022-23	2021-22	2020-21	2019-20
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)

2023-24	2022-23	2021-22	2020-21	2019-20
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:** B. Any 3 of the above

File Description	Document
Sanction letters of award of incentives	View 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
Link for additional information	View Document

3.1.4

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

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

Response: B. Any 3 of the above

File Description	Document
Reports of innovations tried out and ideas incubated	View Document
Documentary evidences in support of the claims for each effort	View Document
Link for additional information	View Document

3.2 Research Publications**3.2.1**

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

Response: 0.36**3.2.1.1 Number of research papers / articles per teacher published in the Journals notified on UGC website during the last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
00	00	01	00	03

File Description	Document
First page of the article/journals with seal and signature of the Principal	View Document
Data as per Data Template	View Document
Link for additional information	View Document

3.2.2**Average number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the last five years****Response:** 0.18**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**

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	1	1	0

File Description	Document
First page of the published book/chapter with seal and signature of the Principal	View Document
Data as per Data Template	View Document
Link for additional information	View Document

3.3 Outreach Activities**3.3.1**

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

Response: 4

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

2023-24	2022-23	2021-22	2020-21	2019-20
4	5	4	0	7

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

3.3.2

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

Response: 79.85

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

2023-24	2022-23	2021-22	2020-21	2019-20
105	105	106	0	100

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: 99.81

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

2023-24	2022-23	2021-22	2020-21	2019-20
105	105	105	105	100

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:

The institution takes initiatives for organising community extension practices as best practise of the. The outreach activities planned by the institution enable the students to sensitize towards social issues and encourage them to contribute to the development of the community. The student teachers are expected to develop an overall perspective on their professional and personal life. To achieve the same St.Gregorios Teacher Training college focuses its attention on developing a favourable attitude among student teachers towards our community and in developing personally and professionally competence teachers based on this institution organizes two important programmes as the best practices of the college. One is the educational empowerment programme for community and the second one is agricultural development and sustainable environment. The outreach activities of the college are usually carried out by various cells and clubs of the institution. The major organizing units / projects monitoring outreach activities which influence and sensitize students to social issues and contribute to community development are

Club Activities

Community Living Camp

The Best practice of the institution:

1. Educational Empowerment programme for community.

The aim of this programme is the development of a person including personal, emotional, intellectual, moral and social aspects of students and series of activity were designed to nurture the same and enhance the teaching capacity of the students. Some programmes included are Sampoorana school Dasharatha campaign, hope project, Let's Talk 2k23 and Koodeirikkam koottukoodam.

2.Agricultural development and sustainable environment.

The aim of the programme is to inculcate eco friendly among student teachers and to protect the needs of the agrarian community since most of the students came from the agricultural family so it is our responsibility to imbibe a sense of sustainable development of the community. The programmes were conducted trekking to Wayanad wild life sanctuary, muthanga to uproot Senna Spectabilis and eradicate all invasive species, relief activity at the land slaid affected spot of puthumala.A pre-monsoon cleaning and monsoon disease prevention programmes .Trekking to Kolagappara and cheengeri to collect plastic wastes. For agricultural development we have maintained a vegetable garden in our college a traditional seasonal food crops like tapioca and banana are also planted and harvested every year under the leadership of our students.

Club Activities: The activities of nature club, health club and energy club are always organizing extension services for the immediate community and majority of the activities incorporate an attitude of sensitiveness towards the social issues. Clubs in colleges play a pivotal role in enhancing the overall educational experience for students. They provide opportunities for personal growth, leadership development, and social engagement beyond the academic curriculum. In essence, college clubs are instrumental in creating a vibrant campus life and preparing students for future professional and personal success.

Community Living Camp: During the community living camp, a day is spent for extension service in the community where students organize street plays, campaigns and flash mobs based on various issues in the society.

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

3.3.5

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

Response: 3

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

2023-24	2022-23	2021-22	2020-21	2019-20
2	1	00	00	0

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

3.4 Collaboration and Linkages**3.4.1**

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

Response: 0.4

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

2023-24	2022-23	2021-22	2020-21	2019-20
01	01	0	0	0

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

3.4.2

Functional MoUs with institutions of National and / or International importance, other

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

Response: 8

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: 8

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

3.4.3

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

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

Response: B. Any 5 or 6 of the above

File Description	Document
Report of each activities with seal and signature of the Principal	View Document
Data as per Data Template	View Document
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:

St. Gregorios Teachers Training College has a well-developed campus at the center of Wayanad. The institution is equipped with modern facilities and learning resources to achieve academic excellence according to its vision, mission and strategic plans. The facilities and learning resources of the college provide the students with complete and quality educational experiences. The college has a well-designed administrative block and various other facilities such as the principal's room, Office room, Staff room, IQAC room, Smart classrooms, Multipurpose Hall/ Auditorium, Seminar halls, IT lab, Cooperative store, SUPW room, Fitness Centre, Library, Wash rooms, Rest room, lift, pedestrian path playground, garden etc. Classrooms are spacious, furnished and ventilated. The classrooms provide students with comfortable environments for learning and, over all development through different activities. Classes are scheduled for optimal utilization of the available physical infrastructure. The college is equipped with fully functional, furnished labs for IT separately and other departmental laboratories as per the norms of NCTE. Each section of students has separate classrooms and facilities. Sharing of facilities is encouraged between faculties. The reading corners are set up in all the departments with required resources. Fully equipped IT labs, classrooms and studio with all ict aids such as OHP, Slide Projector, Video Player, LCD Projector, Desktop Computers, Digital camera, Tripoad and lightings Audio Systems, etc., is made available in order to meet the ICT requirements of students. All classroom are supported by ICT facilities. It has a seating capacity of 50 students. The campus is Wi-Fi enabled along with a LAN facility. The Wi-Fi facility is provided to both faculty members and students. The Institution Library covers a large area and is Wi-Fi enabled. It has a seating capacity of 110 users. The library with its wide range of collection of knowledge resources and browsing centre fills an essential requisite in the intellectual pursuits of students and faculty members of the institution. The library is automated using the customized software called EMBASE. The students have all the facilities for games and sports. A multi-purpose auditorium with ICT facilities is used as a venue for hosting various college functions such as seminars, conferences, workshops, various literary and cultural activities and community-based activities. It is wi-fi enabled and has a seating capacity of 100 persons. Within the hall there is a performance stage complete with lighting, curtains, and LCD Projector. The multi-purpose hall is also a place for indoor activities like Yoga Practice, competitions, celebrations and other indoor sports. The college provides an in-house reprographic center which caters to the needs of students, research scholars as well as staff members, for printing / Xerox notes and other academic-related documents. The outdoor activities like football, cricket, athletics etc. are done in the playground. Adequate infrastructure is provided for indoor and outdoor games and extra- curricular activities. The institution continuously strives to create and enhance infrastructure both in terms of buildings and other facilities to provide a good teaching-learning environment

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

4.1.2

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

Response: 100

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

Response: 10

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

Response: 10

File Description	Document
Geo-tagged photographs	View Document
Data as per Data Template	View Document
Any additional information	View Document

4.1.3

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

Response: 9.22

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

2023-24	2022-23	2021-22	2020-21	2019-20
6.62675	1.97436	8.09026	2.65157	2.39002

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 college libraries are the backbone of our education system and a dedicated space with in a college, that serves has a hub of knowledge and information. It houses a vast collection of books, journals, periodicals, and other resources carefully curated to support the academic pursuits of students and faculty. The central library is an integrated knowledge resource centre having 9181 books, 7 periodicals, references, journals, theses, research projects,5 newspapers, CDs etc. It is fully computerized with a customized library software called EMBSE.The reading space is well furnished to accommodate 110 students at a time and provides a conducive environment for study. It remains open on all working days. A visitor record is maintained by students and faculty members. New arrivals of books and journals are displayed on a rack. The library has cameras under closed circuit television (CCTV) surveillance cameras. In 2023, the college installed a software that gives access to multiple contents with a potentially infinite number of resources and selections at hand.

The exponential growth of information has made manual system redundant necessitating requirement of computerized information storage and retrieval. Effective and efficient handling of huge quantum of information is only possible by using computers software, so our institution implemented a customized library software package EMBASE which have the added advantage of being highly accurate, and timely that adds value to information. Use of this software in automating the library routines is specifically useful for the daily library functions.

EMBASE permits decentralized access to a bibliographic record by multiple users. A staff member in a branch library can verify the status of an order without maintaining duplicate files or without making an enquiry. A user can check to see if a book is out on loan or available on the shelf of the library. The application of EMBASE in libraries results in increased operational efficiency. It ensures ease of functioning, accuracy and economy in human labour with greater speed.

File Description	Document
Bill for augmentation of library signed by the Principal	View Document
Any additional information	View Document

4.2.2

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

Response:

St. Gregorios Teacher Training College has a fully functional equipped library. The college owns a digital library system which provides the students and teachers with remote access to a great number of e-resources. The OPAC facility allows for the easy browsing of books and subscribed e--Resources at anywhere anytime. The college uses EMBASE, which is an integrated, multi-user, user-friendly, library management software package encompassing all aspects of effective library management. EMBASE is a Windows / Web based software and it runs in any Windows environment and hence, it has an excellent Graphical User Interface. This software covers all areas within the preview of EMBASE for efficient Information Management and at the same time provides a precious space for all its members to have access to these resources at their fingertips. Faculty and students use the digital library to access library resources. The e-resources include e-journals, e-newspapers, e-theses, e-Resources of Online Courses, Career Sites, e-contents etc. Along with digital library system, the college has membership in AkiNik Publication from 2024 onwards where all the teachers and students have membership and can access e-resources at any time.

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: D. Any 1 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

4.2.4

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

Response: 0.02

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

2023-24	2022-23	2021-22	2020-21	2019-20
.025348	.013690	0.02590	0	0.03582

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

4.2.5

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

Response: 15.19

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: 377

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: 411

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: 368

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: 301

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: 305

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

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

4.3 ICT Infrastructure

4.3.1

Institution updates its ICT facilities including Wi-Fi

Response:

St.Gregorios Teachers Training College continuously endeavor to provide state of technologies and update its ICT facilities to ensure efficient functioning. For the smooth functioning of teaching learning process. The college has its own ICT.Both students and teachers are using the available facilities for effective teaching and learning. For the past 18 years we have been using the available facilities of ICT for affective learning and teaching. The significant investment has been made to upgrade classroom to E-Class room/smart class room with the purchase of Morden equipment and resources.

We have different digital technological facilities available in the college. There are 8- smart classrooms, 1- digitally equipped seminar halls and 1-digitally equipped Auditorium available in the college. A well-equipped IT/computer lab is also functioning in the college. Computer lab is well-equipped with branded PC's adequately supported by 500 Mbps leased lines for internet connectivity. It is also equipped with a wide range of licensed system software and application software. The entire campus is connected with LAN Messenger. Which helps students and faculty to carry out their academic and other work. A computer assistant is available to support students. The campus is facilitated with the Wi-Fi connectivity, there is open access of Wi-Fi connectivity to all student and the staff members of the college. All the departments of the college are provided with computer and other related accessories. The college has decided to introduce EMBASE it is a management information system which makes the online education more feasible. The different educational sites are shown to the students with the help of digital device. Most of the official work is being done with the help of ICT. All are giving training in the use and application of ICTs in both teaching and learning processes. Special training on ICT is arranged during the pandemic period to equip all with improved technological skills. The students are giving special training in blog creation. They are created many videos in our YouTube channel. The classrooms are equipped with smart TV, Wi-Fi etc. The college has a library management system OPAC which provides easy access to knowledge resources. The college has decided to implement e-learning resources. The college has a YouTube channel. The digital repository of the institution includes PPT, e-books-journals, audio clips, video clips etc. The college provides a reprographic center which caters to the needs of students, research scholars as well as staff members, for printing / xerox of notes and other academic-related documents. The working hours of the repro-graphic center are extended beyond the class timings to motivate the students to gather study materials even after their stipulated schedule.

The college regularly maintains the ICT facilities. Following are some basic aspects of updation:

- Computer is formatted in regular basis.
- College itself formats the computer with the help of computer operator.
- Anti-virus is regularly installed in computer.
- Website is maintained, designed and developed by DRIZZLE DESIGNS.
- College Management Information System is installed.

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

4.3.2**Student – Computer ratio for last completed academic year****Response:** 5.25

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
Any additional information	View Document

4.3.3**Internet bandwidth available in the institution****Response:** 50**4.3.3.1 Available bandwidth of internet connection in the institution, in MBPS**

Response: 50

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
Any other relevant Information	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:** C. Any 2 or 3 of the above

File Description	Document
List the equipment purchased for claimed facilities along with the relevant bills	View Document
Data as per Data Template	View Document
Link to videos of the e-content development facilities	View Document
Link for 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:** 3.07**4.4.1.1 Expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in lakhs)**

2023-24	2022-23	2021-22	2020-21	2019-20
2.66427	2.86510	0.61790	0.42486	0.67410

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:

St. Gregorios Teachers Training College is a well-established Teacher Education institution contributing to society and the nation. The College is under the potential management of Jacobite Educational Charitable Society with the mission of mindfulness education is based on the true spirit of our great Indian tradition. The institution is committed to build a group of dedicated and enthusiastic teachers to lead the future generation. Our value-based education helps the younger generation to rejuvenate and bloom the future generation and thereby, the institution realizes its Vision and Mission. The institution has established transparent and robust procedures for the utilization and maintenance of all physical, academic and support facilities. The college has an efficient management system to support and monitor its functioning. The management decentralizes all academic and administrative responsibilities by constituting various committees. For maintaining and utilizing Physical /Academic resources, we have a well-prepared plan. There is a committee to monitor the same. The Committee is headed by the principal. Various Resources –in- Charges periodically examine and report the functioning of the concerned resources. Request for common infrastructure augmentation are forwarded by the college council to the management. The details of maintaining and utilizing Physical /Academic Resources are as follows: - Resources –in Charges monitor the utilization and maintenance of resources. Each Department Head ensures the availability of resources in the respective department. Resources –in- Charges are concentrated on whether

1. Resources are ready and made available whenever required.
2. Resources are repaired, calibrated, maintained and upgraded.
3. Resource utilization is tracked.
4. The Principal is informed if the resource is not functional or not utilized.

Procedures adopted for the Utilization of Resources include

1. Availability of resources is verified by the person - in - charge.
2. Permission for the utilization is taken from the concerned authorities.

Procedure adopted for the Repair and Maintenance of Resources: Every in Charge regularly checks the resources available in their custody and verifies their working condition. Accordingly, a report of the working condition of the available resources is submitted to the Principal through the Maintenance Committee and remarks are noted in the Complaint Register. The faculty – in charge compiles all the complaints and groups them in urgent or annual maintenance categories. As a follow up, the urgent maintenance of the equipment which is needed for the day-to-day functioning is done immediately after getting permission from the principal.

The annual maintenance of the resources/facilities is done at the end of every academic year in the month of April/May after thorough inspection of the equipment. Depending upon the cost of equipment and its maintenance requirements, the quotations are invited and

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

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

Response: B. Any 4 or 5 of the above

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

5.1.2

Available student support facilities in the institution are:

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

- 9. Canteen**
10. Toilets for girls

Response: A. Any 8 or more of the above

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

5.1.3

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

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

Response: C. Any 3 or 4 of the above

File Description	Document
Upload any additional information	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: C. Any 2 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: 24.21

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

2023-24	2022-23	2021-22	2020-21	2019-20
17	06	18	14	06

File Description	Document
Upload any additional information	View 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:** 13.46**5.2.2.1 Number of outgoing students progressing from Bachelor to PG.**

Response: 07

5.2.2.2 Number of outgoing students progressing from PG to M.Phil.

Response: 00

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

Response: 00

File Description	Document
Upload any additional information	View 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:** 39.68

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

2023-24	2022-23	2021-22	2020-21	2019-20
00	0	42	23	35

File Description	Document
Upload any additional information	View 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:**

St.Gregorios Teachers 'Training College Meenangadi keeps its democratic view from the very beginning of its establishment and has elected student council every year for the posts of college union chairman, Vice chairman, General secretary, Joint secretary, General captain, finance secretary student editor and University Union Councillor . Student council are the elected representatives from the first and second year students and election is conducted as per the rules and regulations directed by University of Calicut. Student council members works in a single mind along with the Staff Advisor for student expression, assistance in daily affairs, activities and conduct union meeting periodically-at least twice in a year . They honestly reflect every activity in the college and acts for the advancement of the college along with the administrators. After the election, the students selected from the seniors and juniors are actively performing their role after swearing in ceremony and conduct various programmes in the college for the academic as well as co-curricular activity. Some of the activities they conduct in the college are the following Mother's Day, Science Day Celebration, maths day, social science day, literary day, environmental day, no tobacco day, AIDS day, Teachers day, Independence day, Republic day, Keralapiravi, International day for peace, Onam celebrations, Christmas day celebration etc. The college union engages actively in the welfare of the students by helping to solve minute problems arising in the college as well as helps in the smooth performance of daily schedules. In fact the council is presenting a perfect leadership quality for every academic year and promising as responsible prospective teachers.

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: 20.4

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

2023-24	2022-23	2021-22	2020-21	2019-20
26	18	13	22	23

File Description	Document
Upload any additional information	View 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:

St. Grigoris Teacher's Training College, Meenangadi established in 2005, has a Alumni Association since 2007. The members of the Alumni association were very strong in organizing and participating in various activities which enrich the curriculum as well as various other activities. Every year, Alumni association conducts Alumni Day on regular basis and it was marked as the most memorable one in the mind of our students as well as our alumni members. On the Alumni day, various cultural activities are conducted both by Alumni members and students. Gold coin is given to the college topper of the year by the alumni association every year. Shaji Joseph Memorial Endowment is awarded to the best sportsman/woman of the year on the alumni day. Blood donation is carried out to the needy persons in the emergency situations by the alumni association. `Naadan pattu Gravesham kendram-CHOOTTU` is a research centre started by Mr.Lajeesh, who is a member of Alumni Association conducted programmes in the college in various occasions. Alumni association had contributed to the infra structural development of the college to the maximum.

File Description	Document
Upload any additional information	View Document
Details of office bearers and members of alumni association	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: B. Any 4 or 5 of the above

File Description	Document
Report of alumni participation in institutional functioning for last completed academic year	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: 4

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

2023-24	2022-23	2021-22	2020-21	2019-20
01	01	01	00	01

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:

St.Gregorios Teachers 'Training college, Meenangadi, has a Alumni Association The members of the Alumni association is strong in organizing and participating in various activities which enrich the curriculum as well as various other activities. The association is an active agent for incorporating the inputs from alumnus all over Kerala, India and abroad. The alumni association contributed to the growth and development of this institution in re-defining the curriculum process, teaching-learning constraints, assessment techniques and also issues pertaining to the profession. All these valuable recommendations made us to organize community engagement programs, various talks on innovative practices in

Pedagogy, innovative strategies to promote attitude towards self /others, and develop effective assessment methods.

The members of the Alumni association were very strong in organizing and participating various activities which enrich the curriculum as well as various other activities. Alumni members who are working in practice teaching schools support the student teachers of our college in their teaching practice and for completing their school based programmes. Also they act as a guide to our students to perform best in the practical examination. They contribute towards Art Education and take demonstration classes and extent their service for doing judgement on art fest and sports meet of the college. Alumni members contribute

File Description	Document
Upload any additional information	View 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:

Vision

“Mindfulness Education for Enlightenment”

Mission

The College is named after **St. Gregorios of Parumala (Parumala Thirumeni)**, who was a great spiritual visionary and Metropolitan of the Malankara Jacobite Syrian Orthodox Church. Parumala Thirumeni became the first person of Indian origin to be canonised as saint in 1947. He believed that education is the transformation process of a biological being to a divine being and the teachers are the prophets to disclose the innate virtues of every individual. It is very important for their emancipation from their ignorance, which is the root cause of all evils and miserable life. Thus, our vision of mindfulness Education is based on the true spirit of our great Indian tradition and St. Gregorios for the establishment of a society based on Justice, Freedom and Fraternity for the enlightenment of all its citizens to transform this world to a **“Vasudhaiva Kutumbakam”**.

All the committees/cells/bodies of the college offer all the support required to manage, oversee, and administer college matters in order to operationalize the institution's vision and goal. Under the capable direction of these cells, the principal makes decisions and assigns tasks to staff and faculty to ensure the institution runs smoothly and achieves its objectives. The Coordinators and Teachers incharge of various committee, clubs and cells along with the students and non- teaching staff work in tandem and play an important role in determining the institution policies, perspective plans and implementing the same.

While organizing college and society events, the college's vision and mission are kept front and centre. In order to increase capacity, improve employability, and instil human values, faculty and students are encouraged to plan and enrol in short-term courses, respectively.

When creating a perspective plan, the IQAC of the college takes the initiative to gather input from all relevant parties, including the management, the principal, the faculty, the administrative staff, the students, the college alumni association, the parents, and peer colleagues. The IQAC supports the principal in developing policies to ensure the college is providing quality education and procedures are established for transparent and easy administration. The expectations of stakeholders, management guidelines, goals, and objectives, as well as our college's mission and vision statements and quality policy, are taken into consideration when creating the perspective plan.

The college's vision and goal are realized through providing guidance to the teaching and learning process through the Staff Committee and several cells. The Principal oversee and support the operations of the college in terms of organizing and carrying out events that assist students in honing their abilities and identifying their strengths as well as exposing them to the newest educational technology in order to pique their interest and engage them in learning a variety of skills that will improve their teaching abilities and employment prospects. It is our shared responsibility to guide students toward an integrated personality development process. Procedures are periodically revised to give staff and academic members the chance to advance their professional development

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

6.1.2

Institution practices decentralization and participative management

Response:

St. Gregorios teachers' training college faculty members actively contribute to enacting change and achieving the goals and principles of the school. Faculty and staff members are welcome to take part in the college's administration process. One example of this approach in particular is the comprehensive devolution of power to the college's principal, coordinators, and instructors in charge of the several departments.

The following committees and cells are operational in the institution to implement various activities:

- Student Council
- College Council
- Internal Quality Assurance Cell (IQAC)
- Academic Council
- Anti Ragging Cell
- Women Cell
- Grievance Redressal Cell
- Gender Justice Forum
- SC/ST Minority Cell
- Vimukthi Cell

- Counselling Cell
- Internal Complaints Committee (ICC)

Coordinators and instructors in charge of various cells and committees take part in the management process in the following ways: The actions of numerous committees and cells are under the direction of the college's principal. The academic committee has the authority to modify the schedule and allocate teaching and evaluation responsibilities. When it comes to organizing seminars, workshops, career counselling sessions, corrective actions, and inter-college exercises, the academic committee frequently takes the lead. The academic committee is free to implement original and inventive ideas for the benefit of the pupils. The college's cultural committee and youth welfare committee plan all of the events, including the morning assemblies. The examination committee creates the schedule, administers the two-house exams each semester, and creates the internal student assessment. IQAC plans and assesses the college's quality assurance efforts and schedules meetings on a regular basis all year long.

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

6.1.3

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

Response:

Embase Software precisely prepares the annual budget, which aids in streamlining. The budget is divided into other categories, such college account and so forth. At the conclusion of the fiscal year, the institution usually performs internal and external financial audits. The auditors make frequent visits to the college, where they check all financial transactions using the accompanying documentation and the appropriate authority's clearance. They organize and carry out the process to get a reasonable assurance on the absence of substantial misstatements in the financial statements. They provide the college with an audit report for a true and fair assessment of the financial accounts based on this type of audit. The Auditor and Management will sign and approve these financial statements. Auditors produce an Audit Report based on the audited financial statements. The college operates transparently in its academic operations as well. Every instruction provided by PU and UGC is adhered to. The college academic calendar is produced in advance of the start of the term, and all extracurricular and academic events are arranged. Each and every faculty member receives a copy.

Workloads and schedules are also created and distributed. It is recommended to employ technology more often to improve the teaching-learning process. To evaluate the pupils' progress, regular house tests and periodic exams are arranged. Before the students show up for the university's final exam, at least two-house exams are administered. An examination coordinator is in charge of processing student applications, creating date sheets, and overseeing seating arrangements. makes the arrangements, keeps

track of the absences, and creates the accounts question papers. To ensure a seamless examination procedure, the examination coordinator collaborates with the institution's examination committee.

All the Administrative activities are also fair and transparent. Every activity related to purchase and accounts is uploaded on Busy Software. All the records of students' admission work, examination work, purchase, accounts and inventory are maintained on Busy Software. All these records are uploaded time to time. Admission process is fair and based upon merit and entrance test taken by affiliating university.

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

6.2 Strategy Development and Deployment

6.2.1

The institutional Strategic plan is effectively deployed

Response:

St. Gregorios Teacher Training College made the decision to set up a number of programs that were in line with its vision and Mission in order to give student teachers a mindful education in all areas, including social, cultural, psychological, and intellectual on the basis of this, we decided to select a theme that embodies the mission and vision of our college and named it "**Mindfulness educational initiatives of student teachers for the educational advancement of marginalized communities**". It has been decided to work towards retaining the new generation of student teachers who can mould the next generation alongside those who must congregate on our college campus and impart fresh educational experiences in order to accomplish this goal within five years of 2019. In addition, it was determined to set up a number of events for the faculty and student teachers' professional development in an eco-friendly setting. In order to do this, it was decided to construct

On the basis of this numerous activities were conducted since 2019 like Sampoorana School praveshana campaign for Tribal community who were not interested in school education, Adichiladi colony visit, Two-day workshop on communicative English program "Let's talk" was organised for Govt L P S Mulley in Attappadi, Koodeyirikkam koottukoodam program for 8th standard tribal students from Attappadi, Palakkad district of Kerala etc.

St. Gregorios Teacher Training College, Meenangadi organized a five-day residential educational

empowerment camp for 8th standard tribal students from Attappadi, Palakkad district of Kerala – **“Koodeyirikkam koottukoodam”**. Camp was inaugurated by Mr. K.E. Vinayan, President Meenangadi Grama Panchayath, Mr. Joby Balakrishnan, NCTE General Council Member, NCERT Syllabus –cum-Text book Committee Member (NCF-FS) chaired the session and Ms. Ramya Raghavan, Range Forest officer, Mananthavadi presented the Key note address and Dr. Tomy K.O. Welcomed the gathering.

Teacher students from four optional subjects (Social science, English, Physical Science, and Mathematics) jointly conducted the ice breaking session after the inaugural session. All the faculty members accompanied the student teachers. The objectives of the residential camp were:

- All-round development of social, cultural, psychological and academic level of the tribal students
- To develop the self-esteem to improve academic performance
- To familiarize with the 9th standard curriculum content
- To widen the dimensions of aspirations
- To inculcate social values
- To eradicate the behavioral inhibition of tribal students

The camp was organized at 8 sessions (two sessions each day) and conducted one day field study trip to Pazhassi tomb at Mananthavadi and Mavilamthode and conducted one public performance (Street play) at Meenangadi town. Every day one optional group monitored the session According to the feedback after the sessions all student teachers, parents of tribal students, teachers were very happy about the camp and could understand that the objectives of the camp were actualized.

Duties Assigned for Faculty

1. Mr. Sarathkumar p. – Program Adviser

Ms. Shelmi Philip & Mr. Tinto Jose- Food and Refreshment Committee.

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

Our institution is a self-financing college, run by the Jacobite Educational and charitable society, Meenangadi. College has well defined policies related with vision and mission of the college. The management grants approval and ratification of various policy decisions of the college. It approves

budgets for administrative, academic and research programmes and activities. Management also institutes scholarships for students and endowments to make regulations for various co-curricular and extra-curricular activities. The principal of the college has the power to construct committees and cells according to the needs of the institution. The college has different committees and cells like academic, cultural, examination, finance and development, research & e-governance, divinity and extension activities etc. which make their policy by periodic meetings with principal.. All the meetings and decisions taken are monitored by the IQAC, which through its course, the principal to build an environment of academic excellence in the college.

Administrative Setup:

The charitable society (the management) is headed by H.G Gheevarghese Mar Sthephanos Metropolitan. The Jacobite Educational and charitable society is a non-profitable charitable society. Our management reviews and evaluates the academic progress, administrative processes and co-curricular and extension activities of the College. Different committees are constituted for quality administration. The Academic Committee reviews the academic and administrative functioning of the College. The Finance Committee approves proposals for the development of infrastructure and scholarships, prizes and certificates on the recommendations of the Academic Committee. The Principal is responsible for the College functions and growth including administrative, academic, co-curricular, extra-curricular and extension programme. IQAC of the college is involved in developing a quality system for the improvement of academic and administrative performance of the College. The College calendar is prepared for various academic and nonacademic events. List of holidays, dates of class Tests, model examination and University Examination, numerous college events like morning assemblies and competitions are also mentioned there. Staff members have been designated as Coordinators or members of various committees and cells. Students are involved as active members of the committees and cells.

Service rules:

The college is affiliated to Calicut University, so it follows all the rules and academic calendar of the university in running B.Ed. programme in the college. All staff is oriented about the Administrative and Service Manual available in the institution. Faculties are educated about conditions of service, roles and responsibilities, discharge of duties, increments, kinds of leave, code of conduct, incentive for attending Faculty Development Program, incentive for achieving academic excellence and others.

Appointment:

Criteria for the selection of teaching and non -teaching staff are completely based upon the norms and conditions of NCTE, UGC and the affiliating university. For that advertisement is published in National as well as local newspapers. Eligible candidates are invited for the interview which is taken by Manager, Principal, Vice-Principal and management representatives. The qualification, teaching experience and other eligibility for recruitment is as prescribed by NCTE and the affiliating university.

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

6.2.3

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

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

Response: A. Any 6 or more of the above

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

6.2.4

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

Response:

The college has established multiple committees to ensure the smooth and effective operation of its programs. These clearly defined committees are in charge of deliberating on, selecting, and carrying out action plans. The institution conducts its day to day working through these committees Student Council, College Council, Internal Quality Assurance Cell (IQAC), Academic Council, Anti Ragging Cell, Women Cell, Grievance Redressal Cell, Gender Justice Forum, SC/ST Minority Cell, Vimukthi Cell, Counselling Cell, Internal Complaints Committee (ICC), Examination Committee etc.

The college successfully conducted International Seminar during the academic year (2023-24) on the topic “Exploring the Neurocognitive Foundation of Mindful Education within the Framework of the National Education Policy 2020” from 16-04-2024 to 17-04-2024 in College Campus. Mr. Sarathkumar P., Assistant professor of Physical science was the program coordinator. The international seminar was held in 7 sections and many eminent persons conducted the sessions including NCTE General Council Member and NCERT syllabus cum text book Committee member Mr. Joby Balakrishnan. The seminar inaugurated by HG. Dr. Geevarghese Mor Stephanos Metropolitan, The President and Patron of our institution.

File Description	Document
Minutes of the meeting with seal and signature of the Principal	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 implements welfare schemes for both teaching and non-teaching staff. All the government schemes such as Provident Fund - Pension scheme, Maternity Leave, Increment, permission to attend Faculty Development Programme such as refreshing and orientation courses for teachers. Training programmes for non-teaching staff etc are made available by the college for the staff. Apart from the government schemes, the major welfare available for teaching and non-teaching staff as per university norms are following;

- Trainings are provided for both teaching and non-teaching staff for various workshop/seminars/conferences like legal rights, consumer rights, road safety health and fitness, post office schemes etc.
- Yoga classes are organised for every year
- Duty leave is provided for attending workshop, orientation course, etc
- Increments up to Rs 2000 on award of PhD and considerable increment is given to faculty completing NET.
- Research facilities are available for teachers pursuing their PhD.
- Employees provident fund, for teaching and non-teaching staff. Management contributes equal share for employee's Provident fund.
- Staff can avail vacation leave, 15 days of casual leave, medical leave, and sick leave.
- Ladies teaching and non-teaching staff can avail maternal leave for 3 months.
- Festival allowance for teaching and non-teaching staff

- Salary in advance can be availed by staff in need
- Staff is allowed to use college ICT facilities for their professional growth
- User friendly approach is maintained without any disparity of caste, creed, or gender.
- The management is vigilant to maintain a healthy environment in the campus.
- The staff members themselves in the college introduced staff welfare fund and the members are from teaching and non-teaching staff.
- The staff members cooperate with each other and extend support in times of emergencies and casualties for the inmates and family members.
- Canteen facilities for staff and students
- Organises health awareness programmes
- Management organises staff tours for recreation
- Equipped staff room with attached restroom
- Merits awards are presented for staff based on their higher achievements

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

6.3.2

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

Response: 41.82

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

2023-24	2022-23	2021-22	2020-21	2019-20
11	06	00	01	5

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

6.3.3

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

Response: 14

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

2023-24	2022-23	2021-22	2020-21	2019-20
04	02	02	03	03

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
Link for additional information	View Document

6.3.4

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

Response: 0**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**

2023-24	2022-23	2021-22	2020-21	2019-20
00	00	00	00	00

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

6.3.5**The institution has a performance appraisal system for teaching and non-teaching staff****Response:**

Institution follows the UGC regulations on minimum qualifications for appointment of teachers and non-teaching staff in colleges and measures for the maintenance of standards in higher education regulations 2018 together with all amendments made there from time to time. The annual academic and administrative audit and student feedback is one of the criteria for assessing the performance of teaching and non-teaching staff in the institution. Maintenance of Standards, amendments are made therein from time to time, for teaching and nonteaching staff. The performance of each employee is assessed annually after completion of one year of service. The performance appraisal evaluation helps to promote best practices among the teachers and develop the skills of teachers and identify the areas which needs support and it also helps to plan orientation programs with help of IQAC. The principal engages with faculty through regular staff meeting Interactions and access the work of faculty. This form of mutual interactions on a regular basis is important for their own classes. Comparison of University results with college result gives a fair idea to the principal and concerned faculty about the academic performance of the college.

The PBAS proforma filled by the faculty members are verified by IQAC and the principal and is forwarded to the management for further verification. Being an unaided institution, the management issues placement order for the faculty as a consent from the appointment authority. The PBAS includes the consolidated performance of the faculty including teaching learning involvement, participation in organizational and other academic skills, research skills etc.

Non-teaching staff are also assessed through annual confidential report and annual appraisal. The performance appraisal document submitted by the non-teaching faculty will be received by the principal.

The institution also undertakes a wide range of activities besides academics, for which faculty

members are assigned additional duties and responsibilities, which are mostly voluntary. The Institution accords appropriate weightage to these contributions in their overall assessment. On the other hand, all non-teaching staff is also assessed through annual confidential reports and annual performance appraisal. The various parameters for non-teaching staff members are assessed under different categories i.e. Character and Habits, Departmental Abilities, Capacity to do hard work, Discipline, Reliability, based on their Relations/Co-operation with superiors, subordinates, colleagues, students and public, Power of Drafting, efficient organisation of documents and technical abilities. Their overall assessment is based on the above-mentioned parameters. Their performance is first assessed by the head of the institute and then forwarded to the management. Their increments and promotions are also completely based upon their performance appraisal system. On excellent performance, all employees are granted promotions and financial upgradation.

The Performance Appraisal System significantly helps in the evaluation of the performance of employees, in motivating them, analysing their strengths and weaknesses, and ensuring better performance

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

6.4 Financial Management and Resource Mobilization

6.4.1

Institution conducts internal or/and external financial audit regularly

Response:

ST Gregorios teachers training college conducts audits in accordance with auditing standards generally accepted and insisted by the Govt of Kerala. The financial audit is conducted periodically at different levels.

1. Internal audit

- Internal audit is conducted by selected Management society members

1. External audit

- External scrutiny is conducted by the a chartered accountant in connection with Charitable trust act.

The institution is under the management of Jacobite Educational and charitable Trust at Meenangadi, and hence the trust conducts annual auditing of the institution under the trust for the funds received from the management. The whole process of auditing involves a scrutiny of the balance sheet of the college along with receipts and payments of the respective year. Any query, questions or objection raised by auditors are promptly dealt and addressed. Proper record of all expenses is maintained by the accounts Department and is audited by the internal auditor on regular basis. The internal audit is the part of the institution and carried out by the management on monthly basis. The internal audit unit verifies the supporting documents involving examinations of vouchers, bill payments Quotations and approval from the management. The independent Chartered Accountant appointed by the management of the institution Audit all the records yearly basis. The institution follows a transparent financial management system. We have well laid down rules and processes for sanctioning expenditure and submission of expense summary for all college activities. Permission is secured from the principal for all upcoming expenses which is submitted to the accounts

branch for release of funds. Emphasis is placed upon e-payment wherever feasible. After the event documentary evidence in the form of invoice, vouchers or receipt duly compiled in the form of an expense statement is forward their yearly budget and activity proposal for approval from the concerned departments and the governing body of the college.

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)

2023-24	2022-23	2021-22	2020-21	2019-20
00	00	00	00	00

File Description	Document
Data as per Data Template	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:

St Gregorios teachers Training college is completely a self-financing institution. Students' tuition fee and fund collected at the time of admission are the primary source of funds. Besides this the college generates financial resources through its stakeholders. Alumni of the institution contributes for the funding of endowments for the college toppers of every year. College Union also mobilise funds for various programmes.

The management committee helps us to mobilise more and more funds to create a well-furnished and healthy campus for students. Our institution is under the management of Jacobite Educational and Charitable trust at Meenangadi, hence the trust mobilises funds for the welfare programmes for economically weaker students and give financial support in times of emergencies and casualties for the students and staff of the institution.

The IQAC committee always looks for the new measures for mobilising funds and it has developed systematic procedures for their optimal utilisation. The college has very transparent mechanism of auditing and specific committee for utilising this grant and resources. The teaching and administrative staff and existing Alumni contribute to mobilise the resources for college.

Optimal Utilization of Resources:

The College keeps its infrastructure updated from time to time. It has prepared its policies for effective implementation and optimal utilisation of resources. The funds are allocated by the college management for the maintenance of the laboratories and classrooms. The received

funds are collected and used through the Cheque, Cash, and e payment mode. As per the priority and advice of IQAC the funds are utilised for infrastructural development and beautification, Upgradation of ICT device. student development and necessary equipment of skill development. Each single rupee received, is spent using proper channels, such as quotations, discussion with consent of committees and Cheque or on- line payment system.

Institution Budget:

Every year annual budget is prepared well in advance as per the needs and requirements of the college. It

incorporates budgets of academic department, computer lab, psychology lab, Library, and sports. As per budget the principal proceeds with the planned activities.

Accounts and Audit:

All funds mobilised are properly accounted for in the account books. The audited utilisation statement of accounts is submitted to the funding agencies for specific grants. Every year the institution conducts external and internal financial audits by appointing statutory auditor in the annual general meeting.

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

6.5 Internal Quality Assurance System

6.5.1

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

Response:

The Internal Quality Assurance Cell was founded by the college on 06/12/2016, with the goals of institutionalization, assessment, accreditation, and quality improvement. The college's IQAC focus on the process of maintaining and improving quality. Through focused efforts on fostering holistic academic success, the IQAC continuously strives to promote the quality culture in all facets of college life. The IQAC oversees how the college's vision and goals are being carried out. IQAC creates the college's perspective development strategy and implements it annually in a strategic plan. Various quality assurance measures, including digitizing academic and administrative facilities, promoting gender equality, and bolstering extension operations, have been attempted to be institutionalized. Since then, IQAC has played a key role in recommending several initiatives for the college to improve its quality. The IQAC successfully implemented and introduced a number of extracurricular, co-curricular, and curriculum activities during the assessment period.

IQAC was constituted with the following goals

- Documentation of the various activities leading to quality improvement.

- Improvement measures in teaching by regular inputs to all concerned based on student feedback.
- Providing inputs for best practices and extension activities for enhancing community services among students and staff. The suggestion received from students and staff are discussed in the regular IQAC meeting held at college. The IQAC prepares, evaluates and recommends the following activities as quality assurance strategies.
- Organisation of webinars / seminars for quality enhancement.
- Clean and Green Campus
- Recognizing and felicitating distinguished alumni
- Effective delivery of curriculum and enhanced usage of ICT tools

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

6.5.2

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

Response:

The goal of IQAC at St. Gregory's Teachers' Training College is to deliver high-quality instruction using creative and all-encompassing educational strategies. It contributes significantly to every facet of the institute's operations. IQAC has been regularly carrying out the following responsibilities to ensure the institution's quality.

- Delivering frequent recommendations for enhancements based on the findings of the administrative and academic audit.
- Analysis of the student feedback
- The IQAC is also enthusiastic about holding workshops for teachers to receive training and retraining in order to broaden the range of teaching approaches that they employ in their regular classroom activities.
- Creating and offering free add-on courses to close the curriculum gap between university curricula and industry demands.
- Students as stakeholders are also included in reviewing the teaching learning process by getting feedback from them in prescribed format once in each semester.
- The college also arranges parent meetings. In front of the pupils, the parents are welcomed to the college to have a conversation with the instructors. In these meetings, the teachers inform the parents of their observations regarding the student's academic progress and behavioural habits.

The IQAC starts the necessary modifications by gathering feedback from the parents regarding the institution's teaching and learning process. One indication that the course objectives have been met is the course-by-course breakdown of the university exam results.

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

6.5.3

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

Response: 15.8

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

2023-24	2022-23	2021-22	2020-21	2019-20
26	13	11	11	18

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
Any additional information	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
Feedback analysis report	View Document
e-Copies of the accreditations and certifications	View Document
Data as per Data Template	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 uses a variety of quality initiative programs to concentrate on incremental improvements in the administrative and academic domain. The management and internal quality assurance of the institutions are consulted during the implementation of the initiatives.

One of the significant academic improvements achieved in last five years is “Technological Infrastructural development”

Highlights of the quality initiatives taken by the institution

- Renovation of classrooms in to ICT enabled Class rooms.
- Computer lab renovation.
- Free Wi-Fi and internet facilities for faculty members and students.
- ICT Infrastructural renovation in seminar hall.
- Implementation of Learning management system (EMBASE) for Academic purpose
- Installation of Interactive panel in seminar hall for effective teaching learning environment.
- Introduction and implementation of a value-added course related to ICT in education
- Organized several workshops and seminar programs in Information and communication

technology (ICT)

- College website has been redesigned
- College YouTube channel created
- College Facebook page created

Another significant administrative improvements achieved in last five years is implementation of “E-Governance.

Implementation of E Governance is one of the administrative aspects of the qualitative initiative by the institution. As part of digitalization, A Management Information System (MIS) is developed by the institution. The MIS manages the details of Admission procedure, curricular practices, details of faculty members, Students and Administrative Staff in digital format which enables the institution for the easy accesses of the data sources from the institutions. As part of the digitalization, Punching System has been installed in the college since the previous accreditation process. The Internal Quality Assurance Cell is planning to make more administrative and academic resources in the digital format in the coming years.

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:

The institution possesses an efficient energy management system to ensure continuous and effective implementation of energy conservation measures. Many of the strategies adopted by the institution include Regular Maintenance, Optimizing Efficiency, Reducing Demand and Avoiding Wastage. The explanation of the strategies and instructions for the students as well as teaching and non-teaching staff are given in the policy document on Energy conservation.

Our college has Well-designed building to maximize the use of natural light and ventilation. Sensitization of staff and students to turn off lights /fans when not in use, used modern cost-effective LED lights, high wattage conventional CRT monitors have been replaced by LCD monitors in classroom and offices. Outdoor games and open gym, open yoga hall facility for both students and staff are encouraged. St Gregorios college has a policy and initiates the implementation of replacing all the lights with LEDs. Initiatives were taken to conduct awareness programmes on the use of energy efficiency among students. Apart from this Energy club of the Training College plays a major role in streamlining different ways of energy conservation among student teachers. Details of energy conservation programs organised by energy club are follows;

- In the year 2019-20 a number of energy conservation programs were organised by energy club. Mr Shakeer Ali Energy conservation trainer delivered the resource talk for the students. Dr. S Sabu, Former Principal of the college delivered an invited talk on energy conservation and student representative Shijin P Baby also presented a piece of writing on energy conservation techniques
- In the year 2021-22 college organized many programs on the effective management of energy utilisation in the institution. as part of this, institution conducted LED bulb making workshop, Mr. Majeed M teacher of AUPS Arimula led the workshop
- In the year 2022-23 institution organised a seminar for the students regarding energy management and conservation in collaboration with energy club of the college, Mr Abdul Shukkur k, Executive engineer KSEB delivered the key note address. It was an interactive session and the participants were able to discuss their doubts regarding various measures of energy management with special reference to domestic usage.
- In the year 2022-24 the programs organised by college are listed below;

1. LED bulb assembling workshop for students
2. Invited talk by Mr Anil A, sub-Engineer, KSEB Thariyode division
3. Institution started the preparation of bio gas plant and vermi-composts, alternative sources of energy with the help of management of the institution

4. Principal of Institution, delivered the resource talk for the students. Sri. Sarath Kumar, Energy Club Staff Co coordinator delivered a speech on energy conservation and the student representative, Jeevan Emmanuel Joy also presented a talk on energy conservation techniques for the student teachers.
5. Energy club organised special thought for the day in this regard.

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:

Response

The institution has a clear and effective policy on waste management. Activities of nature club and SUPW programs are very dynamic in keeping the campus clean and green. Beginning of every year as part of SUPW Student teachers conduct a one-day cleaning program in the campus. Waste management is one of the prominent features of Nature club in the institution. Institution has designed methods for management of waste generated in the campus using basic waste management strategy of 3Rs (reduce, reuse, and recycle). Reduce the amount of waste generated, Reuse everything to its maximum, after proper segregation and cleaning and keeping things which is can be recycled aside and handed over to appropriate agencies.

- 1. Solid waste Management:** Solid waste includes both biodegradable and non-biodegradable components. The non-biodegradable solid waste generated in the campus includes, paper and plastics. Biodegradable waste includes food waste and leaves. Use and throw' items like plastic cups, plates etc. are replaced by reusable items such as steel glasses and plates. Glass, paper, and metal waste is sold for recyclers. The nature club of the institution takes initiative in solid waste management. Segregation of waste is the primary activity maintained by the volunteers. During the year the volunteers of nature club had put two types of bins in all verandas and near wash areas for collecting plastic and biodegradable waste materials from each classroom. Every day the volunteers from each class will collect the same and will store it in the respective collection points in the college. From the collection point plastic waste materials are collected by Haritha Karma Sena of the ward.
- 2. E-waste Management:** E-waste mainly includes obsolete electronic devices, such as computer systems, servers, monitors, compact discs (CDs), printers, scanners, copiers, calculators, battery cells etc. E-waste is disposed of through vendors of at the collection centre of the panchayath.
- 3. Food waste management:** Food waste generated from the college kitchen and canteen is collected, decomposed, and used as manure to be used for gardening purpose.

4. Plastic and paper waste management: The institution can successfully minimise the amount plastic, paper waste. Waste paper boxes have been placed at appropriate places in the campus. The plastic and paper waste collected separately and give it to the Haritha karma sena of the panchayath.

5. Zero carbon campus

As a part of achievement of sustainable developmental goals zero carbon programmes have a prominent role. The institution has active participation in zero carbon programs organized by Meenangadi grama Panchayath. Menstrual cups are distributed to all the female students of the institution.

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

7.1.3

Institution waste management practices include

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

Response: B. Any 3 of the above

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

7.1.4

Institution has water management and conservation initiatives in the form of

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

Response: C. Any 2 of the above

File Description	Document
Income Expenditure statement highlighting the specific components	View Document
Geotagged photographs	View Document
Documentary evidence in support of the claim	View Document
Any 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:**

- St. Gregorios Teachers' Training college is constantly dedicated to maintaining a clean campus environment and provides a positive example for students, teachers, and other staff by upholding the Prime Minister's "Swachh Bharat Mission." By fostering a sense of pride in their education, students are less likely to leave garbage behind and may go above and above in preserving the environment. Maintaining cleanliness in the college is crucial for reducing the transmission of illnesses and creating a comfortable learning atmosphere for both faculty and students. As part of the clean campus initiatives, students are given awareness on the importance of cleanliness in and around the institution. Cleanliness programmes are organized inside the campus as well as outside the campus including campus cleaning, "We for Wayanad" Mission Clean Wayanad and forest cleaning "Wayanad Wildlife Sanctuary". As part of maintain cleanliness in campus following activities are organised;
- Posters signages on awareness on energy conservation and water conservation are made available in every specific location.
- Signages on awareness on preserving greenery in the campus are made available in specific locations
- Organization of, cleanliness, environmental protection etc on regular basis for all students
- Different types of dustbins are provided on campus for segregation and careful disposal of waste
- Provide Door mats in each class.

- Cleanliness activities are done as part of SUPW program
- Provide collection point for used paper
- Provide collection point for used pen
- Use of handmade dust proof chalks in classrooms

As part of the plastic free campaigning, students were given training in paper bag preparation. The green cover policy of the college had taken initiatives in the form of gardening and planting trees in and around the campus with the help of the department of Forest. Medicinal plants and Trees in the campus are tagged with name boards. The students are always encouraged to use reusable materials including carry bags, bottles, tiffin boxes etc and there by limits the production of pollutants in the atmosphere.

Sanitation

The institution provides adequate sanitation facilities such as:

- Toilet facilities for the students and staff including disable friendly toilets
- Water purifier is installed for drinking water
- Institution has a effective grey water management system.
- More than 90% of the students being females, the management established a lady's lounge for health care and support.
- Strict measures were taken including incinerators for the disposal of sanitary napkins.
- In the year 2023 in collaboration with Meenangadi grama panchayat, health, hygiene, and sanitation program organised, as part of this program menstrual cup distributed to the girls' students.

Utilizing Natural Light

The building architecture of college is designed in such a manner that permits the free flow of air and allows natural light to cover all the corners of the building. The ample natural light therefore avoids the usage of the lights in the corridors and rooms.

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

7.1.6

Institution is committed to encourage green practices that include:

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

3. Develop plastic-free campus**4. Move towards paperless office****5. Green landscaping with trees and plants****Response:** A. All of the above

File Description	Document
Videos / Geotagged photographs related to Green Practices adopted by the institution	View Document
Snap shots and documents related to exclusive software packages used for paperless office	View Document
Income Expenditure statement highlighting the specific components	View Document
Circulars and relevant policy papers for the claims made	View Document
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:** 0.24**7.1.7.1 Total expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)**

2023-24	2022-23	2021-22	2020-21	2019-20
0.21808	0.07705	0.12200	0.04110	0.10300

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:**

Our institution is situated in the Wayanad district of Kerala. The unique ecologically and geographically diverse area of Wayanad have rich historical, cultural, and agricultural tradition. An efficient teacher should utilize maximum possible local resources for the benefit of students especially in the area of history, geography, agriculture, climate, art and culture. To develop the competency in this regard, every year the institution arranges various programs for the student teachers.

- The world-famous Archaeological site “Edakkal caves” is located near the college. To know more about the life of human in megalithic period, it is the most valuable historical evidence in India. Most of the years the college organizes trips to here.
 - The famous Pazhashi Museum and Pazhashi tomb are located at a short distance from the college. As the first princely state rebellion against British rule in India, the history of Pazhashi Raja and gorilla war with tribal army were very important in Indian History. Every year the college organises trips and programs as part of Pazhashi commemoration.
 - A very famous Jain temple is located just 8 km from the college. Field visits are organized to inculcate historical knowledge in children.
 - As part of the community practice, activities were carried out to remove plastic waste and destroy invasive plants and other threats to the forest at Muthanga Wildlife Sanctuary, which is a wildlife sanctuary near the college.
 - Awareness about our ecosystem and active intervention for its conservation is very important in the present era. In association with forest and wild life department of Kerala, the institution organises orientation classes on Various topics like invasive plants, Extinction of vultures etc.
 - A teacher should have social responsibility to engage in community development and environmental protection activities. To develop the attitude, our students teachers participated in the cleanliness drive with Meenangadi Gram Panchayath in connection with “Swatch Bharath” programme.
 - Cheruvayal Raman is an Indian tribal farmer from Wayanad is known as the guardian of rare seeds. In 2023 the India government honoured him with Padmashri. Our students visited him to get experiences regarding the traditional farming.
 - Wayanad has its own art forms and culture especially from tribal communities. In the academic year 2023-24 as part of “Thamb” the community living camp, the institution invited a team named “Choot” for presenting and demonstrating traditional folk-art forms of Wayanad. Leader of this ‘Choot ‘ team was one of our alumni members.
-
- Most of the land in Wayanad is Geographically vulnerable area. Natural disasters are quite often in the district. The institution invited members of NDRF team for providing awareness session on various disaster for student teachers. The session includes the demonstration of different types of

measures may occur in and around.

- In the year 2023-24 Our students participated in the program of carbon neutral awareness campaign and exhibition organised by Meenangadi Gram Panchayath. That year Meenangadi Gram Panchayath secured first place in national level for Zero Carbon Programmes.

File Description	Document
Documentary evidence in support of the claim	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:**

St Gregarious teachers Training College has initiated several activities for the development of the community. The student teachers are expected to develop an overall perspective on their Professional and personnel life. To achieve the same St gregarious teachers training college focuses its attention on developing a favourable attitude among student teachers towards our community and in developing personally and professionally competent teachers. Based on this the institution organises two important programmes as the best practices of the college.

BEST PRACTICE 1**Title****Educational empowerment programs for community****Objectives**

- To enhance the teaching capacity of the prospective teachers.
- To provide mindful education to the community.

Context

St gregarious teachers training college organised several programmes to achieve the vision of the institution. The aims of these programmes are the development of a person including personal, emotional physical, intellectual moral and social aspects of students and series of activities were is designed to nurture the same and enhancing the teaching capacity of the students.

Practice

- **Sampoorna school Pravesana campaign:** Student teachers are participated in the awareness campaign organised by public Education department.
- **Hope project:** Tho project Hope was a program coordinated by Police dept of Kerala, our student teachers are the real strength behind the hope project.
- **Let talk 2k 23** Two-day workshop on communicative empowerment program is organised for Govt L P S Mulley in Attappadi, our student teachers interact the children for two days.
- **Koodeyirikkam Kootukoodaam:** Five days residential educational empowerment camp organised in the institution for the tribal students. Various programs organised for the development of children.

Evidences of success

The initiative taken to achieve the objectives are successful to the maximum extend. Students themselves taken responsibility of taking up different projects.

Challenges faced

1. Ensuring participation of student amidst the heavy schedule of BE d course.
2. As a self-financing college the institution did not receive any fund or grant from other agencies.

BEST PRACTICE II

Title

Intervention for ecological conservation

Objective of the practice

- To inculcate environmentally responsible behaviour among student teachers.
- To promote environmental awareness

Context

Wayanad district situated in western ghats with 40% covered by forest, the ecological sensitivity of the land poses a great threat to their educational, economic, and cultural life of the future generation. The institution arranged various programs to imbibe a sense of sustainable development of the community flavoured by ecological consciousness

The Practice

- Trekking program and awareness class were organised, Activities were also organised and taken to eradicate invasive species and cleaning program also organized
- We for Wayanad is a cleaning program undertaken by students in the surrounding locality,
- Bring back to Vultures Is a programme organised. An awareness class and poster making competition also organised

Evidence of success

Students themselves take the responsibility of taking up different projects. The active participation in relief activities during natural calamities, environmental protection activities etc.

Problems encountered

Hectic academic schedule sometimes hinders the conduct of community-oriented programmes

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:

The distinctive performance of our educational institution is based on the vision, priority and thrust area of our college. Vision of our institution is “*Mindfulness Education for Enlightenment*”. Education is the transformation process of a biological being to a divine being and the teachers are the prophets to disclose the innate virtues of every individual. It is very important for their emancipation from their ignorance, which is the root cause of all evils and miserable life. Thus our vision of mindfulness Education is based on the true spirit of our great Indian tradition and the heavenly spiritual Bishop St. Gregorios for the establishment of a society based on Justice, Freedom and Fraternity for the enlightenment of all its citizens to transform this world to a “**Vasudhaiva Kutumbakam**”.

The institution had chosen the thrust area for practicing the priority through the educational orientation by emphasizing the following priority for the mindfulness enhancement of the student teachers and the tribal students.

The distinct activity which the institution adopts in this regard was BODHI (Tribal students’ education) based on the vision of our heavenly spiritual Bishop St. Gregorios’s to transform this world to a “**Vasudhaiva Kutumbakam**”. BODHI, in this program, the student teachers are encouraged to participate in a value orientation program organized by our college and it is a Continuous program for the past five years. Several Nongovernmental organizations, teachers police department also join their hands to implement the programme by giving suggestions and necessary supports.

The program includes residential study camp, educational orientation program for both tribal students and student teachers, adoption of tribal settlements, research, home tuition etc. The orientation program is based on the principle that the tribal culture is unique with language, religion, values, knowledge etc. So the student teachers should understand the dignity of tribal culture and should respect them before going to address their educational backwardness.

For the implementation of BODHI program, the institution had designed a Programme material. The content knowledge about tribal culture was transacted by the Principal as well as the faculties of our institution. The program materials aim at the mindfulness educational enhancement of the tribal students and student teachers. Though all the students were part of BODHI, there is no compulsion from the part of the college to join into the program.

Program objectives:

To orient the student teachers about the dignity of tribal culture.

To inculcate the qualities of mindful teachers

To enhance tolerance religious faith and cultural development among student teachers

Proposed Explanations of BODHI, include, respectful attitude towards tribal culture, develop knowledge about the liberty, equality, freedom, justice etc are enshrined in Indian constitution to lead a dignified life and also to transform this world to a “**Vasudhaiva Kutumbakam**”.

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 :

Institutional Strategic Goals

- To contribute to the wellbeing of the community.
- To enhance the teaching capacity of the prospective teachers.
- To provide mindful education to the tribal community.
- Ensuring effective teaching-learning process.
- Encouraging research and innovation.
- Enhancing community extension services.
- Ensuring good governance.
- Developing social responsibility and professionalism among future teachers.
- Encouraging leadership and management skills among students.
- Ensuring effective communication with practice teaching institutions.
- Developing and maintaining physical infrastructure.
- Ensuring effective Alumni interaction.

- Developing innovative course modules.
- Apply for Integrated Teacher Education Programme (ITEP) as per the regulations of NEP- 2020.
- Introduction of new value-added courses.

- Development of e-learning resources.
- Establishment of procedures for Digital learning.
- Preparation of academic calendar in tune with the affiliated university.
- Developing outcome-based semester plans.
- Follow fair evaluation strategies.
- Encouraging maximum to address inclusiveness in practice Teaching Phases.

- Decentralization of Academic and administrative process among faculty members, non-teaching staff and students.
- Organizing skill development programmes.

- Encourage research publications of faculty and students.
- Conduct Community Extension Activities in alignment with the institutional vision and mission.
- Encourages interdisciplinary research among faculty members.
- Develop research attitude among students by encouraging productive works.
- Encourage the functioning of linkages and MoUs with external bodies and organization.

- Enhancement and utilization of digital resources.
- Enhancing waste management system.
- Upgradation of energy management system.
- Enhancing Green practices in the campus.

- Organization of skill development programmes.
- Provision of placement opportunities in collaboration with secondary and higher secondary schools and

various organization.

- Regular monitoring of Student Empowerment Programme (SEP).
- Extend scholarship facilities and documents to eligible students
- Orientation classes in various Teacher Eligibility Tests.

- Training in digital skills for administrative and teaching staff.
- Digitalization of IQAC.
- Encouraging teaching and non-teaching staff to attend leadership training courses.
- Orientation for institutional code of conduct.

- Upgradation and maintenance of environmental -friendly practices.
- Extend innovative and value-oriented educational programmes for tribal community.

The strategic planning committee oversees the implementation of the agreed strategic strategy. Periodically, the implementation will be observed. The progress report will be presented by the IQAC coordinator at the review meetings that are held at the conclusion of every year.

Concluding Remarks :

Our institution is dedicated to initiating mindfulness education to enlighten minds and transform this world into a Vasudeva Kutumbakam. We are actively working to rejuvenate our nation's rich heritage through a mission focused on capacity building and the development of appropriate values and attitudes via diverse college initiatives. In alignment with the NEP 2020, we are nurturing higher-order cognitive abilities and academic intelligence by fostering social, ethical, and emotional capacities. Our programs emphasize critical thinking, creative thinking, problem-solving, reasoning, and observational skills, grounded in transdisciplinary concepts. The college provides both practical and theoretical competence for prospective teachers, demonstrating our commitment to the vision of NEP 2020 and enhancing our readiness for its implementation. Our mission is designed around Outcome-Based Education, as highlighted by the Education Policy for the current century, and we consistently strive to achieve learning outcomes by integrating this mission with the curriculum set by the affiliating university.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
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: B. Any 3 of the above Remark : DVV has made changes as the link to the website is not operational</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 <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 3 of the above Remark : DVV has made necessary changes</p>
1.4.2	<p>Feedback collected from stakeholders is processed and action is taken; feedback process adopted by the institution comprises the following</p> <p>Answer before DVV Verification : A. Feedback collected, analysed and action taken and feedback available on website Answer After DVV Verification: C. Feedback collected and analysed Remark : DVV has made necessary changes</p>
2.2.2	<p>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</p> <ol style="list-style-type: none"> 1. Mentoring / Academic Counselling 2. Peer Feedback / Tutoring 3. Remedial Learning Engagement

	<p>4. Learning Enhancement / Enrichment inputs</p> <p>5. Collaborative tasks</p> <p>6. Assistive Devices and Adaptive Structures (for the differently abled)</p> <p>7. Multilingual interactions and inputs</p> <p>Answer before DVV Verification : A. Any 5 or more of the above Answer After DVV Verification: B. Any 4 of the above Remark : DVV has made necessary changes</p>
<p>2.3.4</p>	<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 : DVV has made necessary changes</p>
<p>2.3.6</p>	<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: B. Any 4 of the above Remark : DVV has made necessary changes</p>
<p>2.4.3</p>	<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: B. Any 3 of the above Remark : DVV has made necessary changes</p>
2.4.4	<p>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</p> <ol style="list-style-type: none"> 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 <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 3 or 4 of the above Remark : DVV has made necessary changes</p>
2.4.6	<p>Students develop competence to organize academic, cultural, sports and community related events through</p> <ol style="list-style-type: none"> 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 <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 4 of the above Remark : DVV has made necessary changes</p>
2.4.10	<p>Nature of internee engagement during internship consists of</p> <ol style="list-style-type: none"> 1. Classroom teaching 2. Mentoring 3. Time-table preparation 4. Student counseling 5. PTA meetings 6. Assessment of student learning – home assignments & tests 7. Organizing academic and cultural events 8. Maintaining documents 9. Administrative responsibilities- experience/exposure 10. Preparation of progress reports

Answer before DVV Verification : A. Any 8 or more of the above
 Answer After DVV Verification: B. Any 6 or 7 of the above
 Remark : DVV has made necessary changes

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**

Answer before DVV Verification : A. Any 4 or more of the above
 Answer After DVV Verification: B. Any 3 of the above
 Remark : DVV has made necessary changes

2.7.2 Average pass percentage of students during the last five years

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
53	51	52	48	48

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
52	52	51	49	48

Remark : DVV has made changes based on mismatch in input and supporting documents shared by HEI

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**

Answer before DVV Verification : A. All of the above
 Answer After DVV Verification: B. Any 3 of the above
 Remark : DVV has made necessary changes

3.3.1	<p>Average number of outreach activities organized by the institution during the last five years..</p> <p>3.3.1.1. Total number of outreach activities organized by the institution during the last five years.</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="308 349 1046 483"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>10</td> <td>10</td> <td>05</td> <td>04</td> <td>12</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="308 562 1046 696"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>5</td> <td>4</td> <td>0</td> <td>7</td> </tr> </tbody> </table> <p>Remark : DVV has made changes only considering the activities of community outreach as detailed report with photographs are not shared by HEI</p>	2023-24	2022-23	2021-22	2020-21	2019-20	10	10	05	04	12	2023-24	2022-23	2021-22	2020-21	2019-20	4	5	4	0	7
2023-24	2022-23	2021-22	2020-21	2019-20																	
10	10	05	04	12																	
2023-24	2022-23	2021-22	2020-21	2019-20																	
4	5	4	0	7																	
3.3.2	<p>Percentage of students participating in outreach activities organized by the institution during the last five years</p> <p>3.3.2.1. Number of students participating in outreach activities organized by the institution during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="308 1095 1046 1229"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>105</td> <td>105</td> <td>106</td> <td>105</td> <td>100</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="308 1308 1046 1442"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>105</td> <td>105</td> <td>106</td> <td>0</td> <td>100</td> </tr> </tbody> </table> <p>Remark : DVV has made changes based on prev metric</p>	2023-24	2022-23	2021-22	2020-21	2019-20	105	105	106	105	100	2023-24	2022-23	2021-22	2020-21	2019-20	105	105	106	0	100
2023-24	2022-23	2021-22	2020-21	2019-20																	
105	105	106	105	100																	
2023-24	2022-23	2021-22	2020-21	2019-20																	
105	105	106	0	100																	
3.3.5	<p>Number of awards and honours received for outreach activities from government/ recognized agency during the last five years</p> <p>3.3.4.1. Total number of awards and honours received for outreach activities from government/ recognized agency during the last five years.</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="308 1803 1046 1937"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>03</td> <td>02</td> <td>00</td> <td>00</td> <td>02</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="308 2016 1046 2092"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2023-24	2022-23	2021-22	2020-21	2019-20	03	02	00	00	02	2023-24	2022-23	2021-22	2020-21	2019-20					
2023-24	2022-23	2021-22	2020-21	2019-20																	
03	02	00	00	02																	
2023-24	2022-23	2021-22	2020-21	2019-20																	

2	1	00	00	0
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Remark : DVV has made changes excluding certificates of appreciation and participation

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

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

Answer before DVV Verification : A. All of the above

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

Remark : DVV has made changes based on the report shared by the HEI excluding option 3

4.3.3 Internet bandwidth available in the institution

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

Answer before DVV Verification : 500

Answer after DVV Verification: 50

Remark : DVV has made the changes based on the supporting documents shared by the HEI

5.2.3 Percentage of students qualifying state/national level examinations during the last five years (eg: NET/SLET/ TET/ CTET)

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
00	31	42	23	35

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
00	0	42	23	35

Remark : DVV has made changes based on supporting documents shared by HEI
(https://assessmentonline.naac.gov.in/storage/app/hei/SSR/117048/5.2.3_1725170940_16112.pdf)

2.Extended Profile Deviations

ID	Extended Questions																				
1.3	<p>Number of seats earmarked for reserved category as per GOI/ State Govt. rule year wise during the last five years..</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>9</td> <td>9</td> <td>9</td> <td>9</td> <td>8</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>9</td> <td>8</td> <td>9</td> <td>9</td> <td>8</td> </tr> </tbody> </table>	2023-24	2022-23	2021-22	2020-21	2019-20	9	9	9	9	8	2023-24	2022-23	2021-22	2020-21	2019-20	9	8	9	9	8
2023-24	2022-23	2021-22	2020-21	2019-20																	
9	9	9	9	8																	
2023-24	2022-23	2021-22	2020-21	2019-20																	
9	8	9	9	8																	
1.5	<p>Number of graduating students year-wise during last five years..</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>52</td> <td>52</td> <td>51</td> <td>50</td> <td>48</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>52</td> <td>52</td> <td>51</td> <td>49</td> <td>48</td> </tr> </tbody> </table>	2023-24	2022-23	2021-22	2020-21	2019-20	52	52	51	50	48	2023-24	2022-23	2021-22	2020-21	2019-20	52	52	51	49	48
2023-24	2022-23	2021-22	2020-21	2019-20																	
52	52	51	50	48																	
2023-24	2022-23	2021-22	2020-21	2019-20																	
52	52	51	49	48																	