SELF STUDY REPORT

FOR

1ˢᵗ CYCLE OF ACCREDITATION

SREE VIVEKANANDA TEACHER EDUCATION CENTRE AKKIKKAVU

SREE VIVEKANANDA TEACHER EDUCATION CENTRE
AKKIKKAVU,THRISSUR DT,KERALA-680519
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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

SREE VIVEKANANDA TEACHER EDUCATION CENTRE, AKKIKKAVU in Thrissur District (SVTEC), a self financing co-educational teacher education centre affiliated to University of Calicut and recognised by NCTE. The Centre was established in the year 2005 under Sree Vivekananda Educational and Charitable Trust, a non profit organization governed by independent board of directors with a vision of empowering inner self through education by providing quality teacher education. The Chairman of the Trust is Shri T.R. Shanmughan, who leads the Governing Body that oversees the Trust and has made noteworthy contributions in the field of education. Senior-level professionals who oversee and direct the organization's long-term strategy and vision make up the Board of Directors. The institution follows the curriculum and syllabus approved by Calicut University and NCTE(National Council for Teacher Education).

Students are admitted through a centralized admission process followed by the University of Calicut. Every year the institution admits a total 105 students by observing all the terms and conditions of the state government and the University norms of centralized admission procedure.

The Centre offers six optional subjects for the two year B.Ed programme : Commerce, English, Malayalam, Natural science, Physical science, and Social Science.

SREE VIVEKANANDA TEACHER EDUCATION CENTRE AKKIKAVU is situated in the side of the Kozhikode-Thrissur National highway 30 Kilometer away from Thrissur which is the cultural capital of Kerala. The college is in the Porkulam panchayath Agathiyur village , Thrissur district. The college is around 6 km away from Kunnamkulam, which is an old commercial town, with an ancient history. It is famous for its printing and book-binding industry. The famous Guruvayoor Sree Krishna temple is only 13 kilometre away from the Centre and the nearest railway station is also at Guruvayoor.

The peaceful, restorative atmosphere of the college campus is perfect for scholarly endeavors. The aim of the centre is to achieve its vision and mission through various efforts. Every year, the design and implementation of curricular and co-curricular events are made by the centre in accordance with the laws and regulations of the Calicut University, Government of Kerala and the National Council of Teacher Education.

Vision

"The vision of the institution is **Empowering Inner Self through Education".**

 (We aim to create dedicated teachers by inculcating the values of teaching.)

*According to Swami Vivekanand*a. The aim of education is "*the manifestation of perfection already existing in man*". Education, at its core, seeks to unveil the innate perfection within every individual. It is not merely about imparting knowledge but nurturing values that foster a life of quality and fulfillment. **Love, Sincerity**, and **Patience** stand as pillars that guide humanity towards this ideal existence. Love teaches us compassion and empathy, enabling us to connect deeply with others and understand their perspectives. Sincerity instills honesty and integrity, anchoring our actions in truth and authenticity. Patience cultivates resilience and tolerance,

empowering us to navigate challenges with grace and perseverance. When these values are ingrained through education, they shape individuals who contribute positively to society. Thus, education becomes not just a means to acquire skills, but a transformative journey towards manifesting our inherent potential and striving for excellence in all facets of life.

Inculcating values like **Love, Sincerity**, and **Patience** can certainly help to create dedicated teachers who are passionate about their profession and committed to their students' growth and development. The institution aims to develop intellectually competent, morally upright, physically integrated and socially committed teachers for service in the emerging world scenario of education.

Mission

"LEARN LEAD & SERVE"

The institution aims to develop intellectually competent, morally upright,physically integrated and socially committed teachers for service in the emerging world scenario of education.

Holistic development through quality education with a human touch, by including human values such as love, sincerity, empathy, cooperation and constitutional values

The mission stated above implies

- To achieve and sustain excellence in teacher development through

experimentation and innovation.

- To inculcate a new work culture for improving the practice of education through

research, extension and training.

- To empower through education people who are economically and socially

challenged.

- To foster values of the new global scenario such as quality consciousness, eco-friendliness, sustainable development and love for fellowmen.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Progressive and idealist management committee.

- Academically, Sree Vivekananda Teacher Education Centre Akkikkavu excels, producing outstanding results.
- The college's ideal location is beside the Thirssur-Calicut National Highway 47 bypass road.
- Meticulous planning ensures effective curriculum transfer.
- IQAC is vibrant.
- Alumini, PTA, Heads of Practice Teaching Schools, and staff members comprise the supportive subsystem.
- Knowledgeable, energetic, and dedicated faculty.
- The exceptional amenities include a campus with Wi-Fi access, well-equipped labs, an automated library with e-journals, reference books, newspapers, and periodicals, as well as sufficient sports facilities, including a yoga centre and indoor activities.
- Value-driven curriculum collaboration.
- High results in teacher eligibility tests (SET, CTET)
- Transparent admissions processes help to ensure fairness and equal opportunity for all applicants, regardless of their background or circumstances.
- The Centre has a Memorandum of Understanding (MoU) with various institutions, including Concord English Medium Higher Secondary School, PSM Dental College, and Green Aspire.

Institutional Weakness

Institutional Weaknesses:

- Minimal efforts are made to link academic institutions with other research institutions and mobilize national, international, and state research funds.
- The absence of formal service training programmes such as NCC, NSS, Scouts, and Guides
- Lack of hostel facilities for students.
- Lack of institutional transportation arrangements

Institutional Opportunity

Institutional Opportunities:

- The SVTEC Charitable Trust committee, with its diverse and well-experienced membership, can assist with every aspect of the Centre's development.
- There is further scope for starting a Masters Programme in Education in the Centre.
- Scope for starting a four-year integrated B.Ed. programme
- Opportunities to begin more structured, in-depth courses for skill development and career courses to investigate students' multiple talents.
- More concentrated use of alumni's resources and expertise
- Creation of an online platform to help with placement.

Institutional Challenge

Institutional Challenges:

- The enriched and advanced curriculum faces transactional issues due to the diversity of learners and subject diversity in the B.Ed programme.
- In today's institutional setting, improving students' communication and teaching abilities has emerged as a key challenge.
- Keeping pace with the rapid changes in higher education.
- There is a high cost involved in procuring and maintaining instructional and informational resources.
- Expansion or Renovation: If feasible, expanding the physical infrastructure of the institution or renovating existing facilities can provide additional space. This may involve constructing new buildings, adding wings to existing structures, or repurposing underutilised areas.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Sree Vivekananda Teacher Education Centre Akkikavu follows the syllabus prescribed by the University of Calicut. Every academic year, the Inhouse Curriculum Planning Committee, in collaboration with IQAC and Staff Council, external experts, former students, employers, and teaching practice school members, get together to plan and implement a variety of curricular activities uniquely. The centre has regular inhouse practice of planning and reviving curriculum adapting to the local context.   Curricular and co-curricular activities aim to instill values and skills in the next generation of teachers. This will enable them to be socially conscious, flexible, and professionally competent enough to take up the challenges of the future.

The vision and mission of the Centre are reflected in the curriculum design. The program integrates social and ethical ideals, personal development, basic skills, and intellectual knowledge. The course and program results are structured to meet the demands of the national, international, regional, and local communities. The Centre maintains an academic calendar, handbook, annual plan and semester plan, curricular activities action plan, college union plan, which keep in focus of programme learning outcomes and course learning outcomes. Every academic year starts with a student induction programme and a teacher orientation programme. The curriculum is systematically transacted to develop competencies, skills and qualities to transform the student teachers to academically excellent professionally competent future teachers.

In the execution phase, remedial actions are implemented and shortcomings are appropriately fixed based on prior feedback from the students, other stakeholders, alumni, and teaching practice schools.

Community living camps, case studies, peer tutoring, project-related studies, ICT-based teaching-learning, community interactions, and educational surveys are just a few of the learning tactics and modalities that are included in the curriculum. This is accomplished by conducting pedagogic and learning activities with proper planning, preparation, implementation, and evaluation in a methodical manner.

The Staff Council meets once a semester to discuss the annual academic calendar and to create and implement monthly plans for efficient curriculum development, delivery, and assessment. During curricular transactions, local settings, societal requirements, and current challenges are also given critical consideration.

Teaching-learning and Evaluation

Sree Vivekananda Teacher Education Centre Akkikavu has worked intensively and continuously to introduce creative teaching and learning approaches.

Our centre gave more emphasis to a learner-centered curriculum. It supports the needs and requirements of students.In order to enhance the faculties of the institution various faculty development programs are conducted and teachers are also encouraged to explore new instructional technologies and are made aware and experiment with ICT tools.   Every student uses an LMS and proper technologies to facilitate the teaching learning process and multiple mode approaches like experiential learning, problem solving methodology, brainstorming, group discussion, online mode are adapted by teachers to teaching learning process for enhancing diverse learning in students . To maintain quality in teaching, learning and evaluation our efficient faculty members provide offline/online study materials, constructive based lesson plans, multi-strategic teaching, ICT-enabled teaching, blended teaching and workshops, practical sessions for improved comprehension, internet facility on campus, invited resource persons, role play method, buzz sessions, student interactions, quizzes, project works, tasks and assignments, creation of educational documentaries and short films, study tour, extended library hours, mentor-mentee programs, remedial teaching, community living camps, extension activities, regular internal assessments, Final external assessment and endowments and scholarships for students. Since drama and art program activities and understanding self workshops foster cultural, social, and ethical growth, they form a crucial component of the cultural exchange. Activities related to Language Across Curriculum help students to become more familiarised in different languages. According to the curriculum our institution planned, executed, and assessed the teaching-learning process effectively. Based on the academic calendar, regular assessment procedures are done by teachers and noted in the teacher's diary. Well made schedules and proforma are used to get feedback on many elements from various students. This helps to analyse and interpret the data to enhance the further improvement of the institution. It naturally promotes the advancement of quality.In Order to improve academic transaction-related disciplines Seminars and workshops conducted by subject experts

Student teachers can become more informed with the modern elements of the teacher education curriculum with the aid of the initial orientation programs.Diverse discussions and original ideas are combined in the teaching companionship to provide a variety of curricular transaction levels. The institutional faculty members' involved in research projects like case study , inventory in affective domain,action research on reflective practices, techno-pedagogy, and critical pedagogy contributes to curriculum development and execution by associating modern teaching and learning trends and innovative techniques.

The students are enrolled in the Centre according to the norms of NCTE and University of Calicut. SC, ST, OBC and EWS students are given due weightage. The entry level performance of student teachers are assessed through various levels such as Interview, Collecting student profiles, self introduction, talent hunt programme etc.

Infrastructure and Learning Resources

The built-up area of the SREE VIVEKANANDA TEACHER EDUCATION CENTRE is 2,192 square meters. The excellent facilities at the college suitably fulfill the requirements for extracurricular, co-curricular, and academic activities.

An automated. This institution has worked hard to provide a complete environment for learning and development. The presence of multiple labs, such as the language, ICT, physical science, psychology, natural

science and social science labs, demonstrates a dedication to experiential learning and research opportunities. Access to educational materials is improved by the availability of digital resources, Wi-Fi, e-journals, and library automation. The importance of comprehensive student development is emphasized by the focus on sports and physical education provided by a dedicated physical education room, fitness centre, and multipurpose playfield. Furthermore, the college's environmentally conscious programs, such as collecting rainwater and maintaining medicinal gardens, show a dedication to sustainability and environmental consciousness. The built space clearly demonstrates the institution's adherence to NCTE standards, guaranteeing sufficient resources for administrative, instructional, and extension functions. Good ventilation, lighting, and environmentally friendly projects are examples of sustainable design features that demonstrate the institution's dedication to environmental responsibility and efficiency. There is a broad range of facilities created especially for education, including computer studies, psychology, language, and natural and physical science laboratories, as well as smart classrooms. These labs are well-stocked with tools, supplies, and technology, which allows for hands-on learning. The academic environment is further enhanced with Learning Management Systems (LMS), an automated library, reading room, multi-functional ground, and assembly hall. The inclusion of extra infrastructural features including parking, CCTV surveillance and a campus with Wi-Fi access, a comprehensive approach to the safety and well-being of students. In addition to academic activities, the provision of distinct amenities such as a sick room, counseling room, and women's cell area demonstrates care for the welfare of students.

Student Support and Progression

The students are considered the backbone of the institution; their growth and development are also the success of the institution. Sree Vivekananda Teacher Education Centre is always looking forward to creating skilled and passionate teachers who can make desirable changes in society. To acquire such skills, student teachers have to go through many curricular and co-curricular activities. Hence, the institution provides great support to the students to participate in all activities and ensures other beneficial help when they are in need. The institutional support gradually increases progressiveness among students, and this will lead to a mutual benefit between students and institutions. The college provides a divyangjan-friendly atmosphere in college and makes sure their special needs are satisfied. Various skill development programmes are always encouraged in the college to take the student teachers to the next level, and a grievance cell is active in the college to solve the anxieties and problems of students, which provides a safe atmosphere for the students. Apart from that, the alumni and college have a strong bond; many skill-enhancing workshops and motivation classes are commonly conducted by alumni, and the funds raised by the alumni members are accurately used to solve the financial crises of students.

The institution also takes various initiatives to promote an inclusive environment by organising vivid programmes. For the smooth running of the college and for students, different cells and committees are created, and it also helps the institution in all aspects. In order to create a peaceful atmosphere and reduce stress, yoga classes are always promoted, and it is beneficial for their mind and spirit and the centre also conducts job fairs with the support of alumni members to help needy students. The window of the college is always open for all students who need any academic or nonacademic support, and giving encouragement to the students and watching their professional growth is a source of pride for the institution.

Governance, Leadership and Management

The institutional governance is done by the Trust, managed by the chairman. Decentralization is implemented

effectively. Academic and administrative councils are the supreme bodies of the centre. The manager is the chairman of these bodies. The principal is the academic head. The management committee makes important decisions after consulting with the principal and the faculty members. The teachers, non-teaching staff, students and alumini are involved in different levels of decision-making. The flow of communication exists in both directions in the organisational structure. Decentralization process ensures democratic academic decisions at all levels as per university norms. At the department level, suggestions from all faculty are taken into account for curriculum transactions, teaching, learning and evaluation process. Student representatives play a role in controlling the departmental activities, in support of staff. All administrative functions come under the overall control of the manager. All the academic and administrative activities are under the purview of management. At the faculty level, representatives from different departments take roles in pedagogical instruction. In addition, all faculty members take charge of laboratories, different cells, clubs, programmes, committees etc.

This institution followed a performance appraisal system as a part of feedback analysis.

Internal Quality Assurance Cell (IQAC) is to develop a system for conscious, consistent, and catalytic improvement in the performance of the institution. Periodic interaction among the heads of departments and faculties is encouraged by the IQAC for quality analysis and performance.

IQAC plays a crucial role in maintaining a culture of quality within an institution by developing and implementing quality initiatives, organizing workshops and seminars to enhance quality awareness, conducting internal audits, and fostering a culture of continuous improvement. Institutions give importance to e-governance. As a part of that, the college provides ICT facilitated classroom and a Moodle LMS system established to enhance online teaching. The library is automated with the integrated library management software KOHA.

Institutional Values and Best Practices

This criteria refer to the standards for evaluating an institution of higher learning's institutional values and best practices are referred to in this. This criterion evaluates the SVTEC attempts to advance best practices in teaching and learning, as well as its commitment to moral and social fundamentals. This criterion assesses the organization's attempts to establish and uphold a unique institutional culture and identity. Encourage best practices in teaching and learning. Encourage ethical ideals and social responsibility among students, staff, and faculty. When evaluating an institution based on this criterion, proof of its dedication to principles like inclusion. The evaluation conducted in accordance with this criterion seeks proof of the institution's dedication to ideals like diversity, inclusive and social justice, in addition to its initiatives to advance sustainability, innovation, and community involvement.

The process of becoming a teacher involves developing multidisciplinary perspectives and knowledge, forming attitudes and dispositions, and practicing under the best mentors. Teachers need to be up-to-date on the most recent developments in pedagogy and education, but they also need to have a solid foundation in Indian values, languages, knowledge, ethos, and traditions. Our institutions successfully implemented an innovative strategic plan and programs while adhering to the vision and mission. The student teachers are given more consideration in the more advanced programs, such as field trips, fund raising for charities, etc. In addition, regular programs our institution have best practices, like "*Parivarthana*" promotes students to make useful products from waste and "*Samabhavana*" promotes education for equal respect for all religions. Eduyoga is a unique system that integrates yoga and education to promote holistic development of students and reflects the idea of institutional distinctiveness.

Research and Outreach Activities

Sree Vivekananda Teacher Education Centre provides a research-oriented atmosphere through the classroom teaching and learning process. Since the institution is under self-financing single management and no other government funds have been received, it has not been able to provide significant contributions in research areas. However, the management and teachers try to do all academic activities systematically in a research-based manner. The institution has prepared an ecosystem for teachers and students to develop an interest in research. Book publication and seminar participation have been done by the teachers. Outreach programmes are the key to a real-world experience. Outreach initiatives educate students about their roles and responsibilities in the community. It helps to advance the educational objectives of citizenship training by fostering the growth of a variety of abilities, including soft skills, leadership, and teamwork. Above all, the future educators will develop themselves into conscious, kind, compassionate, and charitable people who value society as a whole. As the Centre works towards the overall development of students, it believes that a student's development is not confined to the classroom only, so it tries to conduct outreach activities as well. Social service activities like cleaning the locality, visiting places of social and historical importance, organising awareness programmes in association with local health organisations, providing services for differently-abled children, etc. are carried out with great importance. Various important national celebrations are carried out by the institution, which helps to inculcate a patriotic feeling among students. The Centre celebrates national priority programmes such as Swachh Bharat, AIDS awareness, yoga, etc.

Through the celebration of important national days, students are able to accept and also respect the diversity of our country. In the area of collaboration and linkages, the centre has signed a MoU with the Aspire Greens, institutions near the locality, and more than 30 schools for internship programmes. Academic activities like criticism, initiatory activities, etc. are connected with schools in our locality. Schools act as a platform for students to do various innovative programmes. Several community-based activities are organised by the centre.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SREE VIVEKANANDA TEACHER EDUCATION CENTRE AKKIKKAVU
Address	SREE VIVEKANANDA TEACHER EDUCATION CENTRE AKKIKKAVU,THRISSUR DT,KERALA-680519
City	THRISSUR
State	Kerala
Pin	680519
Website	www.svtec-kerala.org

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal	Lillymol K J	04885-284331	9447156732	-	svtectc@gmail.com
IQAC / CIQA coordinator	Sajitha C M	04885-281738	9746604168	-	sajumolu@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 minroity 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	01-06-2005	420	There is no valid end date for the recognition from NCTE

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

Location and Area of Campus				
Campus Type	**Address**	**Location***	**Campus Area in Acres**	**Built up Area in sq.mts.**
Main campus area	SREE VIVEKANANDA TEACHER EDUCATION CENTRE AKKIKKAVU,THRISSUR DT,KERALA-680519	Rural	2.948214	2192

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BEd,Education,	24	Degree	English	105	105

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				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				16			
Recruited	0	0	0	0	0	0	0	0	2	14	0	16
Yet to Recruit	0				0				0			

	Non-Teaching 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				4
Recruited	0	4	0	4
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 Qualificatio n	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	1	0	1
PG	0	0	0	0	0	0	0	13	0	13
UG	0	0	0	0	0	0	0	0	0	0

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

Part Time Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	1	0	0	1
M.Phil.	0	0	0	0	0	0	1	0	0	1
PG	0	0	0	0	0	0	2	1	0	3
UG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	**Male**	**Female**	**Others**	**Total**
	0	0	0	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	4	0	0	0	4
	Female	101	0	0	0	101
	Others	0	0	0	0	0
Certificate / Awareness	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

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

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	0	2	1	0
	Female	9	7	8	7
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	1	1	1	1
	Others	0	0	0	0
OBC	Male	2	0	3	4
	Female	50	45	46	48
	Others	0	0	0	0
General	Male	3	1	1	1
	Female	35	53	45	43
	Others	0	0	0	0
Others	Male	0	1	0	0
	Female	0	0	0	1
	Others	0	0	0	0
Total		100	110	105	105

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The National Education Policy 2020 advocates for multidisciplinary education to promote individuals' holistic development through exposure to various fields of knowledge. By encouraging a multidisciplinary or interdisciplinary approach to education, there will be a possibility for a desirable change among students. Apart from acquiring subject knowledge and practical skills, a student teacher must learn a variety of knowledge and experience to polish their personality and professional qualities. Hence, as a teacher education centre, the responsibility of any institution is to implement the new approach as envisaged by NEP 2020. To enrich the teacher trainees with knowledge, experience, and practical skills, the institution always provides vivid programmes, activity-oriented classes, skill development programmes, outreach activities, innovative programmes, moreover Yoga education is encouraged by the institution to reduce stress and acquire new knowledge among students and By encouraging cooperative and collaborative learning strategies, students could develop qualities like cooperation, empathy, and leadership skills and also understand the value of cooperation in life. Apart from that, the institution always looks forward to providing new experiences to the flourishing teacher trainees to help them achieve their full potential.
2. Academic bank of credits (ABC):	Sree Vivekananda Teacher Education Centre Akkikkavu is ready to meet the Academic Bank of Credits criteria outlined in NEP 2020. This credit system is more flexible and student-oriented, and ABC helps students keep their credit digitally. Obtaining our student digital certificates accessible through the college has been ongoing. Our college is affiliated with Calicut University and is awaiting the university's registration with ABC when ITEP starts.
3. Skill development:	Sree Vivekananda Teacher Education Centre,Akkikkavu has successfuly implemented curriculum transaction stratergies to develop their skills. Courses prescribed by the university are designed with a strong emphasis practical, hands,-on learning experiences to become a good teacher.Training are provided for the development of students' ICT, craft, personality etc. Yoga, physical education art education SUPW etc are the part of curriculum. it will help to develop students overall

development of students. Art integrated learning is a part of the curriculum is helps students develop their creativity in teaching-learning. Talents day, Artsday, sportsday etc are the main ways to students skill development. As a part of college activities different cells and clubs conducts different programmes. All these programmes allow to promote skill of students. Skill development of students based on their interests, aptitude, individual difference etc. College provides different activities for the development of teaching-learning process.To enhance the learning experience in modern trends, the college has integrated technology into its skill development programmes. This includes e- assesment tools, online resources, and. digital tools. In line with NEPs encouragement of innovation the college conducts mentorship programmes provide opportunities for students to develop and implement their innovative ideas.The college actively participated in virtual workshop on VENTEL action plan provided by Vocational Education Nai Talim and Experimental Learning and related activities were carried out.Students internship programme also helped to improve the overall development of students. Students during the internship programme did all the school activities and developed their skills. Students conducted sportsday , artsday, workexperience programme, all curricular and co-curricular activities in school. This practical experience is a good skill development programme to students.College PlacementCell and jobfair during the time of alumini meet also the main source of skill development of students.

4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	To promote the local language, art, and culture, it is a regular practice at the institution to conduct cultural activities twice a month on Friday conducted.Folk song, dance, speech skit, etc.... are presented on the day.Furthermore, students are encouraged to present various cultural activities during the community living camp, Talents day.. etc and to enhance their skill various workshops are conducted. Apart from that, all the special days are celebrated in harmony, and along with each programme like Onam, Christmas, and Eid, most of the special day institutions conduct various programmes to preserve and transmit culture. During the assembly, newspaper reading and speeches are encouraged in both English

	and Malayalam. The college magazine is also rich in the mother tongue and English languages.
5. Focus on Outcome based education (OBE):	Outcome based education provided to 2021-23 batch an action plan was formed under the guidance of IQAC. A course theme was formed for monitoring CO PO mapping. The outcomes of the curriculum are clearly explained to the students in the induction programs. Principal along with faculty members, class teachers, mentors, course coordinators and program coordinators also inform the students and create awareness to attain out comes. During the beginning of each semester respective teachers of each course will explain about theory practical's, task and assignments and the pattern of question which will measure course outcomes. The learning outcomes of programs are observed and measured periodically. The students are also communicated about the course outcomes. The course theme under the guidance of IQAC evaluate the attainment of CO PO periodically and corrective measures are also suggested. Variety of curricular, co-curricular and pedagogical activities are conducted to attain the POS and COS. Assessment of attaining outcomes are done in two ways - Direct and indirect ways. Course outcomes are measured directly by internal and external evaluation, task and assignments. Indirect assessment done by feedback mechanisms. The goal of OBE is to identify the areas of strength and weakness in the student's educational progress and to device strategies to improve the individual performance of the students.
6. Distance education/online education:	The COVID pandemic situation compelled institutions to have a definite program for comprehensive online education. Our institution has taken advantage of the opportunity and capabilities of our faculties and infrastructure by delivering courses via online platforms. For 2 semesters students were able to complete the regular B.Ed curriculum through online platforms. Classes were handled through Gsuite. Google meet and google classrooms. The institution uses web portals, presentations, seminars, games quizzes, teaching learning processes. SVTEC encourages the use of ICT enabled tools including online resources for effective teaching learning process. In our institution, all the classrooms are ICT enabled with TV installed and campus is enabled with Wi-Fi connections. The faculty of SVTEC uses

various ICT-enabled tools like Google Meet YouTube blogs animation apps etc to enhance the quality of teaching and learning. WhatsApp is also used as a platform to post course-related information and messages. Video recording e-content development and participation in ICT courses make the students able to carry out online education with their own content. Teachers and students attend several online seminars to expand their knowledge beyond the curriculum.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Sree Vivekananda Teacher Education Centre Akkikkavu has actively engaged in electoral literacy initiatives, notably through the establishment of the Electoral Literacy Committee at the college level. Mrs. Manjula.V, senior faculty in education was appointed by chairman. Supervision of the committee provided by the principal. This committee functions as a sub-committee under the college union. The student coordinator is Athira P. K, Social science option of 2023-2024 batch. The committee plan various activities adhering to guidelines outlined by the university of Calicut The college is responsible of molding students into responsible citizens of a democratic country The college is conducted college election to molding democratic values among students College also conducted various programmes aimed at improving electoral participation among young citizens of India It also helped to molding the democratic values like equality, liberty Justice etc among children
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,	The Electoral Literacy Club in our college played an important role in various significant activities like voters day pledge taking ceremony, National Voters Day on January 25th, the voter ID - Aadhaar Card Linking awareness class. The College Union Election conducted annually, proving students with practical experience of election process as voters. The students First of all understand various posts, then gave nominations of all posts, after few days Some

commercial sex workers, disabled persons, senior citizens, etc.	students withdrew their names. Final list of students published and election conducted in a democratic way. Before the election, meet the candidate also conducted .This experience establishes a strong foundation for students in democratic values and method of elections preceding the elections a session conducted to raise awareness about the importance of the Parliamentary mode of elections democracy The College Union integrates its activities with the Electoral Literacy Club, the college gave training to democratic election and nurturing future leaders. The Electoral Literacy Committee programmes helped to become good citizens of India.
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.	The college has conducted an Electoral Literacy Programme with the aim of both students and the local community regarding the importance of electoral participation. College conducted seminars and interactive sessions of subject matter experts in the field. The curriculum incorporates topics related to the constitution of India, fundamental rights and duties, Articles, preamble of constitution etc. The inclusion of these topics courses serves to instill an appreciation for democratic values, ethical voting practices, and the imperative of electoral literacy. Students within the institution actively participated in various activities like producing educational materials such as posters, slogans, essays, speeches, articles addressing issues related to elections etc. All these programmes conducted the college's commitment to fostering civic awareness among students. All this programmes helped students to become a good citizen of India
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.	The eligible qualification for admission to the Undergraduate (UG,) programme in Bachelor of Education (B. Ed,) is a degree in any discipline. Consequently, the minimum age of students enrolled in the institution is consistently above 20 years. During the admission process, the institution checks whether students have registered on the electoral roll through a survey. The institution conducted various orientation programmes to encourage students to complete the registration process for inclusion in the electoral roll. All these helped students to become good citizens of India.

Extended Profile

1 Students

1.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
210	212	209	200	196

File Description	Document
Institutional data in prescribed format	[View Document]
Any other relevant information	[View Document]

1.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
105	105	110	100	100

File Description	Document
Letter from the authority (NCTE / University / R	[View Document]
Institutional data in prescribed format	[View Document]

1.3

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

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

File Description	Document
Institutional data in prescribed format	[View Document]
Central / State Govt. reservation policy for adm	[View Document]

1.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
105	107	99	100	96

File Description	Document
List of final year students with seal and signat	[View Document](#)
Institutional data in prescribed format	[View Document](#)

1.5

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

2022-23	2021-22	2020-21	2019-20	2018-19
104	107	97	100	96

File Description	Document
Institutional data in prescribed format	[View Document](#)
Consolidated result sheet of graduating students	[View Document](#)

1.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
105	105	110	100	100

File Description	Document
Institutional data in prescribed format	[View Document](#)
Enrollment details submitted to the state / univ	[View Document](#)

2 Teachers

2.1

Number of full time teachers year wise during the last five years..

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

File Description	Document
Institutional data in prescribed format	[View Document](#)
Copy of the appointment orders issued to the tea	[View Document](#)

2.2

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

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

File Description	Document
University letter with respect to sanction of p	[View Document](#)
Any other relevant information	[View Document](#)

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
38.95	16.83	13.60	17.47	17.16

File Description	Document
Audited Income Expenditure statement year wise d	[View Document](#)

3.2

Number of Computers in the institution for academic purposes..

Response: 21

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:

Our institution's B.Ed course is affiliated to the University of Calicut. The institution swots the curriculum of the University and applies using all possibilities from the social resources in Kunnamkulam municipality. The curriculum reviewing process is conducted under four committees in the institution namely Curriculum Planning Committee, IQAC, Staff council and Stakeholders' union.

Curriculum Planning Committee

The institution has a curriculum planning committee. The members of this committee are the President (Principal), the Representative of the University board of studies, the Senior teacher of the nearest high school, the Senior teacher educator, the Alumni president, and the Student Union Chairman. The main objective of this committee is to construct the university curriculum based on local situations and availability of social resources. The core objectives are

- To organize discussion for preparing academic calendar

- Planning learning activities that validate the mission, vision PLO and CLO of the institution.

- To plan Co-curricular activities that develop the professional competence of student teacher and student teacher educator

The present members of the curriculum planning committee are;

President: Smt, Lilly Mol K.J(**Principal**)

Expert : Dr.Sankaranarayanan Paleeri (Assistant Professor, N S S Training College Ottappalam)

Executive members:

Sajitha C M (IQAC Coordinator)

Sunil C V (Teacher from internship school)

Manjula V (Senior Teacher Educator,)

Aneesh M A (Member, Alumni Association)

Anusree V V (Chair Person)

Every year, this committee meets one month before the academic year and discusses the facts to be included in the academic calendar and directed to prepare the academic calendar to the staff council through a senior teacher educator. After the preparation of the academic calendar senior teacher educator presented in front of the next staff council for final approval.

IQAC

IQAC monitors curricular and co-curricular activities of the institution. The coordinator of the IQAC is a senior teacher educator.

Staff Council

The staff council of the institution discusses in detail the inclusion of socio-cultural resources in the curriculum. Curriculum is discussed here at a micro level to relate it to the institutional context. Academic calendar will be approved in the first meeting of every academic year.   One of the agendas of this council is review of the academic calendar.

Stakeholders

Parents ,Teachers, Alumni, Student,teaching practice teaching schools etc. are the stakeholders of this institution. They are also helping to reconstruct the curriculum of the college according to the socio-cultural conditions. Their suggestions are used to plan the community living camp, education tour, various site visits, social events, arts and sports activities mentioned in the curriculum.

In this way, through four main committees, the curriculum given by the university is presented in this institution in a democratic manner without losing its essence and using social and cultural possibilities

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](#)
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 Progammes 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: A. All 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](#)
URL to the page on website where the PLOs and CLOs are listed	[View Document](#)

1.2 Academic Flexibility

1.2.1

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

Response: 100

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

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

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

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

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](#)
Academic calendar showing time allotted for optional / electives / pedagogy courses	[View Document](#)

1.2.2

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

Response: 1.2

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

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

File Description	Document
Data as per Data Template	[View Document](#)
Brochure and course content along with CLOs of value-added courses	[View Document](#)
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: 61.44

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

2022-23	2021-22	2020-21	2019-20	2018-19
210	212	209	0	0

File Description	Document
List of the students enrolled in the value-added course as defined in 1.2.2	[View Document](#)
Course completion certificates	[View Document](#)

1.2.4

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

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

Response: A. All of the above

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

1.2.5

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

Response: 0.29

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

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

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

This institute's curriculum provides opportunities for student teachers to develop skills, and construct knowledge in the area of learning. They are divided into four main areas, as given below;

1. **Fundamental or coherent understanding of the field of teacher education**

   - Arrange paper presentations among various areas of education like Educational philosophers, Sociological background of education, Modern trends in education, etc.

   - Expert class for various fields in education like NEP 2020, School education system, Adolescent education, Art education, physical education ICT enabled classrooms, cultural depiction in monuments of India and Kerala etc.

   - Library-based assignments for educational thoughts, sociological thoughts etc

   - Orientation class for Instructional objectives, Teaching skills, Research in education etc.

   - Develop a positive attitude toward social change, national integration and universalization

   - Debate and discussion about various subjects like gender neutrality, inclusiveness, and educational psychology.

   - Workshop for art integrated education, TPACK, PCK, Research methodology, etc.

   - Session for preparation of achievement test and diagnostic test.

2. **Procedural knowledge that creates teachers for different levels of school education skills that**

are specific to one's chosen specialization

- Micro teaching workshop for teaching skill enhancement

- Criticism class and peer feedback session

- Organizing lesson plan-making workshops

- Developing capacity to administer various psychological tools in school students

- Conduct case studies, action research, socio-gram, various educational projects, and dissertation

- Tool preparation workshops for developing the ability to make psychological tools

- Workshop for Yoga and surya namaskar

- Organized improvised learning aids-making workshop

- Practical class for enhancing competence for minor and major games

- Practice teaching programme

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

- Student teachers and student teacher educator develop the capability to organize different programme like arts festival, sports meet, seminar, different innovative programme,

- Develop the competency to make and publish magazines, blogs

- Develop to organize socially based activities like community engagement programmes

- Develop and administer ICT based teaching learning aids

- Develop lesson-based drama script and present on stage or classroom

- Develop ability to teach differential learning strategies

- Develop capacity to introspection among practice teaching session

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

- Developing knowledge about emotional intelligence, emotional quotient, emotional literacy and practical session for emotional intelligence

- Training in yoga and meditation to maintain emotional intelligence

- Conducting thought for the day daily to develop versatility in thinking

- Classroom activities are in a free environment

- Discussion, debate, and brainstorming sessions for developing critical thinking

- Conducting speech competitions and recitations to develop social communication

- Conducting socially oriented surveys and outreach programmes for developing communication and negotiation skills

- Day celebration, educational or social importance site visiting for developing collaboration with society

- Organizing blood donation club, eye camp, and medical camp to develop social accountability among student teachers and student-teacher educators.

- These are the methods that the institution imparts the values and characteristics contained in the curriculum to the students. These inculcate the sense of universal humanity in the student teachers and help create a value-conscious generation.

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

1.3.2

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

Response:

This institute plans various programs to introduce the student teachers to the diversity of the Indian school system. These programs can be divided into two. They are Theoretical knowledge delivering program and Practical knowledge delivering programme. Development of school systems, functioning of various Boards of School Education, Functional differences among them, Assessment systems, Norms and standards, State-wise variations, an international and comparative perspective are the basis of the operations of both methods.

Theoretical knowledge delivering programme

In each semester, discussions, seminars, expert talks and debates are conducted for student teachers on various educational practices in India under the core theme of Perspectives on Education. The details of works are given below.

- Seminar for ancient educational system in India, Alternative education systems in India,

- Gandhiji's Basic Education, Rabindra Nath Tagore's Vishwa Vidhya peedam and Shanti Nikeethan etc

- Discussion based on development of Indian education system

- Paper presentation for various schools of Indian and western Philosophy, School education is

- Kerala Kalamandalam, school education in different states in India, Tribal education system etc

- Expert talks for Alternative education system in world, UNESCO educational programmes,

- Art education systems in India, Sports schools, kalari, tribal education systems etc.

- Theoretical awareness for achievement test, diagnostic test , continuous and comprehensive evaluation, grading system etc. in Kerala school systems.

- Awareness programmes for various clubs and cells in Indian school systems.

- Familiarize tools and techniques in learning assessment and educational research

- Competency developing programmes for teaching, content writing and entrepreneurship

Practical knowledge delivering programme

The institute conducts various practical programs in each semester in School Based Practical, College Based Practical and Community Based Practical which exposes the student teachers to the diversity of the Indian education system the details of the programmes are given below.

- Conducting observations on rural and urban schools' systems in Kerala and making comparative analysis among them.

- Visit CBSE, ICSE and Government schools in Kerala and analysis social communication skills among students on these schools

- Practical session for administering achievement test, diagnostic test, grading systems and continues and comprehensive evaluation

- Visit monuments of India and Kerala ritual arts, folks' arts, regional arts forms in Kerala

- Participate social educational programmes in local society

- At the practice teaching session participate and coordinate various clubs in schools

- Delivering value education programmes for school students

- Watching different schools' systems in India and abroad through videos and preparing analyses reports for classroom teaching, practical classroom sessions, assessment systems etc.

- Observation programmes for Gender neutrality and inclusiveness in India and abroad educational systems

These are the programmes prepared by the institution for student teachers and student teacher educators to understand the Indian and Abroad education system and its diversity. It helps the students to understand about the various methods of school education and It will also help them replicate in their field of work.

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

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:

All the activities in this institution are carried out by classifying the subject matter and curricular activities into Foundation of Education, Curriculum and Pedagogy and School Internship as mentioned in Chapter II of NCFTE, and as cited in the university curriculum, institution divided theoretical programs and practical programs into college-based programs, school-based programs, and society-based programs. This institution has also incorporated UNESCO's concept of Knowledge Society in its educational activities. The programmes are given below.

- Daily class starts with a morning assembly including prayer, thought for the day and newspaper reading. It enhances qualities like secularism, critical thinking and ability to express general knowledge opinions in students.

- Discussion, debate, seminar presentation, and expert class on Perspective on education courses

and curriculum-pedagogic courses for strengthening theoretical background of student teachers

- Skills Practice Workshop, Orientation Class for Writing Learning Outcomes, Pedagogic Content Analysis, Lesson Plan Discussion, Methodology Demonstration, Workshop for Preparatory Learning Aids, Criticism Class and Peer FeedBack are conducted to develop teaching skills.

- The institute prepares the practice teaching session to develop professional talents in the student teachers and student teacher educators.

- To create attractiveness in classroom teaching, institutions arrange art-based learning activity workshops in class rooms.

- For creating good student-teacher educators, the institution organized perspective and self-development courses.

- To improve participation sports and game, institution arrange minor and major game workshops, practice session, annual sports meet etc

- Institutions provide yoga and fitness centres for developing physical fitness and balanced personality.

- Organize environment protection programmes like observing environmental day, ozone day, promoting plastic free society, organic farming, delivering orientation class for sustainable living etc.

- Institution organized a number of social related programmes for developing social communication and social responsibilities among student teachers.

- Conducted workshops for introducing Google Classroom, YouTube and Docs to maximize the concept of cloud computing in education and develop ICT skills among teacher students' teachers.

- To develop research aptitude among students, institutions organised workshops for case study, action research, minor projects, research-based workshops, tool preparation workshops etc. for student teachers and student teacher educators.

- The college union is elected in a parliamentary manner to foster a democratic atmosphere in the institution, and promote decentralization.

- Institution organizes various clubs like science club for physical science, natural science, language clubs' English optional subjects, environmental clubs for social science and commerce optional subjects for promoting co-curricular activities.

These types of interconnected efforts help achieve the institution's vision and mission and also help to reach PLO and CLO of students. That is to create a socially responsible teacher generation.

File Description	Document
Documentary evidence in support of the claim	[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](#)
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: A. Feedback collected, analysed and action taken and feedback available on website

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

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

Response: 100

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

2.1.2

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

Response: 34.8

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

2022-23	2021-22	2020-21	2019-20	2018-19
19	18	19	14	17

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](#)
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: 4.23

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

2022-23	2021-22	2020-21	2019-20	2018-19
6	5	11	0	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:

Assessment processes are done by the teachers in each academic year.

Relevant initiatives

1. **Merit based admission process:-** Admission is done on the basis of merit through online procedure. Short list published according procedure of University of calicut.50% of the students are selected as merit based and 50% as management allotment.

2. **Personal interview**:- The principal conducts a personal interview for our newcomers.

3. **Document verification**:- The documents and certificates are verified by the members of the staff during the interview.

4. **Entry level performa**:-.The college gives entry level performa to the students. Faculty members measure their ability of professional readiness,study habits,ICT skills and need assessment surveys by analysing this form which is filled by the students.finally faculty members give bridge courses for improvement of teaching skills.

5. **Principal's Orientation programme** :- Our college organises orientation programmes for students about curriculum , syllabus ,evaluation and counselling etc. Orientation begins with awareness words of our beloved principal. She explained a detailed picture of course structure , discipline, and campus atmosphere.

6. **Teachers orientation**:-After principal orientation class, various subject teachers give the details of the course to newcomers.

7. **Induction programme:-**Induction programme is given by our general teaching faculty Dr.Smitha Das T.V, Orientation programme on communication english, motivational class on " Teacher - A new definition " orientation programme plays an important role in a students alteration to a training college life.

8. **Self introduction:-** College organises self introduction programmes for all new students.Self introduction improves their confidence level

9. **Class wise orientation:-** Class teachers provide correct direction for curricular and co- curricular activity.

10. **Morning assembly:-** Every day morning assembly starts with morning prayer.Sharing thoughts for the day can help pupils stay positive and inspired. Different optional students share their thoughts on this section according to the importance of each day. Finally the principal gave a message based on these thoughts. Thought for the day gives the chance of self assessment and value development.

11. **Parents Teachers Association:-**Sree Vivekananda Teacher Education centre conducts an awareness class for parents about the details of course structure and rules and regulations of our college.

12. **Talents day**:- Students of different options are given opportunities to exhibit their talents. All

students actively participated in the event and have shown their enthusiasm and dedication in these efforts.

On the basis of these activities teachers identified their students' abilities. College gives entry level Assessment proforma to the students.The faculty members measure their ability of professional readiness,study habits,ICT skills and need assessment surveys by analysing this form which is filled by the students. Finally faculty members give bridge courses for the improvement of teaching skills.We provide additional reading materials and books in simplified form to increase their subject competency.

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

2.2.2

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

1. **Mentoring / Academic Counselling**

2. **Peer Feedback / Tutoring**

3. **Remedial Learning Engagement**

4. **Learning Enhancement / Enrichment inputs**

5. **Collaborative tasks**

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

7. **Multilingual interactions and inputs**

Response: A. Any 5 or more of the above

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

2.2.3

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

Response: As an institutionalized activity in accordance with learner needs

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

2.2.4

Student-Mentor ratio for the last completed academic year

Response: 17.5

2.2.4.1 **Number of mentors in the Institution**

Response: 12

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

2.3 Teaching- Learning Process

2.3.1

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

Response:

Multiple mode approach to teaching learning is adopted by teachers which include completed learning for B.Ed course are as follows.

Skill practices :- In skill practices sessions, the teacher trainee practices eight teaching skills. Teacher educators gives correct feed back at the correct time

Link practice: - In link practice the trainee practices 3 to5 teaching skills together and observations are made on components of the selected teaching skills.

Demonstration class:- In the beginning of the 2nd semester, optional teachers organised one video lesson class and 4 demonstration classes with the help of teacher educator andSenior students.

Discussion class:- As part of the B. Ed curriculum lessons are discussed by the teacher trainee in the second semester at B. Ed college. Each and every student discussed eight discussion lessons and finally teacher educators evaluated these lessons.

Criticism class:- Lessons are demonstrated by teacher trainees in the second semester at high school and U. P section. Each and every student's performance is evaluated by optional teachers and peer groups .

Workshop:-As part of the curriculum,our college decided to conduct charts and model workshops.We decided to prepare five charts and 3 models.Option teachers observed and gave the suggestion at the correct time .

Think pair share :- All students think independently about a topic and share their thoughts with a peer group.

Team teaching:-During the initiatory practice,2 or 3 teachers trainees conducted shared classes at the selected schools.

Cooperative and collaborative learning:-Our faculty members give collaborative and co- operative learning strategies for their students.lt develops students social skills and promotes students learning and academic development.

Individual Seminar:- All students attend the individual seminar. Student trainees selected general wise and subject wise topics.Each subsection to be divided among group members.

Projects:- Students select a minor project according to their interest and attitudes. **Problem based practicums: -** Related psychological tools(Action research, case study, study habit inventory)are done by each student.

Visit to a special school:-In order to gather information for the task, on the paper "*Education for differently abled*".We visited a government's school for blind at Kunnamkulam.

Online and offline assignments: - Students prepare online and offline assignments.

State wise and national wise tour:-Every year, our college decides to conduct state level and national level tours.

Brainstorming :-During the teaching learning process, Brainstorming sessions are conducted every semester .

Cloud based LMS: -Google classroom,google meet, Zoom,G Suit are used for cloud based learning and teaching classes.

E- content preparation:- As a part of curriculum Students prepare multimedia based teaching and learning.

Video On WhatsApp:- Video and classnote uploaded on WhatsApp group.

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

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: 92.31

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

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

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: 50

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](#)

2.3.4

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

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

Response: A. Any 4 or more of the above

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

2.3.5

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

Response:

Through inspiration and continued mentoring, the institution offers the student teachers excellent support. Good mentoring is vital to acquiring the abilities and attributes needed to succeed in the teaching profession. These initiatives support the future teacher's success in the field. In order to guarantee the students' desired development, the institution offers appropriate guidance and additional crucial support when they require it.

Working in teams

In teacher education institutions, mentoring highlights the significance of teamwork and collaborative skills. Teachers assign tasks to students and guide them to work together towards shared objectives. Our College uses various methods in this process including micro teaching,Team Teaching, Collaborative and cooperative learning, Internship, Project work, Assignment Work, Book Review, Reflective journals, Field work, School visits, and similar activities. Students collaborate in teams to organize various club activities and other events in the college. Each week, the morning assembly features activities led by a team from each class on a rotating basis.

Dealing with Student Diversity

A classroom is a miniature form of society and is enriched with diversity. Hence, the institution always considers all of its members equally by understanding the diversity among them. The mentors value the diverse needs of students and conduct learning activities and teaching methods according to them. Moreover, it creates an inclusive and democratic classroom for the students to ensure their participation and treat everyone equally.

Conduct of self with colleagues and authorities

Mentoring programmes uphold professionalism and interpersonal skills in future educators. It helps them direct relationships between peers, colleagues, and authorities.These mentoring gave more importance to sustaining a positive and cooperative work environment and initiatives highlight ethical behavior and Co-

operation.

Balancing home and work stress

Among the students,proper mentoring ensured to balance home and work stress.Teacher educators provide emotional support, guidance and counseling to the students. Teachers informally interact with parents about students' involvement in college activities.

Keeping oneself abreast with recent in education and life

- To produce educators proficient in contemporary teaching methods and mentoring initiatives promote a dedication to lifelong learning.

- Prospective teachers are encouraged to keep current with the newest educational trends and technology through journal review in practical assignment and other course work.

- Experts in various fields, alumni are invited to address the students and talk about recent and relevant changes in educational places.

- Regular morning assembly and day celebration helps students to understand the recent developments in day to day life.

File Description	Document
Documentary evidence in support of the claim	View Document
Any 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](#)

2.3.7

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

Response:

Case 1

Sree vivekananda Teacher Education centre conducted a community living camp from 18.12.2023 to 21.12.2023.students had 4 days and 3 nights in the community living camp.

Objectives of community living camp.

1.To promote democratic nature and involvement of student teachers in planning and implementation of activities.

2.To develop critical thinking and reasoning.

3.To develop adjustment and co-operation in social life.

4.To develop sharing, caring and mentality.

5. practising work of labour, dignity of labour and community work.

Organisations

Select a theme related to educational society, culture and Environment . The main theme of community living camp is that"promote social accomodation and burden the mental abilities of students."

Programme implemented in the camp

1. Attending class/ seminars
2. Visit to beach

3. Taking part in cooking, serving and cleaning
4. Experiencing life in different communities
5. Recreational activities
6. Camp magazine on the special event

Assessment of participation in community living camp is done on the basis of the Assessment Schedule including

1. Attendance
2. Active participation Teamwork
3. Adjustment Co-operation Discipline
4. Responsibility

Participation in community living camp provided a joyful movement. It increases the student's development including creativity, innovativeness, intellectual and thinking skills, empathy and sympathy.

Case 2

Drama And Art in education

Through the studies of art education the teachers were able to recognise

1. Appreciate India's vast array of songs, music, dance, theatre, folk traditions, rituals, paintings, and literary works that are recognized as the intangible cultural heritage of humanity.
2. Art education aims to foster students' ability to observe and appreciate various artistic forms, integrating them with other domains of knowledge as envisioned by the National Curriculum Framework (NCF) 2005."
3. Integrate the insights gained in a group and apply them individually in various personal and social contexts.
4. Extend learning beyond the classroom by engaging the community to partake in educational and social transformation.
5. Engage the community to participate in educational and social transformation beyond the classroom.
6. Assess the vital impact of Art, Music, Drama, and Theatre in education Drama And Art in education helps in understanding the self and as a form of self expression for enhancing creativity.

To achieve these goals, various activities are organised and conducted in the college.

1. Drawing and painting Mixed collage
2. Toy making Theatre practice Puppetry
3. Dance and music Film review
4. Script on street play Class on art forms

Drama and Art education also played a vital role in developing a wide range of abilities and qualities among students. Art offered a platform for self-expression, enabling students to explore and convey their ideas and emotions. Drama and Art education introduced students to a variety of artistic traditions and

cultural expressions that fostered an appreciation for diversity and promoted cultural empathy.

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](#)
Documentary evidence in support of each selected activity	[View Document](#)
Data as per Data Template	[View Document](#)
Attendance sheets of the workshops/activities with seal and signature of the Principal	[View Document](#)
Any other relevant information	[View Document](#)
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: A. All of the above

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

2.4.4

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

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

Response: A. All of the above

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

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: A. All of the above

File Description	Document
Report of the events organized	[View Document](#)
Photographs with caption and date wherever possible	[View Document](#)
Documentary evidence showing the activities carried out for each of the selected response	[View Document](#)
Data as per Data Template	[View Document](#)
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: B. Any 3 of the above

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

2.4.8

Internship programme is systematically planned with necessary preparedness..

Response:

The college makes preparations for the internship programme by following the academic calendar published by the University of calicut.The college calendar gives a temporary date of commencement of the internship programme .Staff meetings are conducted to prepare a detailed timetable. Action plan is prepared according to the preferences of students. Every year two teachers take charge of the internship programme and prepare permission letters for the internship. Before the internship ,students were going to school for 5 days of initiatory practice. This helps the students to get an idea about the functioning of the school and overall activities.The college arranges an internship programme of 16 weeks.It has two phases,first phase trainees doing their teaching practice in the UP school section and another phase in the High School.PG qualified trainees can select Higher Secondary also instead of the UP section. Internship programmes enhance teaching skills, professional competency, Practical skills, creativity etc.

Selection/identification of schools for internship:

Schools are selected for internship according to the preference of student teachers . At the beginning of the academic year we seek availability of schools for internship programme & 26 schools were selected for internship.

Orientation to school Principal/teachers:

Before the internship the college principal attended the meeting with school principals. In this meeting, discussions are held about the selected school details, their various internship activities, duties and responsibilities, discipline, etc.

Orientation to students going for internship:

Before the internship programme,orientation class was given by Principal.Principal explained details of internship programme, rules and regulations of teaching practice school. The school internship programme was decided to begin on 4th September 2023. The subject teachers also explained internship activities and practical works in their respective classes. Students cleared their doubts about the internship programme.They are provided general guidelines for attendance,observation of classes, classroom teaching and completion of internship related records.

Defining role of teachers of the institution:

Every year two teachers take charge of teaching practice . They selected schools and prepared permission letters. Other teachers help them .Optional teachers have to supervise and provide all the facilities required for teaching and make them participate in all the activities of the school such as curricular and co-curricular activities .

Streamlining mode/s of assessment of student performance:

- Teacher trainees' performance was assessed regularly by Optional and general teachers. They observed classes of teacher trainees using various modes and noted feedback in internship observation diaries .

- Concern teachers in schools also observed teacher trainees classes and gave feedback.

- Observation by peers.

- Observation by Principal

Exposure to variety of school set ups:

Teacher trainees are actively engaged in school activities and get involved in various programmes of school such as arts festivals, sports events, study tours etc which help them get exposure to a variety of school set ups. Trainees have a practical record named "Liaison with school" in which school profile and all the activities of school are recorded. These activities increase confidence level and social commitment towards society.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any other relevant information	[View Document](#)

2.4.9

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

Response: 3.28

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

Response: 32

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

2.4.10

Nature of internee engagement during internship consists of

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

Response: A. Any 8 or more 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:

Sree Vivekananda Teacher Education Centre adopts various methods to regularly monitor internship

programmes.

As per Calicut University rules Centre arranged well planned procedures for the internship programme. In the staff meeting, the Principal and teachers discussed the internship programme and Two teachers take the responsibility of leading every procedure of internship like selection of schools, construction permission letter, checking the availability of schools as the preference of students etc.

Before starting the internship, the college principal attends a meeting with the Principles of teaching practice schools and discusses the plan of action for students to regularly monitor them.

Before going to the internship the optional teachers gave a detailed picture of the internship programme and students clarified their doubts. Before starting the internship Students write two weeks' lesson plans and check and correct them by Optional teachers.Rest of them are evaluated weekly in online mode during internship.School subject teachers also evaluate the lesson plan and the suggestions will be given.

Optional subject teachers observe the classes of teacher trainees in regular periods and give feedback. Principal of the centre also observed the classes of students.Besides these other practical works are regularly monitored. Optional teachers also monitored core practical works of every student such as case study, school profile, assessment practices, psychological inventory , action research etc. School subject teachers observe the classes on the internet and give suggestions and notes in their observation diary. Teacher trainees are participating in all curricular and co-curricular activities according to the direction given by school. In each lesson plan the response column is filled by trainees after every class. Trainees should reflective journal regularly and maintained diary for super vision

Peer evaluation done by peers also helps students to improve their teaching skill.

Besides the classes taken in subjects every trainee has to take classes of physical education and Yoga, and two classes are taken in each course of health and Physical Education .These classes are supervised by a physical education teacher.

Every student prepares and implements 60 subject lessons, conducts innovative programmes during the induction and internship.The teachers in charge of respective schools regularly observe their classes and give suggestions to students.

File Description	Document
Documentary evidence in support of the response	View Document
Any 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: A. All of the above

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

2.4.13

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

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

Response: A. All of the above

File Description	Document
Format for criteria and weightages for interns' performance appraisal used	[View Document](#)
Five filled in formats for each of the aspects claimed	[View Document](#)
Any other relevant information	[View Document](#)

2.5 Teacher Profile and Quality

2.5.1

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

Response: 81.25

File Description	Document
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	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: 7.69

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

Response: 1

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: 9.23

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

Response: 120

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

2.5.4

Teachers put-forth efforts to keep themselves updated professionally through

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

Response:

Professional Development Initiatives ;

Professional development helps for improvement of knowledge.For professional growth of teachers are initiated to update their knowledge in the light of the change happening across the globe. The knowledge not only in our subject areas but also in new teaching tools and techniques and made professional relationships. Professional development happens by teachers' participation in workshops/ webinars/ seminars and faculty development programmes, reading books and journals on education, doing online and offline courses, classroom interactions, networking with other professionals and membership in professional bodies.The institution support for teachers professional developments.The support structures provided by the college managemen seem robust, enabling teachers to stay updated on modern trends in education.Institution organized FDP in Various areas such as ICT and NAAC orientation programmes with the help of an experts.

Knowledge Sharing Forum:

Knowledge sharing forums are a tremendous way of faculty development. In-house programs are conducted for the professional developments of the faculty members.The college management and staff council strongly support every in-house discussion of faculty members.In our college various programs are organized for enhancing the professionalism of faculty such as ICT and NAAC orientation, NEP 2020 and ITEP. Experts from outside are invited to serve as resource persons for Teachers development programmes.

Teachers participate in various ICT programmes conducted by various education institutions.There was a way of integrating technology into teaching where shared by the teachers who had attended sessions on technology enabled teaching.Teachers participate in a gender education programme which helps them in a gender friendly environment. By fostering an inclusive culture, teachers empower the next generation and embrace the richness of human diversity.Teachers participate in seminars on research related content. The faculty felt that they had some essential knowledge and came forward to share their knowledge gained through in - 0û forums. Staff meetings are conducted and they discuss the latest information. These meetings help to improve the performance of faculties and students and productivity of the institution.

Sharing information with colleagues and with other institutions on policies and regulations:

Networking with Others;

Sharing information with colleagues and with our institutions on policies and regulations was a great networking process .Faculties are invited to serve as resource persons in various academic forms. This increases teachers' professional network. Teachers enhance their leverage technology and to get connected with colleagues and other professionals outside the institution. Teachers have online contacts .

Teachers participated OBE organized by University of Calicut and interacted through WhatsApp. All the e- circular, University notifications, and education news are shared using WhatsApp. Faculties are also members of various academic WhatsApp groups. The members in WhatsApp groups help faculties to know and share the latest information in the field of education.The networking with others makes collaboration, which encourages professionalism and also allows the facilities to learn from each other and increase the potential of the institution.

Teachers were invited for judgment of various regional, district and state level programs. Programmes such as Fine Arts programs, Science exhibition, social science exhibition, and guidance and counseling.

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 evaluation system in our college is systematic.To assess the students,the college adopts different strategies for theoretical and practical aspects.The B. Ed programme consists of four semesters that span over a duration of two years. The evaluation of students for each course will be conducted through an internal evaluation system and end-semester examinations. Internal Evaluation is an integral part of the course. Our college follows strict and transparent rules, and the institution always gives prior consideration to the convenience of students whenever conducting internal examinations.Teachers made written tests essentially based on their subject content. The students and their academic performance are calculated by analysing marks, attendance, seminar presentations, participation in each workshops, tasks, and assignments. The teachers monitor each and every effort of the students and accurately decide their marks. The dates of submitting tasks, assignments, micro-teaching records and either relevant records are usually decided by teachers, but always make sure that the submission date is convenient to the majority of the students that their request for extending the submissions is taken into consideration most of the time.

All the details of marks are digitally recorded and then published on the notice board. There is no grievance recorded regarding the internal marks. Since the teachers informally record explanations for the mark variation of less-scoring students.The Practical courses are categorised into three types. College based, community based and school based practicals, which provide student teachers with opportunities to engage with children, Schools, and their respective academic contexts :

College - based continuous internal assessment

. Each internal assessment carrying a significant weightage. The evaluation of theory courses in the B. Ed programme encompasses not only test

Papers but Fifty percent of the test papers as well as assignments. The Institution will conduct all formative assessments and Model Examinations. The University will conduct the end-semester summative examinations. Each student's attendance and involvement in workshops and seminars in B.Ed programmes is compulsory during the course. Microteaching is the core element of the course which is the foundation of teaching. Involves a one-week hands-on training and observation. Continuous internal Assessment and monitoring throughout each semester focuses on enhancing professional capacities through activities. Such as Art and Drama, Reading and Reflecting on text, understanding the self, critical understanding of ICT etc. Yoga, Health, physical education are evaluated on a regular performance of student Teachers. Teaching proficiencies through Peer Discussion, Demonstration,observation, criticism , preparing teaching learning materials facilitated by optional subject teachers. Further, B. Ed students teaching skills examined by an external Examination board.

Community - based continuous internal assessment system

The evaluation system to assess student teachers' practical skills. The evaluation includes various components such as Camp, SUPW,Field Trips, field Tour and conduct many outreach activities like special school visit,old age Home, orphanage etc.

School - based continuous internal assessment system

During the B. Ed programme, teacher trainees participate in criticism, initiatory school experiences, 80 days-Internship programme at nearby schools.

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

2.6.2

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

1. **Display of internal assessment marks before the term end examination**
2. **Timely feedback on individual/group performance**
3. **Provision of improvement opportunities**

     4. Access to tutorial/remedial support
     5. Provision of answering bilingually

Response: C. Any 2 of the above

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

2.6.3

Mechanism for grievance redressal related to examination is operationally effective

Response:

The Student grievance Redressal Committee of the SVTEC College officially started on 2017 to solve the concerns and anxieties of students. The committee is headed by the Principal and representatives from teaching staff.The main aim is to focus on preventing errors and finding solutions to grievences immediately. There is a systematic procedure to solve each problems, the principal discuss the student grievances with each committee members and investigates the depth and inform the updations to the students within seven days.The committee focus on solving issues and if its not possible it also informed to students. The nessesory actions are taken most of the time to reduce the anxieties of students during examination and the committee always ensure all concerns are taken into consideration. The grievance committee in our college give a safe space to the students to experience the freedom to give their perspectives, anxieties, and proceedings.

The student Redressal Committee has been shaped within the college as in step with the UGC hints hence the Committee has been continuously striving to take the quality efforts to create a harmonious and conducive environment to everybody in query. The anxieties of students can also be shared with teachers face-to-face or over the phone whenever they are in need. In such situations, their issues are carefully listened to by teachers, who then give solutions and motivation to solve them. Apart from that all of the students enrolled at Vivekananda college have the right to appeal any instructional matter in which they feel that they have been treated unfairly and to solve the anxieties of the students the committe members, teachers and the head of the institutions also actively take part and it provide a safe environment to the students.

The committee members

1. **Mrs. Lillymol. KJ**   **(Principal of SVTEC and Chief coordinator of grievance cell)**
2. **Mrs. Manjula. V**   **(Assistant professor of SVTEC and Coordinator cell)**
3. **Mrs. Surekha. VS**   **(Grievance Cell member and assistant professor of SVTEC)**
4. **Mrs. Indhu. PK**   **(Staff Secretory and assistant professor in general education)**
5. **Mrs. Priya. KP**   **(Grievance cell member and Assistant professor of Malayalam)**

Mechanisms for communicating the grievances

Students can undertake any of the four methods to bring their grievances to light

1. Dropping letters in the complaint box
2. To redressal committee members
3. To the principal
4. To teachers
5. To class representatives

Procedure for grievance redressal related to examination

1. The details of each cell, including the grievance cell and its members, are communicated with students on induction day itself.
2. When the written requests are accepted, the actions that are going to be taken are communicated to the students within 7 days.
3. Based on the request, special preparations have been made in the course of exam days for pregnant women and ill students.
4. The unsolvable issues are discussed with committee members, who later inform the students and also describe the causes of not solving them.

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:

Sree Vivekananda Teacher Education Centre (SVTEC) usually prepares an academic calendar for each year in accordance with the University of Calicut. This formal record is a guideline that focuses on providing accurate information regarding the preplanned activities that are going to be held in the institution. Apart from that, the major information is also supplied through the notice board, WhatsApp groups, and many others. On Every academic year, the institution and its IQAC members conduct meetings in accordance with the academic council and staff council, where we discuss the curricular and cocurricular activities on appropriate dates and always obey the rules envisioned by the university.

The activities like teaching-learning tasks, the number of working days, national-level celebrations,

outreach activities,school initiatory internships, community living camps, workshops, expert speeches, convocations, art and drama activities, field trips, study tours, sports days, cultural days,the semester agenda, university assessment activities and examinations micro teaching, model practical viva-voce, test series, and other important events envisaged by the university and college are clearly incorporated into the academic calendar each year. Whenever any doubts arise, they can be solved by referring to the academic calendar.

Adherence to Academic Calendar for Internal Evaluation

At the beginning of each academic year, the Exam Committee, Academic Calendar Committee, and IQAC Cell arrange a meeting with the support of the principal to include the dates of internal evaluation in the academic calendar, and feedback from the stakeholders and suggestions of the in-house committee are also taken into consideration while preparing the academic calendar.This helps the teachers plan the teaching and learning process accurately. The internal marks are calculated by assessing the scholastic and coscholastic performance of the students, and during the induction programme, experienced faculty from our college give the students detailed information regarding the internal evaluation system in our college. It helps the students get prepared for the internal evaluation in advance.

The dates of submitting tasks, assignments, micro-teaching records, and other relevant records are usually decided by teachers, but teachers always make sure that the submission date is convenient to the majority of students and their request for extending the submissions is taken into consideration most of the time.The internal evaluation is effectively running in our college since the faculty has a clear idea about conducting evaluation in each academic year through referring academic calendar, which really helps the college to move in a straight direction. Hence, in our college, the academic calendar plays a vital role in conducting internal evaluation accurately.

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

2.7 Student Performance and Learning Outcomes

2.7.1

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

Response:

There are clearly stated program learning outcomes(PLO)and course learning outcome(CLO) for each program. Program Learning outcomes are the knowledge, skills ,attitudes that are possessed by the

students after the completion of a program. Course Learning outcome explain what student will be able to do after the completion of course. These are reflected on the vision and mission of the institution. The PLO and CLO are displayed on institution website .The principal provide a orientation programme by explaining about the PLOs and CLOs .Student Teachers get an idea about these from all other faculty members also. All faculty members go through a detailed course plan in the beginning of semester. The faculty members carefully chosen teaching strategies in order to satisfy the PLOs And CLOs .Every faculty members provide a discussion about the syllabus of concerned subjects, at the starting of the semester. Through the discussion student teachers get an outlook about the nature of course. The faculty create semester plans based on the CLOs explained. student teachers are continuously monitored by the mentor in order to identifying the progress level. activities that explain the attainment of PLOs and CLOs

- Every teaching learning process ensure that how teaching and learning of specific topic leads to development of teacher personality
- The institution provide ample opportunity to reflect themselves through various activities
- Teaching practice is evaluated continuously by optional teacher, school authory,principal .student teachers get an opportunity to rectify their errors which make them become competent teacher .
- Internal examination, and model examination are done by the institution in order to know the readiness and progress level of every student teacher
- All student teachers get a chance to take duties and responsibilities through participation and management of various curricular and co-curricular activities.
- The extension activities organized by the institution help student teachers to be more socially responsible person by involving in it .
- After the completion of teaching practice the institution provide a platform to expressthe changes in attitude and attainment of knowledge and skills .

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Link for additional information	[View Document](#)

2.7.2

Average pass percentage of students during the last five years

Response: 99.41

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

2022-23	2021-22	2020-21	2019-20	2018-19
104	107	97	100	96

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

2.7.3

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

Response:

The instution aims at the alround development of teacher trainees based on PLOS AND CLOS of the institution. The institution continuously monitors and evaluates the quality of the courses provided, teaching learning process and has evolved a system to measure the attainment of the learner. To bring in outcome based education, the attainment of course outcome (CO) is evaluated through several direct and indirect assessment tools and continues and comprehensive evaluation strategies with 80: 20 ratio of direct and indirectt evaluation.

The different activities that are aligned with PO and CO are expert classes and practical such as internship program,camp, workshop and internal and external exams. All the POS and COS are displayed on the college website. Through orientation program, awareness about these outcomes are shared with the students. The college conduct work shop seminar, Faculty development program to enrich them with competencies to attain their desirable outcomes.

The internal assessment procedures at the instutional level is aimed at tracking student performance at the cognitive affective and psychomotor domains. The improvement of student performance across certain areas assessed by comparing the performance at the entry level and exit level. This helps to understand how far the initially needs of the students were cattered to by the efforts of all teachers.

The assessment of students is done through various mechanisms-direct and indirect evaluation. Continuous observation of teacher trainees on their performance in various activities like talentsday, national festival, sports and artsday, various Clubactivies, morning assembly camp studytour seminars etc.

At the end of the program a feedback is taken from the students regarding the attainment of POS and COS. The POS Promote a clear understanding about the program expectation. The two year B.Ed program focuses professional growth and development of students.

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: 105

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 learning needs of the Students were initially identified through the assessment tasks.Teachers held meetings with the students to understand the expectations of the Students in the culminating stage. Teachers conducted entry assessment test and exit assessment tasks on Professional readiness , Study Habits, ICT Skill Assessment and Need Assessment Survey.

To understand the Professional readiness of students, there were conducted entry level and exit level assessment surveys. There are responses for each question as per given option like strongly agree, agree, neutral, strongly disagree and disagree.

To understand Study Habits of students there were conducted entry level and exit level assessment surveys. There are responses for each question as per given option like Always, Often, Some times, Seldom and Never.

To understand ICT Skill of students there were conducted entry level and exit level assessment surveys.

There were responses for each question as per given option like poor, fair, average, good and excellent.

To understand the needs of students in different areas like team work , leadership quality, communication, responsibilities, and library usage. The students give their responses as per given option Yes or No. .

The professional readiness survey among students shows significant improvements in their teaching skills, perception of teaching as a noble profession, and awareness of teaching opportunities. There is also an increased belief in the importance of planning, the teacher's role as a scaffolder and facilitator, and the need for impartiality, accessibility, and enthusiasm.

The need assessment survey reveals a strong preference for teamwork and a desire for leadership roles. A majority of students enjoy visiting the library, with a notable increase in public library memberships from entry to exit. Most students feel the library meets their needs and are satisfied with its availability, though there was a slight decrease in this perception over time. Satisfaction with the college library's hours improved by the end of the program. Additionally, there was a significant increase in the use of INFLIBNET from entry to exit surveys. These findings highlight the positive impact of the institution's strategies in enhancing professional readiness and competence by the end of the B.Ed program.

The study habit assessment reveals that students consistently focus on understanding core concepts and prefer early morning study sessions. Fear of punishment increasingly drives engagement, with more students studying long hours without rest and framing learning activities in their minds.

The ICT skill assessment compared student teachers' digital competencies from entry to exit. Initially, they had basic text typing, speech-to-text, and word processing skills, which improved to excellent. Knowledge in handling various digital tools, including Google applications, video editing, and planning tools, saw significant growth, enhancing their overall ICT proficiency for teaching .

In short, the assessment revealed significant improvements in professional readiness, Need satisfaction,study habits, and ICT skills among student teachers. Their proficiency in digital tools and technology for teaching greatly increased, enhancing their professional readiness. The need satisfaction survey indicated high levels of satisfaction with the training provided, reflecting positive growth in all evaluated areas.

File Description	Document
Documentary evidence in respect to claim	[View Document](#)
Any additional information	[View Document](#)

2.8 Student Satisfaction Survey

2.8.1

Online student satisfaction survey regarding teaching learning process

Response: 3.69

Criterion 3 - Research and Outreach Activities

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

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

File Description	Document
Data as per Data Template	[View Document](#)

3.1.2

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

Response: 0

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

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

3.1.3

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

1.Seed money for doctoral studies / research projects

2. Granting study leave for research field work

3. Undertaking appraisals of institutional functioning and documentation

4. Facilitating research by providing organizational supports

5. Organizing research circle / internal seminar / interactive session on research

Response: 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](#)
Income-Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	[View Document](#)
Documentary proof for each of the claims	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)

3.1.4

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

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

Response: A. All of the above

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

3.2 Research Publications

3.2.1

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

Response: 0

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

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

File Description	Document
Data as per Data Template	[View Document](#)

3.2.2

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

Response: 0.08

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

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

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

3.3 Outreach Activities

3.3.1

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

Response: 3.8

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

2022-23	2021-22	2020-21	2019-20	2018-19
8	3	3	3	2

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

3.3.2

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

Response: 49.17

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

2022-23	2021-22	2020-21	2019-20	2018-19
105	105	95	100	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](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

3.3.3

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

Response: 49.17

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

2022-23	2021-22	2020-21	2019-20	2018-19
105	105	95	100	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 additional information	[View Document](#)
Any other relevant link	[View Document](#)

3.3.4

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

Response:

Outreach activities strengthen attitudes and creativity among students and also provide a chance for them to explore new knowledge. Apart from that, it can give a variety of experiences to the students. Sree Vivekananda Teacher Education Centre always looks forward to conducting various outreach activities for the overall development of each student and also to provide a chance for the students to explore new things. Each outreach activity organised by the institution was based on predetermined aims and objectives, so that it helped to develop objective-based outcomes in students. The institution provides opportunities to mould students into social workers by engaging them in various outreach activities. The institution organises various awareness programmes and surveys in cooperation with local health departments every year. Through this programme, students become a part of society, and they serve as guides to local people in order to provide information related to seasonal diseases and lifestyle diseases. By conducting surveys, students get an idea about the health condition of people in the area. The institution initiates various clean-up initiatives every year. Environment clean-up initiatives help create awareness among the public about the importance of protecting nearby ecosystems. Every year, the institution visited the Mandalamkkunnu beach area and became a part of clean-up initiatives. Students' participation in outreach activities helps them learn cooperation and teamwork, which helps them become responsible people. During the COVID pandemic situation, some of our students act as volunteers and provide palliative services to the needy. It is a great opportunity to contribute their service towards a common goal, and it can also engage students and increase their awareness of social issues by involving them in real-life problems faced during a COVID pandemic situation.As a part of inclusive practices, the institution often organises visits to a special school in order to create awareness among students about the education and challenges faced by disabled students. The special school visit can help to create awareness among students, and it can also provide a chance to realise the importance of educating and empowering disabled students. Moreover, it helps to develop a positive attitude towards disabled students. During each visit, the students provide services for them.The student teachers are also encouraged to participate in subdistrict science fairs conducted in neighbourhood schools to provide an experience during the first semester itself. Our institution always provides permission to participate in such beneficial activities, and it later became useful during the internship. With the previous knowledge, the student teachers can easily work on cocurricular activities conducted in schools, and they can also contribute their time and effort to the proper functioning of the programme. Hence, our institution is always looking forward to providing experiences for the students to flourish in all means.

File Description	Document
Report of each outreach activity signed by the Principal	[View Document](#)
Relevant documentary evidence for the claim	[View Document](#)

3.3.5

Number of awards and honours received for outreach activities from government/ recognized

agency during the last five years

Response: 0

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

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

File Description	Document
Data as per Data Template	[View Document](#)
Appropriate certificates from the awarding agency	[View Document](#)
Any additional information	[View Document](#)

3.4 Collaboration and Linkages

3.4.1

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

Response: 0

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

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

File Description	Document
Data as per Data Template	[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: 2

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: 2

File Description	Document
Data as per Data Template	[View Document](#)
Copies of the MoUs with institution / industry/ corporate houses	[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: A. All of the above

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

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

Response:

The institution was established in 2005 and is situated on two acres with a built-up area of 2,192 square meters in the center of Akkikavu. The institution wants to give student teachers the right kind of academic atmosphere so they may develop both intellectually and professionally.

The institution ensures that its physical infrastructure is always available and is utilized to the fullest extent possible in order to achieve its mission. Numerous facilities are available on campus. Each of these facilities plays a vital role in supporting the academic, social, and personal development of students, as well as the overall functioning of the institution. The various physical facilities consist of:

- The institution has ample space for learning and studying, with classrooms, labs, a sports area, computer centers etc., to accommodate the variety of courses offered.

- There are sixteen well-sized classrooms, twelve of which are smart classrooms.

- One multipurpose hall with 200 seats that is ICT enabled.

- Wi Fi enabled classrooms

- Cameras are used to monitor college premises and classrooms, improving security and safety protocols.

- A library

- Based on the curriculum of teacher education, the following infrastructure resources are provided by the college to aid in the teaching and learning process:

1. Counselling room

2. Science laboratory

3. Psychology laboratory

4. Social Science laboratory

5. Computer Lab

6. Audio Visual room

7. Sickroom

8. CCTV surveillance system

9. Waste bin for paper and food waste

10. Sanitary pad incinerator

11. Water purifiers

12. Separate Toilet Facility for Students and Staff

13. Visitors Area

14. Store Room

15. Staff room

16. Principal Office

17. Administrative Office

18. Media Centre

19. Multipurpose hall

20. Lecture halls

21. Seminar hall

22. ICT Resource Centre

23. Language lab

24. Automated library and Reading room

25. Fitness Centre

- One open-air stage

- Bio Gas Plant

- Additional common amenities on the college campus include first aid facility, staff and student

restrooms in handy locations, and a continuous supply of clean, pure drinking water.

- There is a generator of 7 KV for power backup in case of power failures.

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: 84.21

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

Response: 16

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

Response: 19

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

4.1.3

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

Response: 0

4.1.3.1 **Expenditure for infrastructure augmentation excluding salary during the last five years**

(INR in lakhs)

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

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

The library of the Sree Vivekananda Teacher Education Centre started functioning in its very first year of establishment in 2005. Utilizing ILMS, the library is completely automated. The world's top open-source library automation program, KOHA Software 23.11 version, includes acquisition, circulation, cataloging, and serial control. Its development is guided by a growing global community of users who collaborate to accomplish their technological objectives. It is currently in use worldwide. In order to fulfill the demands of its user base, KOHA's feature set is growing. Offering both basic and advanced options, KOHA is a comprehensive ILMS that belongs truly in the enterprise class. All sizes of organizations as well as single- and multi-branch libraries may utilize KOHA. The various sections of KOHA include the following topics: report generation, spin label printing, serial management, circulation, classification, cataloging, and barcode printing. So right now, the library runs on all the modules. In the event that Internet connectivity is unavailable, offline circulation is also feasible in KOHA. Every book has a barcode for cataloging. Barcodes and spin labels are printed using a printer. In 2024, the KOHA implementation was completed successfully.

Since then, the library's services are effectively delivered, and the ILMS software has been updated on schedule. At present, the most recent stable version of KOHA is being utilized. Libraries enable users to use Web-based OPAC services remotely. OPAC (Online Public Access Catalogue) services allow library users to search for the computerized bibliographical information of books, theses, CDs, journals, and other materials. Via the services of the Online Public Access Catalog, or OPAC.

Users of OPAC can search for books using keywords, the field to which the book belongs, and the language in which it was written using the advanced search option. The book's cover page, the author's name, the title, the year it was published, and the publishing are all shown as the search results.

File Description	Document
Bill for augmentation of library signed by the Principal	[View Document](#)
Any additional information	[View Document](#)
Web-link to library facilities	[View Document](#)

4.2.2

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

Response:

The library has been completely integrated with ILMS.Installed in 2024, it was the world's finest Open-Source library automation tool via KOHA software version 23.11 , which includes acquisition, circulation, cataloging, and serial control. The campus library is a major center of student activity. Including 8300 documents, magazines, journals, theses, research projects, newspapers, CDs, and references, the library is an integrated knowledge resource centre. It features an OPAC and is completely computerized. The reading room is equipped with enough furniture for up to 50 students at the same time and offers a comfortable setting for learning. It remains accessible every working day. The library has a gate register for visitor admission and departure. A rack holds recently arrived books and periodicals. The library has created a database with its own collection. The library uses a barcode-based issue-and-return system and is completely computerized. Students and faculty members can search for books by title, author, or subject name using the library's online public access catalog (OPAC). Students and faculty members have access to the online public access catalog (OPAC), which is updated with every book that has been collected and entered into the library software database. Anyone can search for resources by title, author, or subject using WEBOPAC. WEBOPAC provides the reader with information on recent arrivals. During the admissions procedure, the students are immediately granted library membership. The internet is accessible at the library. Three mechanisms comprise the browsing center. There is 80 Mbps Wi-Fi available at the library. Every electronic resource can be accessed both locally on campus and remotely. There are spaces in libraries for both solitary and group study sessions. There's plenty of room for perusing and leisurely reading. In addition to general reading periodicals and newspapers, it subscribes to highly regarded journals. A comprehensive collection of yearbooks, dictionaries, and encyclopedias covering certain subjects is also kept at the library. Theses, dissertations, and project reports covering a range of topics are also included in the library's collection. The DELNET program membership grants access to the library's e-resources. 6000+ e-Journals and 25,000+ e-Books are available here. A user is given a separate ID and password. The user has access to e-books, e-journals, shodhaganga, and shodhsindhu. Every academic year, orientation programs on the resources and services offered by the library are held.

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: B. Any 3 of the above

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

4.2.4

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

Response: 0.16

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

2022-23	2021-22	2020-21	2019-20	2018-19
0.18	0.08	0.11	0.20	0.25

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: 7.18

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: 320

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: 89

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: 286

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: 434

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: 473

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

4.2.6

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

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

Response: B. Any 3 of the above

File Description	Document
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)

4.3 ICT Infrastructure

4.3.1

Institution updates its ICT facilities including Wi-Fi

Response:

ICT facilities

The institution has a Wi-Fi LAN connection with fast internet access. In addition to laptops, computers, a digital camera and a CCTV, there are two LCD projectors. The office is equipped with a biometric system, CCTV, and a Wi-Fi LAN connection to the internet. The college's wireless network is used to view its licensed online journals, which are only available online, and to increase internet accessibility for educational reasons. Over time, the connection strength has been gradually increased to accommodate the shifting needs of the circumstances.

ICT resources available

The institution has the following ICT resources available

- LMS
- Projectors with screen
- Computers
- Desktops
- Laptops
- Public Addressing system comprising of speakers, microphones, amplifiers and mixers
- Digital camera
- CCTV
- User Friendly Website

Teachers and students can use the well customized desktop, laptop, and computer systems. These ICT resources help student instructors as well as educators integrate digital learning into their classrooms. Throughout the campus, there is fast LAN Wi-Fi connectivity, which facilitates the use of ICT tools for education.

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

For pedagogy classes, the institution has classrooms with ICT capabilities. TVs installed in separate classrooms for English, Malayalam, commerce, physical science, natural science, and social science pedagogy. The institution features an LCD projector, high-speed internet connectivity, ICT facilities for public address systems, and a multipurpose hall. The majority of the programs are held in this 200-person capacity venue. A seminar room equipped with every ICT convenience. Two lecture halls with all the modern conveniences, including laptops and LCD projectors. Each of the aforementioned ICT tools offers a setting that is favorable for learning.

ICT Resource Centre and Library

The institution's ICT Resource Centre is equipped with 15 computers, an LCD projector, high-speed internet access, headphones, and necessary educational applications. The ICT Resource Center's projector is helpful for setting up interactive workshops and training sessions. The library has been completely automated since 2023 using the LMS KOHA, which offers a user-friendly interface for document and issue status searches. The university offers three well configured computers in a large library that is only available to research academics. The Resource Center's and library's ICT resources offer a supportive setting for self-directed learning.

Media Facility

The institution's studio space is utilized by teacher educators to create e-content. The organization maintains a secure audio-visual area to house all of its electronic equipment.

Wi-Fi Connectivity and Speed

The current Wi-Fi infrastructure is a Fiber to the Home (FTTH) link that was set up on campus in 2022. To distribute signals over wider locations, Wi-Fi routers are positioned in the library, NRC, staff room,

and principal's room. Prior to acquiring FTTH internet services, the organization used broadband connections from BSNL service providers. The FTTH connection additionally ensures an equivalent upload speed. The college provides a high-speed, uninterrupted network connection with a 50-meter radius (connection number 298076). The average internet availability on speed tests ranges from 55 mbps for uploads to 64 mbps for downloads.

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: 10

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: 100

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

Response: 100

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: E. None of the above

File Description	Document
List the equipment purchased for claimed facilities along with the relevant bills	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)
Link to videos of the e-content development facilities	[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: 23.67

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

2022-23	2021-22	2020-21	2019-20	2018-19
19.69	2.68	0.34	0.66	1.25

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:

Infrastructure and Maintenance Policy

The upkeep and utilization of physical academic and support facilities, including as labs, libraries, sports complexes, computers, and classrooms, are governed by set protocols and processes. The following is a statement of the institutional infrastructure and maintenance policy.

General infrastructure

- In order to get final approval, the new infrastructure requirements brought up by different parties involved are discussed at multiple levels, including the staff board and management board.
- The college management committee reviews and approves requests for the purchase of approved items.
- The infrastructural facilities' stock register is kept up to date on a regular basis.
- Every year, the inventory is verified, and appropriate upgrades, expansions, repairs, and renovations are made in compliance with the needs of the students.
- The institution takes great effort to ensure that its physical, academic, and support facilities are used to their full potential.
- The Grievance Redressal Cell is the channel for complaints about upkeep and cleanliness of infrastructure.
- It is not permitted to hang banners, posters, or bulletin boards on campus without the principal's approval.
- With prior approval from the institution's manager and principal, college facilities such as the auditorium, classrooms, and seminar halls are shared with the local community without interfering with academic activity.
- Classroom ICT equipment is routinely inspected by non-teaching staff.
- ICT infrastructure facilities are available to all staff and students.

Laboratories

- Periodic maintenance and purchases are made for lab equipment.
- The stock register is used to regularly record the status of the laboratory's consumable and

perishable materials.

- On the subject teacher's advice, lab equipment is supplied to interns and recorded in the issue register.
- Every year, stock registers are checked and updated.
- Repairs are completed right away.

Library

- Data upkeep is accomplished by library management software.
- Every person entering the library is required to sign the gate register with their information.
- Software and systems for libraries are always being maintained.
- The N-LIST subscription for faculty, staff, and students is renewed annually.
- Every year at the end, stock is verified.
- On request, researchers and students from other universities are welcome to use library resources.

Classrooms

- Classroom furnishings and design adhere to NCTE guidelines.
- The upkeep and renovation of classrooms are based on the requirements of the students.
- Each student is expected to take good care of the classroom amenities and will make every effort to keep the building and furnishings as clean as possible.

File Description	Document
Any additional information	[View Document](#)
Link for additional inflrmation	[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: C. Any 6 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](#)
Samples of grievance submitted offline	[View Document](#)
Institutional guidelines for students' grievance redressal	[View Document](#)
Data as per Data Template for the applicable options	[View Document](#)
Composition of the student grievance redressal committee including sexual harassment and ragging	[View Document](#)
Paste link for additional information	[View Document](#)

5.1.4

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

1. Monetary help from external sources such as banks

2. Outside accommodation on reasonable rent on shared or individual basis

3. Dean student welfare is appointed and takes care of student welfare

4. Placement Officer is appointed and takes care of the Placement Cell

5. Concession in tuition fees/hostel fees

6. Group insurance (Health/Accident)

Response: 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](#)

5.2 Student Progression

5.2.1

Percentage of placement of students as teachers/teacher educators

Response: 34.33

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

2022-23	2021-22	2020-21	2019-20	2018-19
51	32	32	40	18

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](#)

5.2.2

Percentage of student progression to higher education during the last completed academic year

Response: 9.62

5.2.2.1 **Number of outgoing students progressing from Bachelor to PG.**

Response: 10

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

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

File Description	Document
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](#)

5.2.3

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

Response: 29.17

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

2022-23	2021-22	2020-21	2019-20	2018-19
52	43	29	18	5

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](#)

5.3 Student Participation and Activities

5.3.1

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

Response:

Student council is a group of students elected by peers. The compo*sition of* Student council.Chairperson,Vice-ChairPerson, General Secretary, Joint Secretary Arts Club Secretary, Student Editor, General Captain, University Union Counsellor. Student council act in a democratic way of planning and implementation various recreational and educational activities   The major functions of the student council is to:

1. Give various opportunities for students to actively participate in different Curricular and co-curricular activities
2. Helps to maintain and keep the campus disciplined.
3. Plays an important role for being in responsibilities with teachers .
4. They help in maintaining a healthy relationship between the teachers and students.
5. Student council works to promote Citizenship and leadership qualities among peer group
6. Helps to make mutual relationship Inside the campus .
7. In SVTEC Centre, the student council act as a mediator to solve confusion and conflicts among students.
8. Student council maintain uniformity and academic development in peer group till the end of course period.
9. Student council helps to enrich and development talents and skills of students
10. Aims to identify individuals traits and understand needs and reduce stress.
11. Student council implement pre-determined planning and follows proper democratic system
12. Foster collaboration among teacher and trainees
13. Ensure the welfare of students and plays an important role in smooth running of academic activities.
14. Organize various cultural programmes in accordance with iqac
15. Conducted various kinds of campaigns like denta test, eyes test Blood examine, health check-up etc.
16. Organize various outreach Activities and co - curricular activities
17. Union interact with the alumnus and support the management
18. UUC is the intermediator between university and students

   Student council include elected individuals from different options .The students actively participating

in various committees, Cells and clubs for students. Optional teachers will select weak students as class leaders to improve their skills and talents.Class Leaders will be changed in each semester .

Student committees, clubs and cells representatives are selected based on their performance, personal interests, abilities and leadership qualities. This selected teacher trainees actively conducting in various programmes Meeting were conducted before beginning of each programme.Teachers were informed about opinions, changes and suggestions of programmes by the representatives.Student council organises a lot of additional programmes in connection with IQAC .This type of activities boosts their self-esteem and social potentialities .

Under the supervision of teachers in support of Asa workers, the college conducted field work every year.Conducted many activities on Gandhi Jayanthi celebration like several hygienic programmes. Conducted many programmes on Environment day (June 2nd). Under the guidance of the literary Club, Every year a reading competition was held on June 19. Many Students prepared short videos related to the Book reviews. Malayalam option commemorating Vaikom Muhammed Basheer Day relate the works by presenting videos.Other special days like youth day, National Education Day. Teachers Day. During the three days camp several things like yoga, SUPW,doll making and others were practised. Student councils also focus on peer group interactions and support. Multi dimensional rogrammes enhance professional growth, Emotional intelligence and promote national integration.

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

5.3.2

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

Response: 11.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
11	14	13	09	10

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](#)

5.4 Alumni Engagement

5.4.1

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

Response:

Sree Vivekananda Teacher Education Centre, Akkikkavu, was established in 2005. A number of alumni got their education from this reputed institution. Though this institution is located in a rural area, it has made a great contribution to the educational development of rural students.Many alumni of this college are well-known in their careers as teachers and assistant professors on the subject, i.e., English, Commerce, Malayalam, Physical Science, Social Science, and Natural Science. The majority of them are working as educators, and some of them are doing other reputed jobs in different fields. The college provides an opportunity for alumni to interact and share their experiences with students by arranging an alumni association every year at the college.The alumni members and college have a strong connection, and the college staff always make sure the alumni's valuable opinions, feedback, concerns, and presence are taken into consideration. Each and every alumni always approaches the teaching staff whenever they need any help regarding their career, and the alumni who are pursuing higher studies also approach the college for research purposes, teaching practice, data collection, etc. The connection between college and alumni is very warm since the former students also help the college in financial and nonfinancial ways. The contributions and support of alumni reflect in the various activities of the institution, like fund-raising activities, informal interactions, placement assistance, organising alumni meets, motivating and encouraging junior students, and providing the best experiences for the professional development of students. The two significant contributions of alumni to the functional aspects of the institution are as follows:

1. **Academic Support:** The most visible involvement of the alumni in the institution is the contribution of their time and expertise in different phases of the academic program. During the student induction programme itself, opportunities are provided for the students to interact with alumni to learn about the structure of the BEd course and other valuable information regarding the profession. The institution utilises alumni's expertise in providing demonstration classes to the current batch of students. Learning material support is also offered by some of the alumni to the

students who are facing difficulty accessing such resources, and alumni members are welcome to attend conferences, seminars, workshops, and the annual day, among other events. They inspire future educators to succeed in their field by serving as role models.

2. **Placement Assistance**:Another major visible activity of the alumni is their support for placement assistance.Since alumni are placed in various institutions and organisations and they are aware of opportunities and vacancies in institutions, junior students can get a great deal of help from them. Moreover, the students are guided appropriately during different phases of their careers by interacting with alumni. The college always provides a platform for the students to mingle with the alumni members.

3. **Financial Support:**Financial assistance is another valuable support of alumnae;Alumni donated books,water purifier,notice board ,flower pot etc.,apart from that the alumni provided financial support to the needy students and also gave encouragement to the students who scored excellent grade in academics.

File Description	Document
Upload any additional information	[View Document](#)
Details of office bearers and members of alumni association	[View Document](#)
Certificate of registration of Alumni Association, if registered	[View Document](#)

5.4.2

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

1.   Motivating the freshly enrolled students

2.   Involvement in the in-house curriculum development

3.   Organization of various activities other than class room activities

4.   Support to curriculum delivery

5.   Student mentoring

6.   Financial contribution

7.   Placement advice and support

Response: A. Any 6 or more of the above

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

5.4.3

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

Response: 5

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

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

File Description	Document
Upload any additional information	[View Document](#)
Data as per Data Template	[View Document](#)
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	[View Document](#)
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	[View Document](#)

5.4.4

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

Response:

Sree Vivekananda Teacher Education Centre, Akkikkavu, was established in 2005. A number of alumni got their education from this reputed institution. Though this institution is located in a rural area, it has made a great contribution to the educational development of rural students. Many alumni of this college are well-known in their careers as teachers and assistant professors on the subject, i.e., English, Commerce, Malayalam, Physical Science, Social Science, and Natural Science. Each and every alumni member always approaches the teaching staff whenever they need any help regarding their career, and the alumni who are pursuing higher studies also approach the college for research purposes, teaching practice, data collection, etc. The connection between college and alumni is very warm since the former students also help the college in financial and nonfinancial ways. The contributions and support of alumni reflect in the various activities of the institution, like fund-raising activities, informal interactions, placement assistance, organising alumni meets, motivating and encouraging junior students, and providing the best experiences for the professional development of students. The two significant contributions of alumni to the functional aspects of the institution are as follows:

Academic Support: The most visible involvement of the alumni in the institution is the contribution of their time and expertise in different phases of the academic program. The institution utilises alumni's expertise in providing demonstration classes to the current batch of students to improve the basic skills of teaching. Learning material support is also offered by some of the alumni to the students who are facing difficulty accessing such resources, and alumni members are welcome to attend conferences, seminars, workshops, and the annual day, among other events.

Placement Assistance:Another major visible activity of the alumni is their support for placement assistance.Since alumni are placed in various institutions and organisations and they are aware of opportunities and vacancies in institutions, junior students can get a great deal of help from them. Moreover, the students are guided appropriately during different phases of their careers by interacting with alumni.

Financial support: Financial assistance is another valuable support of alumni; their association encouraged some of our alumni to donate for the purchase of books, water purifiers, etc. Apart from that, the alumni provided financial support to the needy students who were unable to pursue the financial burden of the professional BEd course.Hence, all together, the Alumni Association plays a very supportive and constructive role in the overall development of the college.

File Description	Document
Upload any additional information	[View Document](#)
Documentary evidence in support of the claim	[View Document](#)

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Vision

The vision of the institution is "**Empowering Innerself through Education**".

Education inspires individuals with knowledge skills and make them confident to take control of their own lives and there by achieve their goals. We aim to create dedicated teachers by inculcating the values of teaching. The college is committed to uplifting student teachers by giving them quality professional education to become empowered leaders.

Mission

   The institution aims to develop intellectually competent, morally upright, physically integrated and socially committed teachers for service in the emerging world scenario of education.

 Holistic development through quality education with a human touch, by including human values such as love, sincerity, empathy, cooperation and constitutional values."

The mission stated above implies

- To empower through education people who are economically and socially challenged.

- To achieve and sustain excellence in teacher development through experimentation and innovation.

- To inculcate a new work culture for improving the practice of education through research, extension and training.

- To foster values of the new global scenario such as quality consciousness, eco- friendliness, sustainable development and love for fellowmen.

NATURE OF GOVERNANCE

The institutional governance structure outlined involves several tiers to ensure effective decision-making and smooth functioning. At the top is the governing body, followed by the academic committee, staff

council, and student union. Each level has its responsibilities and functions with communication channels established between faculty and students. Additionally, the involvement of associations like the P.T.A and alumni further supports the college's activities and initiatives.

Sree Vivekananda Teacher Education Centre Akkikavu believes in effective leadership and participatory governance that aligns with its vision and mission.

To ensure that the vision and mission are understood and implemented, the college conducts orientation programs, displays them on the college premises and website, and includes them in the college calendar. The active involvement of staff and students in the institution's governance is key to realizing these goals.   The institution follows a participatory administration approach, forming various committees with representation from staff and students. These committees, including the Governing Council, IQAC,internship, and examination Committee, meet regularly to discuss plans and evaluate the institution's performance. Feedback and suggestions from these committees are incorporated into the institution's planning to enhance quality.   Monthly staff meetings and evaluations at the end of the academic year provide opportunities to review activities and provide feedback for improvement. The non-teaching staff's performance is also evaluated through periodic meetings, ensuring the entire faculty contributes to enhancing the institution's quality. The student union assists in administrative functions to a certain extent, encouraging students to provide feedback on the institution's functioning, facilities, and learning experiences. Written evaluations at the end of the academic year gather students' feedback, which is used to improve the college's quality. The involvement of teachers in decision-making bodies is facilitated through various avenues and opportunities within the institution's day-to-day functioning. These include participation in committees such as the Staff Council, Examination Committee and Admission Committee,discipline committee etc. This collaborative approach ensures that faculty members can contribute to administrative and managerial decision-making processes effectively.

File Description	Document
Vision and Mission statements of the institution	[View Document](#)
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signatureof the Principal	[View Document](#)
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:

Sree vivekananda teacher education centre Akkikavu believes in the democratic values, practicing decentralization and participatory management. The institution represents authority extensively, with a focus on the Principal, coordinators, and teachers in charge of various cells and committees. These committees and cells play a crucial role in implementing various activities and functions of the college.

The institution has a wide range of committees and cells in place to ensure the smooth execution of different responsibilities. These include the Anti-Ragging cell, Discipline Committee, Library Committee, Examination Committee, Sports Committee, Internal Quality Assurance Committee, programme Committee, Grievance Redressal Cell,Placement Cell, Internal Complaint Cell. The Principal oversees the activities of various committees and cells, ensuring their effective functioning. The programme committee organizes all functions,celebrations, academic, and co-curricular activities within the college. The examination committee prepares data sheets, conducts tests, and assesses students' internal performance. Additionally, optional teachers play a significant role in planning and successfully completing the internship program across all four semesters. Committee meetings are held when required to discuss and organize activities, and minutes of these meetings are documented in both soft and hard copies. This ensures proper documentation and reference for future actions. The institution's management emphasizes decentralization and participative management to ensure transparency, accountability, and efficacy in its operations. The principal, as the member secretary of the governing body and chairperson of the Internal Quality Assurance Cell (IQAC), collaborates with teachers and various committees to plan and implement academic and administrative policies. Academic and operational decisions are based on unanimous agreement among the governing body, IQAC, and teachers.

At the principal level, responsibilities are distributed among committees such as the Internal Quality Assurance Cell, Library Management, College Annual Magazine Committee, Alumni Association, and others. The principal delegates academic and operational decisions to the Academic Monitoring Committee, which formulates academic plans and policies.

Faculty members are actively involved in various committees and cells nominated by the principal and governing body, including the IQAC. The composition of these committees changes annually to ensure a balanced exposure to duties for the academic and professional

development of faculty members. Committees cover areas such as placement and women's issues, event management, infrastructure cleanliness, student welfare, and academic support. This inclusive approach promotes a culture of decentralization and participative management involving all stakeholders in the decision-making process.

At the academic level, faculty members engage in knowledge sharing, research, and innovation, while cooperating to design and implement strategies for overall development. Administrative staff play a crucial role in supporting the institution's functioning and ensuring the execution of policies and procedures.

Overall, the institution's governance model promotes collaboration, responsibility, and continuous improvement, ultimately contributing to its growth and development.

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:

Financial Transparency:

The financial accounts are audited yearly under various heads at different strata like Management level and Charted Accountants level.

 The financial transparency of the institution reflects in the following actions.

- Preparation of annual statement of accounts

- Structured utilization of management funds

- Auditing and documentation of the fund by external system

- Documentation of all financial transactions

- Periodic filing of documents of income tax paid by staff members

Academic Transparency:

- The regulations, curriculum and syllabus are uploaded on the college website. There is an academic committee in the college which monitors the academic activities.

- The rules and regulations are made clear to the Students through the website;made available online or through Hard copies.

- Significant current events, including admission, examinations, seminars, time-tables, workshops,training programs, etc are posted on the website . The principal circulated among the staff and students.

- The admission process laid down by the University of calicut in the Prospectus. The process is published through the College Website and also by one-to-one counselling on campus for those who seek information regarding admission.

- The internal examinations, assignments, and projects are verified and feedback is provided regularly.

Transparency in the Admission process is ensured through:

- Online process through college LMS/University level Admission Portal on the basis of merit and reservation policy information.

- Interaction Session with parents and students. Course curriculum explanation through interview. Proper documentation with receipts for official and in-house contribution by Students/Parents.

- Transparency in Administrative and auxiliary functions:

- Periodic review meeting at various levels . Periodic Faculty Meetings, Institutional IQAC, Class Representatives (CRs) Meetings .

- LMS Based attendance and admission.

- Grievance Redressal mechanism for faculty, students and parents.

- Timely handling of files and papers to various agencies.

    This information is readily accessible to both staff and students through the college's website and notice boards. The institution emphasizes the use of technology to enhance the teaching-learning process and employs regular assessments to track students' progress. Examination-related tasks, such as application processing, data sheet preparation, seating arrangements, absentee records, and question paper management, are handled with transparency and efficiency. The Principal assumes responsibility

for overseeing the overall administration and academic functioning of the college, ensuring compliance with management policies and mandatory regulations. Various meetings, including faculty meetings, Institutional IQAC meetings, student union meetings, governing council meetings, and curriculum planning meetings, are conducted regularly to facilitate open communication and decision-making processes.

The college upholds administrative transparency by providing comprehensive information on service rules, code of conduct, and staff benefits. Administrative inspections, conducted by both management and the Principal, ensure compliance and effectiveness. The college also maintains transparency in student admissions by allocating B.Ed course seats based on merit, ensuring fairness and equal opportunities for all applicants. Through its commitment to transparency ,Sree,vivekanandaTeachers' Training College fosters accountability, efficient resource utilization, and compliance with established guidelines and regulations. This transparency enhances the institution's credibility and facilitates an environment of trust among all stakeholders.

File Description	Document
Reports indicating the efforts made by the institution towards maintenance of transparency	[View Document](#)
Any additional information	[View Document](#)

6.2 Strategy Development and Deployment

6.2.1

The institutional Strategic plan is effectively deployed

Response:

The institution has undertaken many initiations as part of its strategic planning. The revised teacher education curriculum as per NCTE guidelines since 2015-17 at the college is two year duration with four semesters. The intense practice teaching is scheduled in the 3rd semester and the initiative practice is to be undertaken in the 1st semester. , it was decided to compose and distribute a handout of tasks and responsibilities to be performed for the nearly 3 month long internship period and associated activity.

The college management grants considerable freedom and flexibility to the principal, staff and students. They regularly meet and formulate strategic plans for the institution. To monitor and evaluate policies effectively, institutions adopt the following strategies.

- Regular meeting of committees

Academic committee and IQAC hold regular meetings to discuss and review institutional policies and progress.

- Feedback system

Regular feedback is collected from alumni members, staff, and students to assess the effectiveness of policies and identify areas of improvement.

- Observation by principal

Principal and senior faculty visit departments regularly to assess the Functioning and provide guidance and support.

- pedagogical monitoring.

The heads of departments monitor the system and activities of each system to ensure quality of standards.

- Annual evaluation

The feedback system was prepared every year. They are directed to follow the scheme as far as possible to reduce the assumed heavy workload during the internship in a sequential manner.

Regular meeting of councils, committees, and cells done by concerned members with presiding officer principal.

Feedback systems from alumni and students, and stakeholders of our college will help to improve teaching learning outcomes.

Due to covid pandemic situation of 2019-2020, institution review objectives and evaluate the condition usage and effectiveness of existing spaces and resourcces.

Demands due to covid pandemic, institution needed to upgrade infrastructure and ICT facililties.so institution planned a strategy for improving teaching and learning.Upgrade infrastructue ,library ,laboratories and classroms to ensure quality education . Ensure facilities that are accessible to all students including those with disablilites.incorporate ecofriendly practices and materials in facility upgrades.provide training for faculty and staff on the effective use of new facilities and technologies.the institution arranges orientation classes on NAAC to acquaint teachers with the knowledge based on strategic plan . additionaly offer both offline and online courses to introduce new technologies.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any additional information	[View Document](#)
Link to the page leading to Strategic Plan and deployment documents	[View Document](#)

6.2.2

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

Response:

Hierarchy of Administrative setup

The Institutional bodies form an effective and efficient as visible policies administration set up. Manager is the authority of all administrative functions. Management secretary comes under the manager.An office was set up for the proper functioning, placement, promotions and for managing the service rules and appointments. An academic council with 12 members was constituted to observe the day to day functioning of the institution. The academic council frames policies and regulations and it is published in the academic Calendar of the college. Administrative council review academic economic and physical facilities and other activities of the college and suggest remedial measures.

FUNCTIONING

Promoting the faculty for effective and efficient transaction of teaching and learning process in the institution Promoting faculty to do research under faculty improvement program, to participate in orientation programs, seminars, workshops, conferences

Resource persons to various institutions especially Academic Staff Colleges. Directing the administrative body to make the necessary provisions for maintaining the smooth functioning. Encouraging faculty to take up minor and major research work from UGC and providing the facilities for executing these researches.

Recruitment of Faculty

The appointment of staff members, both teaching and administrative, is made on procedural lines. Notification in registered newspapers . Preparation of list Inviting government/university nominees after getting concurrence to the post. Constitute an interview board as per government norms. Issuing interview memos to all eligible applicants.

Conducting interview and preparation of minutes signed by selection board members. Preparation of merit list with the approval by the manager. Issuing appointment orders on the basis of vacancies available.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Link to Organogram of the Institution website	[View Document](#)

6.2.3

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

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

Response: 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](#)

6.2.4

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

Response:

The administrative functions of the institution are carried out by the Head of the Institution through a series of committees and clubs. The head of the institution organizes meetings before the commencement of the academic period. Various committees and clubs are formed through discussion and voluntary acceptance of the faculty based on their potential, teaching experience, interest, communicative style and specialization.

The plan of action is prepared after thorough discussion. Powers are delegated to these different bodies for the smooth functioning of the academic activities with the Principal having a supervisory role.

The Principal frequently has meetings to ensure that the responsibilities are done by each committee and

club.

The College Staff Council, College Union and the Parent Teacher Association assist the Head of the institution in the academic activities. Every month a staff meeting is conducted where analysis, evaluation and new plans are discussed and proper decisions are taken. The decisions are informed to Bursar at the meetings conducted between the Principal and the bursar and will be conveyed to the management who ensures that the responsibilities are properly defined and communicated to the staff through official communications.

The list of various committees/ cells functioning in the institution is attached as a document for clarification. The various committees functions are Anti-Ragging, Planning Forum, Grievance Redressal, Women Cell, Sexual Harassment Prevention (mandatory by Government stipulations). Along with this, other committees function to look after liaison with apex bodies such as UGC, NCTE, RUSA, NAAC, AISHE etc. Besides these, the day to day administration, scholastic and co-scholastic programmes,etc are carried out through different clubs such as Nature Club, HealthClub, Yoga etc.

The general framework of Executive Committee of each club is as below:

- General Convener: The Principal

- Coordinator : A Teaching Faculty

- Office Assistance : An Office Staff

- President : A Student Representative

- Secretary :A Student Representative

- Members: One from each Class- B.Ed.

Committee meets periodically on grounds of requirement to discuss, plan and share ideas. The Principal constantly interacts with the functional unit of all the committees.The recommendation of these committees are placed and get approved by the staff council for implementation in due course.

A decision was made in the staff meeting to upgrade the ICT facilities of the institution and to provide adequate awareness programmes and workshops for the same. The decision was made in the staff meeting on 10/02/2020 to conduct workshop and seminars for faculty and students to meet the challenge during the pandemic period.

File Description	Document
Minutes of the meeting with seal and signature of the Principal	[View Document](#)
Any additional information	[View Document](#)
Action taken report with seal and signature of the Principal	[View Document](#)

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

Sree Vivekananda Teacher Education Centre Akkikkavu has effective welfare measures for teaching and non-teaching staff. The institution has given importance to staff welfare measures. Health insurance, Medical and maternity leave for eligible staffs, ESI, PF etc. are the main items of welfare measures.Staff welfare fund initiated by the staff themselves is used to manage various financial emergencies. The staff are honoured for their achievements in various fields. Teachers are allowed to attend various seminars, workshops, professional development programmes by granting duty leaves and financial support. Teachers are encouraged to publish article.IQAC of our institution organises an honours ceremony for students who have special achievements. Welfare measures taken towards the staff reflects on the output and selfless contribution towards tremendous growth of the Institution.

In connection with this, Existing welfare measure for teaching and non-teaching staff are itemized below:

- Health insurance.

- Medical Leave & Maternity leave for eligible staff members

- Faculty members are eligible for Earned Leave

- As the Institution has a multicultural environment in the campus, the management ensures the celebration of all the festivals together.

- Internet and free Wi-Fi facilities are also available in campus for staff

- Management organizes tours, and sports activities for the teaching and non teaching staff.

- Faculty members are provided with Individual places to facilitate good ambience.

- 30 days - Summer Vacation for faculty members , onam vacation, week .

- Automation of attendance and leave using a biometric system.

- The management also extends financial assistance to the needy students for pursuing higher education in our institution as per the requirement.

- Institution promotes continous learning and proffessional develpment of teachers by encorage them to participating seminars ,workshop ,and faculty development programmes etc.

- The faculty who publishes articles in referred journals or publishes syllabus related book is declared as the best researcher in the college.

- All faculty members of the institution are eligible to get financial assistance without discrimination.

- Provide comprehensive health care benefits like ESI including dental vision and medical coverage.

- Offer oncampus fitness facilities like areobics yoga and sport activities for stress relief.

-

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](#)

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: 13.85

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

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

File Description	Document
Institutional Policy document on providing financial support to teachers	[View Document](#)
Income Expenditure statement highlighting the financial support to teachers	[View Document](#)
E-copy of letter/s indicating financial assistance to teachers	[View Document](#)
Data as per Data Template	[View Document](#)
Certificate of participation for the claim	[View Document](#)
Any 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: 5

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

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

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

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: 9.23

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

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

File Description	Document
Data as per Data Template	[View Document](#)
Copy of Course completion certificates	[View Document](#)
Any additional information	[View Document](#)

6.3.5

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

Response:

The College requires that the teachers furnish a self-evaluation form every year ,available on the College website. This provides an insight into one's own assessment of effectiveness of the teaching style and its impact on the students. It highlights how the teacher handles different situations that affect the learning progress of the students. It also makes known the involvement of the teacher in both academic and administrative activities . Through this form, a teacher can showcase his/her continuous professional development(paper presentations, publications, seminars and conferences attended) etc.

Departments collate the data for appraisal of teaching-learning activities of teachers in the form of departmental reports which are then forwarded to the Principal.

The IQAC of the college assesses the report submitted by the faculty/department and does an academic audit which is then shared with the departments. Next, the departments fill a self assessment proforma and prepare an Action Taken Report,appraised by the external auditor who is an expert in the discipline.

The performance appraisal is also used for Career Advancement of the teachers who are updated about their performance at each level. If there is a scope for improvement on the part of the teacher,they are advised to upgrade themselves.. The whole system is carried out in a confidential manner. The respective teacher is informed about the same and suggestions given.

The college's performance evaluation system for both teaching and non-teaching staff is good. The principle created the appraisal system employing a variety of criteria. Our college evaluates the performance of its teaching and non-teaching staff using this form. Stakeholder feedback is used as a

gauge for performance assessment.Numerous factors are included in the performance appraisal system to evaluate an employee's work potential, quality of work, inventiveness, job competency, honesty, timeliness, autonomous work, attendance, and so on.Through this performance review approach, technical capabilities, dependability, coworker relations, and responsibility are also verified. The performance is measured by the teaching and non-teaching staff using their own assessments. The college uses the performance-based appraisal system (PBAS) recommended by UGC for its performance reviews.

The principal validates entire performa It taken as motivation for professional development.Daybook is maintained by all teachers It contains all academic and non- academic activities conducted by the college The progress academic and non- academic works assigned to the staff are discussed in staff meeting The feedback of students collected at the end of each academic year It is also a good tool for evaluating the performance of teachers.good feedback system helped to the Smooth working of a college. It also helped to understand the merits and demerits of every staff.Feedback system also helped to improve staff quality and Smooth working of the college. It also helps to improve the quality of college.

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

6.4 Financial Management and Resource Mobilization

6.4.1

Institution conducts internal or/and external financial audit regularly

Response:

To monitor the financial transactions the college has a system of internal and external auditing.The external audit is done by a registeredChartered accountant The internal auditing system consists of audit by the management Committee.The institution conducts both internal and external auditing The institution conducts external auditing on every financial year The college appointed the Chartered Accountant as an auditor and he checks accounts The bills and vouchers are checked Proper records of income and expenditure are maintained and the college Capital expenditure is also checked and verified Fees collected from students profit from fixed deposits are the main source of the income of the college The salary of the staff, PF, ESI, Purchase of computers, lab equipments, maintenance of building etc. the main source of expenditure of the college. College keeps bills of all purchases and vouchers related to all expenses All bills and vouchers are submitted during the time of external auditing All expenditures are checked by the auditor and report submitted to the management The audit compliance, if any is handled

by management.

The internal audit management Committee regularly does account auditing.Monthly management meetings are conducted and discuss the income and expenditure. Monthly internal audit was done through the meeting Financial accounts checked and verified by all management members.institution keeps income expenditure statements of consequent years. Audit reports are filed properly. All the transactions in the college are transparent.The main sources of funds are fee collection. Other Sources of finance are FDinterest,SB interest etc.The funds are utilized very systematically by the institution and keep audit report.The main expenditures of the college include, salary and PF and ESI payments, examination fees, college celebration expenses Repairs and maintenance, Electricity charges, miscellaneous expenses.Maintenance of college building, infrastructure , labs implementation , digital classrooms and implementation of solar panel All basic financial needs of students and staff are satisfied through this fund.The Funds related objections discuss in the management meeting and corrected through internal auditing. A registered chartered accountants audit the annual financial statement at the end of the financial year.All college funds include external auditing done by chartered accountant and correct Audit objections.Finance mobilisation and Finance management   is done transparently. It is done through internal and external auditing .

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

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: 0.05

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

2022-23	2021-22	2020-21	2019-20	2018-19
0.152	0	0.02	0	0.06

File Description	Document
Data as per Data Template	**View Document**
Copy of letter from the NGO / Individual / Philanthropists stating the Fund / Donation given	**View Document**
Link for additional information	**View Document**

6.4.3

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

Response:

Funds are essential for the smooth functioning of the college. Effective and suitable strategies are essential for smooth functioning of the college, The college has limited funds from other sources. The major source of the funds is the management funds The various sources of funds include

- Funds from management scholarships and e- grants from state government

- Fee from students

- Alumni registration fee Donation by Alumni

- Funds raised through students council activities

The fund was utilized very carefully and effectively which ensures smooth functioning of the college both academic and administrative activities.

Management funds used for various programmes that are helpful for the overall development of the students and promising teachers management funds used for implementing various facilities like laboratories ,libraries, improved IT based (digital classrooms) washrooms etc.

Management funds were utilized very effectively for infrastructure development ,drinking water management ,eco-friendly initiatives, maintenance of computer hardware, maintenance of staff room facilities ,Funds also utilized for the purposes of staff to attend seminars, workshops etc. Students various needs also satisfied by using fund.

Alumni fund is also utilized effectively for many purposes like drinking water facility financial support for needy students. Alumni also gave meritorious award to toppers in the academic year 2021-2023 batch Alumni contributed flowerpots and various plants for college.Alumni assured financial support for development of the collegeStaff fund is utilized to meet the various needs of students and staffs members The emergency needs of staff and students are also done using staff fund.

    1.Fees: Fees charged as per the university from students of various granted and self financed

courses

2. Office attendant takes care that purchases are done properly and in accordance with the rules of authority.

3. Regular internal audits from the Chartered Accountant and external audits from the government make sure that the mobilization of the resources is being done properly.

4. The staff committee looks after the proper utilization of classrooms and laboratories.

5. The Library Advisory Committee takes care that the resources in library are utilized optimally.

6. Campus cleanness and its utilization is monitored by the Campus .

7. To ensure the optimum utilization of resources, the Principal issues directions for teachers and students.

File Description	Document
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	[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:

Internal Quality Assurance Cell (IQAC) as a quality sustenance measure. Since quality enhancement is a continuous process, the IQAC will become a vital part of the institution's quality assurance system and work towards ensuring quality enhancement and sustenance. The prime task of the IQAC is to develop a system for conscious, consistent and catalytic improvement in the overall performance of its institution. Before IQAC formation this institution works with a quality cell and ensures quality of the institution.

IQAC acts as a catalytic agent for the academic and administrative activities of the college and the development of a quality culture.college IQAC working in accordance with the objectives of NAAC and the vision and mission of college.An action plan for every academic year is prepared by the IQAC by analysing the feedback from students and parents who considered as stakeholders, institutional strategic plan, Academic and Administrative Audit Report and current requirements. Diverse programmes are arranged based on the action plan with the active participation of the stakeholders. Measures to facilitate the quality performance of all the inmates of the institution are taken by the active supervision and monitoring of IQAC. Periodic reviews and discussions on the functioning of IQAC were done during IQAC meetings which helped to identify the gaps and decide on intervention measures. The contribution of IQAC to assure the quality of culture is evident from various activities like;Conducting inhouse curriculum planning committee meetings to prepare the action plan based on academic calendar for curriculum transaction. Distribution of responsibilities among staff and students to ensure effective

functioning .Conducting need assessment surveys to assess the needs and requirements of the students at entry level Deciding benchmarks ,outcome mapping, Curriculum transaction through innovative and ICT based strategies .

Regular meetings of IQAC for the appraisal of quality initiatives Collection of feedback from stakeholders, its analysis and implementation of necessary changes, Conducting student satisfaction survey to assess the success of implemented strategies, Conducting Academic and Administrative audit ,Performance appraisal of staff Proper documentation of activities, Organising skill development programmes for students ,Commemoration of days of importance, Eco Friendly campus initiatives, Collaborative initiatives with local bodies and institutions.Institution arrange activities to ensure teaching learning in coordination with IQAC and all activities are recorded.IQAC prepares annual report for every year.

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:

Under the leadership of IQAC the institution implemented various programs to improve the effectiveness of the teaching learning process. For creating conducive learning environment IQAC took leadership for implementing ICT facilities in each classroom. It will help to enhance a student's learning outcome. IQAC ensures all classrooms have adequate space, laboratories are equipped with quality instruments and equipment. The library was equipped with sufficient books for reference. For effective teaching faculty engages in workshops and webinars which enhance their preparedness for effective teaching. Timetable accommodates curricular and cocurricular activities in a balanced way. IQAC took initiative for scheduling time tables by balancing priorities of academic and Nonacademic matters. To enhance learning experience the institution employed a variety of teaching methods and tools. Field visit, initiatory practice, internship, ICT based teaching through learning management, etc are some of them. Faculty provides a special handbook to supplement the learning process. IQAC collects feedback once a year from students and considers them as stakeholders. PTA meetings organised once a year facilitated discussions about students' progress and behaviour. Institutions analyze course wise results in university exams to assess attainment of course outcome. It conducts academic audits to evaluate teaching learning outcomes. Success of student effort measured by achievement of students and placement services, and participation in competition etc. IQAC took an initiative to teach and reteach academically weak students by proper monitoring done by faculty members. Senior students deliver demonstration lessons to juniors

and will promote knowledge of sharing and mentorship. College Emphasizes participation In Cocurricular activities and conducts tutorial sessions which provides additional support.

In short our institution empowers quality improvement each year to motivate coming student teachers.

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

6.5.3

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

Response: 14

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

2022-23	2021-22	2020-21	2019-20	2018-19
20	13	12	9	16

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

6.5.4

Institution engages in several quality initiatives such as

1. Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements

2. Timely submission of AQARs (only after 1st cycle)

3. Academic Administrative Audit (AAA) and initiation of follow up action

4. Collaborative quality initiatives with other institution(s)

5. Participation in NIRF

Response: B. Any 3 of the above

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

6.5.5

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

Response:

Sree vivekananda teacher education Centre possesses an academic council to implement academic and administrative initiatives to enhance quality education. To satisfy the mission of the institution IQAC serves as the chief advisory body for all other academic and administrative units of the institution.

The college has invested in upgrading its computer lab with new computer systems ensuring that they make use of modern technology for their academic activities. ICT enabled classrooms facilitate interactive and dynamic environments. To supplement the regular curriculum college has introduced value added courses to provide additional knowledge. Yoga and art help to empower their skills that will enhance overall experience.

The college website has been redesigned to provide updated information about the institution. Programs, facilities, and activities of various cells and celebrations were more user friendly and informative for students.

College library has been upgraded with new books related to B.Ed course which ensure comprehensive learning materials.The library is fully automated by using the ILMS koha software 23.11 version, which is one of the best open source software in the world which was installed in 2024. documents are computerised and an OPAC facility is provided.College prepares timetable based on academic calendar

ensuring well structured schedule for students. Faculty members utilize innovative teaching methods and tools for sharing their knowledge. Teaching notes are digitised and develop flipped classrooms.

Team Teaching, peer teaching, individualized instructions,well equipped classrooms, brainstorming methods, well equipped laboratories, library etc provide a dynamic learning environment. Faculty members participated in various seminars and webinars to enrich their knowledge.

This institution is on a path of continuous improvement, innovation, and providing holistic educational experience to students,by investing in modern infrastructure, implementing innovative teaching methods, and fostering academic excellence. Placement services provided by institutions will prepare the students for a successful career in the field of education.

File Description	Document
Relevant documentary evidence in support of the claim	View Document
Any 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:

Sree Vivekananda Teacher Education Centre is committed to a policy that focuses on energy efficiency, energy conservation, alternative use of energy sources, and reducing environmental pollution in light of environmental challenges. The college wants to develop cost-effective alternative energy sources and make the campus environmentally and health-conscious for the benefit of coming generations.

ENERGY POLICY STATEMENT

The college's commitment to environmental responsibility and energy conservation is reflected in its energy policy statement by realizing the institution's vision and goal. This policy outlines the proactive measures the college is taking to reduce pollution and conserve energy in the goal of maintaining a sustainable and environmentally friendly campus environment. The institution is committed to constant improvement in its awareness as part of a wider commitment to sustainability and social responsibility.

ENERGY MANAGEMENT COMMITTEE

Our institution has an energy management committee, which is guided by the principal, staff, student, and administration representatives. This group is essential to ensuring that the college's energy management program is carried out effectively.

Objectives

- Decrease energy usage through efficient practices, technology upgrades, and behavioral changes.

- Encourage environmental friendly practices, renewable energy sources, and reduce carbon emissions

- Educate students and faculty for energy management's best practices, benefits, and environmental impact.

- To give preference to maintaining, repairing, and reusing equipment for future.

SVTEC ENERGY POLICY STRATEGIES

Our college follows certain procedures to achieve these objectives. They are mentioned below .

Energy Conservation and Efficiency:

- To reduce energy use, the institution decided to install LED lights and bulbs.

- The institution painted bright colors on its walls to effectively capture natural light, which lessens the requirement for artificial lighting during the day.

- The college does periodic service on its photocopiers, printers, and UPS in order to save unnecessary energy consumption.

- The campus acquires maximum natural daylight from windows that are thoughtfully planned and reduce the need for artificial lighting.

- The institution provides routine electrical equipment maintenance.

- During power failures, the college uses a diesel generator to supply its power requirements.

- The installation of a biogas system produces energy for cooking and the slurry as the plant's fertilizer.

- The college has a solar power plant of its own to help with energy conservation in the campus.

File Description	Document
Institution energy policy document	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

7.1.2

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

Response:

WASTE MANAGEMENT POLICY

The institution's waste management policy is a guiding document that states the institution's commitment to sustainability, protecting the environment, and responsible waste management.

- The institution follows a three-bin system for waste segregation.

- The institution follows the green protocol rules that the Kerala Government has set down.

- The institution is actively encouraged to reuse and recycle waste materials by the institution itself,

which actively works for these practices.

- The institution is committed to make sure that waste is disposed of properly and efficiently in order to reduce its negative effects on the environment.

- E-waste must be collected and disposed of in accordance with regulations .

- The institution supports programs that turn waste into useful, long-lasting goods, supporting the circular economy.

- Eco-friendly products are advised by the institution for both extracurricular and academic activities.

SVTEC IMPLEMENTATION PROCEDURE

The way an institution handles waste is a good indicator of a well-designed policy. The college seeks a sustainable community with appropriate staff and student awareness, centred around the sustainable objectives.

Solid Waste Management

? Paper and plastic garbage are collected and separated into two different bins. A separate bin is allocated for food waste collection on the ground floor near the washing area. Haritha Karma Sena often receives these gathered waste stuff. In a biogas plant, food waste is particularly well-utilised for producing energy.

? Reusable lunch boxes are encouraged for students and staff.

? Single-use plastics are not promoted on campus, therefore comparatively less plastic waste is less.

? Sanitary napkin incinerators have been installed to dispose of sanitary napkins in an environmentally responsible manner.

Liquid waste management

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

E-Waste Management

E-waste is collected and disposed of. To maximise efficiency and reduce e-waste, electrical and electronic equipment require periodic maintenance and upgrades. Printer cartridges are refilled.

Waste Management Team

There is a committee to ensure the realisation of the policy on ensuring effective waste management headed by the Principal which monitors the meaningful implementation of waste management in the

college.

The following are the members of the committee:

Lillymol K J Principal

Sajitha C M IQAC Coordinator

Manjula V Assistant Professor

Sheeja M. S. Assistant Professor

Binjo R. B. Union Chairman

Sumyyath K. V. General Secretary

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: A. Any 4 or more 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: A. All of the above

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

7.1.5

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

Response:

Our organization looks forward to keeping the campus environment neat and clean. In order to ensure that, daily cleaning duties are assigned effectively and that the work is completed. In order to make safe drinking water available, water purifiers have been installed. The rooms have large windows that allow in plenty of natural ventilation. Students are instructed on how to use bins properly. In addition, the institution is often directed to separate degradable waste and non-degradable waste.

Sree Vivekananda Teacher Education Centre Akkikavu has organized a Clean Campus campaign to educate and to promote civic sense among the student community. As part of an extracurricular club activity students went to all the classes and briefed about the importance of cleanliness of the campus. Students were advised not to throw paper plates, water bottles, paper cups, tissues, and many unwanted things on campus Lawns, Library, Sitting Area, corridors, classrooms, pathways and other open areas which are very unhygienic to all. They were also informed to make the college campus & class rooms a beautiful place for one and it makes individuals healthier when the environment around them is healthy.

Sree Vivekananda Teacher Education Centre is truly dedicated to fostering a harmonious relationship with nature and promoting sustainable practices. The emphasis on cleanliness, eco-friendliness, and discipline creates an environment that not only enhances the learning experience but also contributes positively to the surrounding community.

The commitment to tree plantation and maintaining an eco-friendly campus demonstrates a strong sense of environmental responsibility. It's inspiring to see initiatives like the Swachh Bharat Abhiyan being actively pursued, showing a dedication to not only the well-being of the campus but also the wider community.

The integration of green technology such as solar panels reflects a forward-thinking approach to sustainability. These efforts not only reduce the institution's carbon footprint but also serve as a model for other educational institutions to follow.

The college also has waste management as a major area of attention. Maintaining an orderly and clean campus requires routine clearance of waste, broken, and useless items.

Through these initiatives, Sree Vivekananda Teacher Education Centre demonstrates its commitment to responsible waste management and a sustainable campus environment. By promoting waste minimization, segregation and awareness among staff, students and students. The college aims to foster a culture of environmental responsibility and contribute to a cleaner and greener future

Overall, Vivekananda campus serves as a shining example of how institutions can prioritize environmental stewardship while providing a conducive learning environment for students.

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: 3.1

7.1.7.1 **Total expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
0.90	0.61	0.37	0.85	0.49

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

7.1.8

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

Response:

A teacher education college can prepare teachers who are not only well-versed in the subject matter but also possess a deep understanding of the local context, enabling them to form meaningful connections between education and the community they serve. This can be achieved by utilising the local environment, locational knowledge, resources, and community practices.

Our college's main goals are to inspire teacher candidates to spread the idea of educating students for liberation from ignorance, poverty, and superstitions, and to prepare them to bring about progress and prosperity in the locality and underdeveloped community through high-quality education.

Sree Vivekananda Teacher Education Centre gave more emphasis on the local environment, local knowledge and resources and community practices. In addition to classroom learning, our institution offers a variety of community -related programmes should be beneficial for students to learn more about our community and its diverse components.

- In order to foster social and humanitarian values among the students, the college has adopted several programs. Through this, the college offers several programs to help the local community improve their quality of life. The college determined what needed to be improved and categorised programs such as cloth and paper bag making, beach cleaning, roadside cleaning, social awareness etc.

- To preserve its purity and protect the environment, our students cleaned the neighbouring beach.

- Our students made paper bags and gave them out in nearby shops to reduce the use of plastic purchases.

- Our students made masks and sanitizers during covid time and distributed them to nearby localities.

- Our students conducted a field visit to the surrounding institution. Under the guidance of the health Inspector and ASHA worker the students collected the information about the families.

- Our students visited government schools for deaf and dumb, visually impaired students at Kunnamkulam to understand about teaching learning methods used for differently abled students.

- SVTEC Akkikkavu organised a flash mob associated with the Porkulam Grama Panchayath programme "AROGYA KERALAM".

- The world environmental day was celebrated in SVTEC with great fanfare on June 5. The theme for world environmental day was "Beat Plastic Pollution ''.

- Our institution encouraged students to participate as volunteers in Kunnamkulam Sub district

Kalolsavam and Sub district Kalolsavam in Anakkara.

- Our institution has donated a cash amount to the palliative care unit of Porkulam Grama Panchayath.

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

- In order to learn about and maintain our rich traditions and culture, our students interacted with artisans and musicians.

- Our students interviewed local folk artists to learn about various art forms, artists, and the difficulties they meet to preserve these art forms.

- Our students have conducted a survey in collaboration with Porkulam grama panchayath in ward number 7 to know about the community diseases.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

7.1.9

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

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

Response: A. All of the above

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

7.2 Best Practices

7.2.1

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

Response:

BEST PRACTICES 1

TITLE:- SAMABHAVANA

OBJECTIVE

- To enhance secularist outlook among students
- To enhance humanitarian values in students
- To promote democratic values
- To develop social and cultural equality

CONTENT

Samabhavana emphasises the importance of knowledge as the base of all virtuous living, encouraging individuals to lead a life purposeful with morality and to make contributions towards society. In our institution, we believe in fostering a culture of secularism and inclusive among our student teachers.

PRACTICE

- Celebrating all religious festivals in our institution.
- Celebrating all national days in our institution.
- Conducting different programme and competitions on festivals and national days.

- Our students came out and worked in society during COVID time by doing social works

IMPACT

- Encourages rational and empirical thinking, which is crucial for the critical thinking abilities that students need to develop.
- Promotes harmony among students to accept and tolerate many religions and beliefs, which fosters coexistence and tolerance.
- Rather than focusing on principles of religion, samabhavana promotes students in developing moral values based on reason and humanism.
- Prepares educators for diverse classrooms who are more trained to foster respect and acceptance for all kids in diverse classrooms.
- Fosters the development of democratic values, principles of equality, fairness, and freedom for all, which are necessary for a strong democracy.

PROBLEMS

Resistance to change, Lack of awareness, Stereotyping and bias, Resistance from parents or community, Difficulty in changing mindsets.

RESOURCES REQUIRED

Inclusive curriculum, Support services, Inclusive policies and procedures, Awareness and advocacy, Parent and community engagement, Leadership commitment.

BEST PRACTICES 2

TITLE:- PARIVARTHANA

OBJECTIVE

- Prepare low cost TLM using locally available materials
- Involve students in designing and development of TLM
- To make useful products from wastematerials
- To inculcate the attitude of waste reduction in prospective educators.
- Today the most urgent issue facing our society right now is garbage.

CONTENT

Our institution fosters the growth of one's artistic abilities. In our day-to-day lives, a number of various items we throw away can be used to make different things. These kinds of items must be useful for making teaching and learning materials.

PRACTICE

- Create art pieces using recycled paper, like newspaper, cardboard, or old notes.
- Design puppets using fabric scraps, sticks, and glue.
- Create mosaic art pieces using small pieces of waste materials like paper, plastic, or glass.

- Make a doll and a wind bell from a coconut shell.
- Transformed waste cloth to mat, bag, purse, etc
- Prepared teaching learning materials through waste materials.

IMPACT

- Inspires students to come up with new concepts and innovative ideas.
- Students learn to approach problems with a creative mindset.
- Students understand the importance of reducing, reusing, and recycling waste.
- Encourages students to embrace sustainable lifestyles in both their personal and professional spheres.
- Students collaborate, exchanging ideas and gaining knowledge from one another.

PROBLEM

Insufficient training and support, Inadequate infrastructure and resources, sustaining momentum, Leadership commitment, Fear of failure.

RESOURCES REQUIRED

Strong leadership, Professional development, Technology and infrastructure, Student involvement, Continuous improvement.

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:

Eduyoga

Vision of our institution is **"Empowering Inner Self through Education"**.The attainment of this vision, Yoga plays an important role. Yoga can empower your inner self through education by providing a comprehensive approach to self-awareness and personal growth. Yoga teaches students the connection

of the body through postures (asanas) and breathwork (pranayama). This awareness helps to realise how your body feels, what it requires, and how to take better action. On the basis of this, students maintain it in their daily life. Practising yoga regularly helps to manage stress more effectively. We can obtain inner peace and peace of mind by learning different methods of meditation and mental repose during the teaching and learning process. Yoga encourages you to turn inward and observe your thoughts and emotions without judgement. This self-reflection helps you become more self-aware, allowing you to understand your strengths and areas for improvement. Yoga promotes mindfulness in all aspects of our life. By being present in the moment during your practice, you learn to apply the same mindfulness to other areas of your life, enhancing your overall well-being. Through yoga, an individual learns to accept himself and others as they are. This acceptance and compassion foster a sense of inner peace and contentment. As an individual progresses in yoga practice, they may notice changes in mindset, behaviours, and attitudes of himself. This personal transformation can lead to a more empowered and fulfilled life. Yoga often provides a sense of community and support, whether through classes, workshops, or online platforms. This connection with others can boost a sense of belonging and motivation to continue the practice. By integrating yoga in life, an individual can gain a deeper understanding of themselves and how to deal with the obstacles of life with more ease and determination.

In our institution, Dr. Azzez is the physical education instructor and also plays the role of yoga instructor. Firstly, our faculty Ms. Indhu P. K. takes the theoretical part of yoga and after that, a practical class is provided. To become healthy, yogic practices are essential. Nowadays for the betterment of life, the practice of yoga greatly influences a person. International Yoga Day is observed every year on June 21. We celebrate that day by performing yoga. Even during the COVID lockdown, students celebrated yoga day by preparing videos of yoga exercises and uploading them in the classroom. During the internship teaching practice period our student teachers teach school students yoga asana and conduct the demonstration of that too and practical classes are also provided. By practising yoga can help them enhance their physical health, boost their mental focus, and nurture their emotional flexibility. This holistic approach fosters students' overall well-being and academic success by teaching them skills to control stress, enhance concentration, and raise healthy habits. Ultimately, yoga can contribute to creating a positive and supportive learning environment where students can develop physically and mentally.

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

5. CONCLUSION

Additional Information :

The whole academic and non-academic learning infrastructure of the institution focuses the holistic personality development of the students through better education. The institution best practices and distinctiveness redirects this idea by offering exposure to the students in all arenas of social engagements. More over the institution encourages teachers and students to widen knowledge through specially designed strategies and value-added courses. Our college is creating a vigorous learning environment and developing collaborations to build a community focusing on the vision and missions of the institutions

Concluding Remarks :

SVTEC emphasis the vision of Swami Vivekananda "learn, lead and serve. The institution focusses on curricular enrichment, learner centric pedagogy and integration of ICT. The ICT enabled classroom supports effective teaching learning. Our institution focuses on the holistic personality development of the students. The institution's well-established practices provided a solid foundation for sustained growth and excellence of students.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.2.2	**Average Number of Value-added courses offered during the last five years** 1.2.2.1. **Number of Value – added courses offered during the last five years** Answer before DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>2</td><td>2</td><td>2</td><td>0</td><td>0</td></tr></table> Answer After DVV Verification : <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>2</td><td>2</td><td>2</td><td>0</td><td>0</td></tr></table>
1.2.3	**Percentage of Students enrolled in the Value-added courses mentioned at 1.2.2 during the last five years** 1.2.3.1. **Number of students enrolled in the Value – added courses mentioned at 1.2.2 during the last five years** Answer before DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>210</td><td>212</td><td>209</td><td>0</td><td>0</td></tr></table> Answer After DVV Verification : <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>210</td><td>212</td><td>209</td><td>0</td><td>0</td></tr></table>
2.2.2	**Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through** 1. **Mentoring / Academic Counselling** 2. **Peer Feedback / Tutoring** 3. **Remedial Learning Engagement** 4. **Learning Enhancement / Enrichment inputs** 5. **Collaborative tasks**

	6. **Assistive Devices and Adaptive Structures (for the differently abled)** 7. **Multilingual interactions and inputs** Answer before DVV Verification : A. Any 5 or more of the above Answer After DVV Verification: A. Any 5 or more of the above
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** Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: B. Any 3 of the above Remark : Input edited as per the supporting Documents
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: C. Any 2 of the above Remark : Input edited as per the supporting Documents
3.3.5	**Number of awards and honours received for outreach activities from government/ recognized agency during the last five years** 3.3.4.1. **Total number of awards and honours received for outreach activities from government/ recognized agency during the last five years.** Answer before DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>1</td><td>0</td><td>0</td><td>0</td><td>0</td></tr></table> Answer After DVV Verification : <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td></tr></table> Remark : Input edited as per the supporting Documents

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.** 4.1.2.1. **Number of classrooms and seminar hall(s) with ICT facilities** Answer before DVV Verification : 16 Answer after DVV Verification: 16 4.1.2.2. **Number of Classrooms and seminar hall(s) in the institution** Answer before DVV Verification : 19 Answer after DVV Verification: 19 Remark : Input edited as per the supporting documents
4.1.3	**Percentage of expenditure excluding salary for infrastructure augmentation during the last five years** 4.1.3.1. **Expenditure for infrastructure augmentation excluding salary during the last five years (INR in lakhs)** Answer before DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>19.69110</td><td>2.68038</td><td>0.33933</td><td>0.65690</td><td>1.2520625</td></tr></table> Answer After DVV Verification : <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td></tr></table> Remark : Input edited as per the supporting documents
4.2.4	**Average annual expenditure for purchase of books, journals, and e-resources during the last five years (INR in Lakhs)** 4.2.3.1. **Annual expenditure for purchase of books, journals and e-resources during the last five years. (INR in Lakhs)** Answer before DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>0.1878</td><td>0.08775</td><td>0.11795</td><td>0.2002</td><td>0.25566</td></tr></table> Answer After DVV Verification : <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>0.18</td><td>0.08</td><td>0.11</td><td>0.20</td><td>0.25</td></tr></table>
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**

Answer before DVV Verification : D. Any 1 of the above

Answer After DVV Verification: E. None of the above

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
5.7868998	2.52317	17.21077	5.9436636	2.2720337

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
19.69	2.68	0.34	0.66	1.25

Remark : Input edited as per the supporting documents

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**

Answer before DVV Verification : A. All of the above

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

Remark : Input edited as per the supporting Documents

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**

      Answer before DVV Verification : A. Any 8 or more of the above
      Answer After DVV Verification: C. Any 6 of the above
   Remark : Input edited as per the supporting Documents

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**
	
	   Answer before DVV Verification : A. All of the above
	   Answer After DVV Verification: C. Any 3 or 4 of the above
	Remark : Input edited as per the supporting Documents

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)
	
	   Answer before DVV Verification : B. Any 3 or 4 of the above
	   Answer After DVV Verification: C. Any 2 of the above
	Remark : Input edited as per the supporting Documents

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

years

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
41	42	41	43	39

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
11	14	13	09	10

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** Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: B. Any 3 of the above Remark : Input edited as per the supporting documents

7.1.7 — Percentage of expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)

    7.1.7.1. **Total expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
0.9083	0.6119	0.37367	0.85154	0.49526

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0.90	0.61	0.37	0.85	0.49

2.Extended Profile Deviations

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

Answer before DVV Verification:

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

Answer After DVV Verification:

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
38.9526936	16.8382856	13.6092211	17.4792206	17.1696067

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
38.95	16.83	13.60	17.47	17.16