



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

C.K.RAGHAVAN MEMORIAL COLLEGE OF TEACHER EDUCATION

CK RAGHAVAN MEMORIAL COLLEGE OF TEACHER EDUCATION,
KALANADIKOLLY , PULPALLY P.O. 673579
673579

www.ckrmedncollege.com

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

September 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

C.K. Raghavan Memorial Educational, and Charitable (CKRM) trust has been established in the year 2000 at Kalanadikolly, Pulpally Panchayath to promote education and social development to the backward district of Wayanad. The vision of Sri. C.K. Raghavan, the social activist & educationalist and the founder of Jayasree institutions, made the Trust grew from a single institution into mammoth multi-institutions providing quality education at all levels. From its humble beginning of Jayasree UP School in 1976, the CKRM Educational Trust today owns and manages over six institutions from primary level to teacher education centers. All the institutions under the trust uphold the ideas of the social reformer Saint Sree Narayana guru. The motto of the Trust is education, social welfare and development of backward class and tribes from 2022 the Trust gives Boarding facilities to Tribal Students among Wayanad district for Primary and Secondary classes in Jayasree High School. It has been doing meritorious service since its inception.

Vision

VISION

“To be a nationally acclaimed center for producing highly efficient, dedicated, committed, responsible, and environmentally conscious educators ready to serve the society”

Mission

MISSION

To empower aspiring educators with comprehensive knowledge, practical skills, and a deep commitment to social responsibility and environmental stewardship. Through innovative teaching practices and immersive learning experiences, we foster a community of educators who are prepared to excel in diverse educational settings and contribute positively to society's needs. By instilling values of integrity, empathy and sustainability, we aim to cultivate leaders who promote lifelong learning and make a meaningful impact on the communities they serve. We are dedicated to preparing the finest educators capable of responding to global demands and meeting the challenges in education. Our focus is on rejuvenating the teaching-learning process by integrating ICT and value-based education, ensuring it aligns with the needs of modernization and social change. Additionally, we actively address the ever-emerging issues in school and teacher education, striving to discover and implement effective remedial measures.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Institutional Strength:

Green and eco-friendly campus

Our institution is a part of school complex

Qualified, dedicated, and experienced teaching faculty.

Supportive management and administration.

State of Art Infrastructure

Students of weaker sections are admitted as per reservation policy and get benefit of Scholarship schemes in large number.

Good relationship with community, practice schools and other stakeholders.

Institutional Weakness

Lack of autonomy in curriculum designing.

No minor and major research projects.

Less number of faculty research publications.

No copyrights and patents.

No funding from non-government bodies, individuals, philanthropists.

Absence of PG courses

Institutional Opportunity

Getting NAAC accreditation with good grade.

Opportunity of empowering students.

Fetching research grants from government and non-government agencies.

Registering alumni association and seeking financial support from alumni for the development of the college.

Preparing MoUs with Schools, Industries, Colleges and Libraries of good repute

Institutional Challenge

Average quality of admitted students.

Attracting students to participate in sports and cultural activities.

Funded research projects with collaboration of government and private organizations.

Improvement in students' progression to higher education and competitive examinations.

Being self-finance college scarcity of funds.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

College has a regular in-house practice of planning and reviewing, revising curriculum and adapting it to local context /situation. Meetings are conducted yearly and input is sought from the stakeholders to make this process student centric. While planning college curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) for all Programmes offered by the College, which are stated and communicated to teachers and students through Induction & Orientation Programs, Website and prospectus of the college. Curriculum overview prescribed by University of Calicut is followed which has provision for optional / electives including pedagogy courses. Curriculum of the college also provides opportunities for the students to acquire and demonstrate knowledge, skills, values and attitudes related to various learning areas through activities organised throughout the year. Awareness and guidance sessions were organized through experts on diversities in school systems. Mechanism is in place for obtaining structured feedback on the curriculum – semester wise from various stakeholders. Once feedback is collected, analysis is made and corrective actions are initiated.

Teaching-learning and Evaluation

Admission process of the college is monitored by affiliating university and government of Kerala Reservation Category, EWS has reservations as per norms of state government. After admission process, 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 based on identified needs. Multiple mode approach to teaching-learning is adopted by teachers which includes experiential learning, participative learning, problem solving methodologies, brainstorming, focused group discussion, online mode, etc. for enhancing student learning experience. Students are encouraged to use ICT support during their tenure of study. College provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences like field visits, outreach programs, IEP etc. Internship programme is systematically planned with necessary preparedness. Average 15 students are attached to each school for internship. College adopts effective monitoring mechanisms during internship programme. Out of 11 teachers, 9 have NET/ SET qualification. Average teaching experience is approximately 10 years. Teachers put-forth efforts to keep themselves updated professionally through in-house discussions on current developments and issues in education and sharing information with colleagues and with other colleges on policies and regulations. Continuous Internal Evaluation (CIE) of student learning is in place in the college

which is transparent and robust and time bound. Mechanism for grievance redressal related to examination is operationally effective and evident through documents. The college adheres to academic calendar for the conduct of Internal Evaluation. The teaching learning process of the college are aligned with the stated PLOs and CLOs. Our institution has achieved 100% success rate in all but one of the last five years. Mentor: Mentee System and Remedial Coaching are the best practices of the college.

Infrastructure and Learning Resources

The C.K.R.M College of Education has adequate facilities for Teaching- Learning, Sports, Cultural and add on facilities as per statutory bodies requirements. College library is automated with software and remote access to e-resources is provided. College updated ICT facilities time to time. Budget is allocated for infrastructure development, library and repairs and maintenance every year. Systems and procedures for maintaining and utilizing physical, academic and support facilities like laboratory, library, sports complex, computers, classrooms are in place.

Student Support and Progression

Capability building and skill enhancement initiatives are undertaken by the college. Student support facilities are available in the college. The college has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases. College provides additional support to needy student. College has well defined mechanism for placement of students. Every year notable number of students opt for higher education and few students qualify competitive examinations. As per the resolutions of the Board of the College, College Level Student Council is formed every year and active in functioning to organise sports and cultural activities. The College is having Alumni Association and alumni meetings were conducted. Alumni acts as an effective support system to the college in motivating students as well as recognizing, nurturing and furthering any special talent/s.

Governance, Leadership and Management

The governance of the college is reflective of an effective leadership and participatory mechanism in tune with the vision and mission. College practices decentralization and participative management through various policies created and committees formed. The college maintains transparency in its financial, academic, administrative and other functions. Strategic plans for next 5 years are usually prepared. Management committee is the apex governing body of the College headed by the Chairman of the society is responsible for policy making and budget approval. Recruitment procedure and policies are followed as per University of Calicut and Regulatory Authorities. Grievance Redressal Committee is formed at the College level to address the grievances/complaints received from students and staff members. ERP software is used by college to save papers and have data on common platform. The various college level committees formed for the smooth functioning is evident through minutes of meetings and implementation of their resolutions / decisions. Welfare measures for teaching and non-teaching staff is in place. Professional development /administrative training programmes organized by the college for teaching and non-teaching staff. Teachers are encouraged to undergo online / face to face Faculty Development Programmes (FDPs) viz., Orientation Programme and Refresher Course of the ASC / HRDC, Short Term Courses. College has a performance appraisal system for teaching and non-teaching staff. College conducts internal or/and external financial audit regularly.

Institutional Values and Best Practices

The C.K.R.M.College of Education has a stated policies for energy conservation, waste management and water conservation. College is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment. College puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges. College has a prescribed Code of Conduct for students, teachers, administrators, and other staff.

Research and Outreach Activities

The C.K.R.M.College of Education do not have research projects or grants funded by government and/ or non-government agencies during the last five years. College is trying to build the research culture by providing In-house support teachers for research purpose. Faculty members are supported to publish papers in UGC approved Journals and books and / or chapters in edited books published and papers in National / International conference-proceedings. College organise/ conducts outreach, extension and national priority programmes/ activities and makes all students to actively participate in these programmes/ activities. College has Functional MoUs, Linkages and Collaborations for Faculty exchange, Student exchange, research, and outreach activities.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	C.K.RAGHAVAN MEMORIAL COLLEGE OF TEACHER EDUCATION
Address	CK Raghavan Memorial College of Teacher Education, Kalanadikolly , Pulpally P.O. 673579
City	Pulpally
State	Kerala
Pin	673579
Website	www.ckrmedncollege.com

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	M Umesh rao	04936-243678	8943487473	-	ckrmcte678@gmail.com
IQAC / CIQA coordinator	Neethu P B	04936-9048064142	9847925529	-	neethu.p.bala@gmail.com

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

State	University name	Document
Kerala	University Of Calicut	View Document

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

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
NCTE	View Document	10-03-2021	24	

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	CK Raghavan Memorial College of Teacher Education, Kalanadikolly , Pulpally P.O. 673579	Rural	1	3136.37

2.2 ACADEMIC INFORMATION

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

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				11			
Recruited	0	0	0	0	0	0	0	0	3	8	0	11
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	1	3	0	4
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				5
Recruited	1	4	0	5
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	2	0	0	2
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	2	11	0	13
UG	0	0	0	0	0	0	0	0	0	0

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

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

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
	0	0	0	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	13	0	0	0	13
	Female	92	0	0	0	92
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	0	0	0	1
	Female	2	3	2	2
	Others	0	0	0	0
ST	Male	0	0	1	0
	Female	2	2	0	2
	Others	0	0	0	0
OBC	Male	2	0	2	3
	Female	20	16	19	22
	Others	0	0	0	0
General	Male	4	7	3	3
	Female	20	22	21	17
	Others	0	0	0	0
Others	Male	0	0	0	1
	Female	3	3	3	4
	Others	0	0	0	0
Total		53	53	51	55

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Multidisciplinary/ interdisciplinary subjects were present in the syllabus of affiliating university. The college has conducted Value Added Programs to make students aware of the latest happenings in the education field.
2. Academic bank of credits (ABC):	Recently University of Calicut has taken out notification for implementation of NEP syllabus and creating login IDs of Academic bank of credits (ABC).
3. Skill development:	The college focuses on the skill development of the students, and for the same many capability enhancement programs are conducted.

4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	During the pandemic, all the events were conducted online along with a regular teaching-learning process. For the integration of Indian Knowledge System various days are celebrated and cultural events are conducted
5. Focus on Outcome based education (OBE):	The college has defined various outcomes and formulated a mechanism for calculating the attainment of various outcomes.
6. Distance education/online education:	During the pandemic teaching-learning process is carried out in online mode only but college is yet to take steps regarding distance/ online education

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	No
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?	No
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	Nil
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.	Nil
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	Nil

students as voters.

Extended Profile

1 Students

1.1

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

2023-24	2022-23	2021-22	2020-21	2019-20
105	105	108	105	100
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..

2023-24	2022-23	2021-22	2020-21	2019-20
53	53	53	55	50
File Description		Document		
Letter from the authority (NCTE / University / R		View Document		
Institutional data in prescribed format		View Document		

1.3

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

2023-24	2022-23	2021-22	2020-21	2019-20
27	27	27	28	20
File Description		Document		
Institutional data in prescribed format		View Document		
Central / State Govt. reservation policy for adm		View Document		

1.4

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

2023-24	2022-23	2021-22	2020-21	2019-20
52	49	55	50	50
File Description		Document		
List of final year students with seal and signat		View Document		
Institutional data in prescribed format		View Document		

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

2023-24	2022-23	2021-22	2020-21	2019-20
49	51	55	50	50
File Description		Document		
Institutional data in prescribed format		View Document		
Consolidated result sheet of graduating students		View Document		

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

2023-24	2022-23	2021-22	2020-21	2019-20
53	53	53	55	50
File Description		Document		
Institutional data in prescribed format		View Document		
Enrollment details submitted to the state / univ		View Document		

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

2023-24	2022-23	2021-22	2020-21	2019-20
15	13	12	14	10

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

2.2

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

2023-24	2022-23	2021-22	2020-21	2019-20
15	13	12	14	10

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

3 Institution

3.1

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

2023-24	2022-23	2021-22	2020-21	2019-20
25.97790	20.77673	19.08812	11.34598	7.76948

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

3.2

Number of Computers in the institution for academic purposes..

Response: 38

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:

Curriculum planning is a strategic process that involves designing organizing and evaluating educational programs. Effective curriculum planning ensures that educational objectives are met and the students receive a comprehensive and coherent learning experience.

The institution ensures the effective curriculum delivery through a well-planned, structured process. For this we adopt the following steps for planning reviewing and revising the curriculum for achieving the objectives.

A curriculum planning meeting at the beginning of the academic year is a critical event for setting the tone and direction for the upcoming academic year. It brings together faculty, administrators and student representatives to discuss and align on key aspects of the curriculum and its implementation.

To provide essential information about academic programs, structure of the course and other all information's related to our course the institution prepare a handbook for students in every academic year.

The annual academic calendar is prepared according to the university calendar prior to the commencement of the academic year incorporating the decisions taken in the in-house curriculum planning meeting. It helps both students and faculty plan their schedules effectively.

A semester plan is a comprehensive outline that organizes the academic activities and goals for a semester. It is crucial for ensuring that the semester runs smoothly and that students and faculty are well prepared and informed.

For continuous and comprehensive evaluation internal examinations like class tests, mid -semester examination and model examinations are conducted. It helps to understand whether the students have acquired knowledge as outlined in the objectives of the curriculum.

For the continuous improvement of educational quality and the overall student experience we collect a semester wise feedback from students. After analyzing the feedback necessary steps are taken for improvement.

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

1.1.2

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

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

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

Response: C. Any 3 of the above

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

1.1.3

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

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

Response: 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
Any other relevant information	View Document
URL to the page on website where the PLOs and CLOs are listed	View Document
Paste link for additional information	View Document

1.2 Academic Flexibility

1.2.1

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

Response: 34.78

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

2023-24	2022-23	2021-22	2020-21	2019-20
16	16	16	16	16

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

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

File Description

Document

Data as per Data Template

[View Document](#)

Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum

[View Document](#)

Any other relevant information

[View Document](#)

Academic calendar showing time allotted for optional / electives / pedagogy courses

[View Document](#)

Paste link for additional information

[View Document](#)

1.2.2

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

Response: 0

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

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

File Description	Document
Data as per Data Template	View Document

1.2.3

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

Response: 0

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

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

1.2.4

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

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

Response: E. None of the above

File Description	Document
Data as per Data Template	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

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

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

File Description	Document
Data as per Data Template	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:

1.3.1 Curriculum of the institution provides opportunities for the student to acquire and demonstrate knowledge, skills, values and attitude related to various learning areas.

Response

The aim of our institution is to produce well rounded, competent, confident and committed teachers who are prepared to meet the diverse needs of their future students and contribute positively to the educational community. The effective enrichment programs conducted in our institution are to enhance professional development foster knowledge sharing and improve practices skills. We conduct seminars, National seminar and debates on contemporary educational topics.

To develop technical skills, we conduct workshops for students on integrating digital tools and resources into teaching practices including educational software, online learning platform, MS office etc. workshops on using educational technology tools and online resources effectively in the classroom help the student to integrate technology in training. The practical courses covering critical understanding of ICT, understanding the self-developed critical thinking, communication skill and self-expression among students.

To extend hands -on teaching experiences in diverse educational settings to apply theoretical knowledge in real world classrooms students are engaging initiatory School experience, micro teaching, criticism classes and internship programs.

To encourage collaboration in students we provide opportunities for peer learning, group works and the sharing of best practices. To raise awareness about social justice issues and encourage advocacy organize campaigns on issues like gender equality.

Fostering social responsibility civic engagement and integrate classroom learning with meaningful community service various club programs NSS programs are conducted. To develop social responsibility and community engagement community service projects like teaching unprivileged children, volunteering, environmental clean –ups are conducted.

Encouraging creative expression and the integration of arts in to teaching art and drama workshops were included. Art and drama play a crucial role in the course because it offers several benefits to the future educators. Integrating art and drama into lessons can make learning more engaging and enjoyable for students. Participating in drama activities helps in understanding different perspectives and emotions.

To provide global education and develop social values in students we conduct field visits and study tours. To promote understanding and appreciation of different cultures we celebrate international days.

The students do socially useful and productive work to enhance their skills and nurture their passion. This program involved planning and executing productive work developing social sensitivity seeking support from the locality sensitizing with dignity of labor etc.

To foster a sense of collective responsibility mutual respect and collaboration among participants community living camp is organized including programs for the development of personal social and communication skills among students.

Yoga practices provide training on promoting physical and mental well-being for both teachers and students including stress management techniques and promoting a healthy life style.

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:

Institution prepares student teachers with a global perspective and familiarizes the students with the

diversity in school system in India and abroad. Courses like education in contemporary India and perspectives on education provide theoretical background regarding diversity in school system in India. Assignments and discussions involve comparative analysis of the Indian education system with those of other countries. Field visit to a variety of schools including public, private, rural, urban and special schools helps students to understand the diverse educational landscape in India.

Our college provided opportunities to take classes to students from different locality. During these experiences students encounter inclusive classroom, notice the various problems faced by the teachers. Also, they get a chance to conduct a case study. It provides a holistic understanding of a specific entity or situation within its real-life context.

The institution conducts programs often emphasize inclusive education, teaching students how to cater the needs of students from different backgrounds, including those with disabilities, ensuring that education is accessible to all. As part of inclusive education our students have the opportunity to visit the special school in nearby locality Kripalaya. It provides a firsthand experience to future teachers to identify, handle and teach students with special needs.

Participation in national and international seminars exposes students to current trends and debates worldwide. For cultural understanding we provide opportunities to visit Pazhassi tomp, tribal colonies, traditional schools etc.

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

1.3.3

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

Response:

The curricular components are designed to ensure that teacher students not only understand educational theories and method but can also apply them effectively in diverse classroom settings. Through a combination of theoretical knowledge and practical experience, teacher education program aims to prepare teachers who are reflective and committed to continuous professional growth.

During the first semester the paper Development of the learner includes the basic understanding of child

development which helps the student to get a brief idea about the individual difference among students. The optional courses provide a theoretical understanding of subjects. Conducting case studies allow students to apply theoretical concepts learned in the classroom to real life situations. This bridges the gap between theory and practice, making learning more meaningful and practical. It helps to develop critical thinking and problem solving.

Action research is a dynamic and participatory approach that drives meaningful change and improvement in various professional and community setting. It addresses specific problems. It addresses specific problems or challenges with in a particular context. It provides practical solutions that are directly applicable to the situation at hand. The internship program provides opportunity to conduct action research in their own subjects. It will act as a platform for conducting research in future.

In the second semester students are sensitized about the recent trends in pedagogy tools and techniques used in assessment and evaluation, learning theories etc. These are necessary to the student teacher in future.

Conducting various club activities, sports day, arts day etc. in our institution helps the student to develop many social skills and values like leadership, co-operation etc.

Through the teacher enrichment program, children acquire skills to create a variety of teaching-learning. By this activity they develop dignity of labor and also get vocational training.

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

1.4 Feedback System

1.4.1

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

Structured feedback is obtained from

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

Response: A. All of the above

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

1.4.2

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

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

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

Response: 100

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

2.1.2

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

Response: 35.43

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

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

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: 5.3

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

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

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

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:

This report outlines the entry level tests and academic support provided to students at our B.Ed. college. The entry level test is designed to assess the aptitude and suitability of candidates for the B.Ed. program.

It ensures that the student admitted have the foundational knowledge and skills necessary to succeed the course.

The test comprises section on General Knowledge, Teaching aptitude, Language Proficiency (in English and Malayalam) multiple – choice questions are included in the test for ensuring objective evaluation. The test lasts for the overall score from all the section determines eligibility. The test is conducted after the admission procedure of the concerned university.

Advanced learners in a B.Ed. program, identified after the entry – level test, require special attention to ensure they are challenged and engaged throughout their educational journey. Unlike their peers, these students often have a deeper understanding of concepts, quicker grasp of new material, and a greater capacity for critical thinking.

Advanced learners, get special attention and creating individualized learning plans that allow advanced learners to explore topics in greater depth. This could involve advance readings or independent study opportunities. Mentors can offer advice on advanced topics, and provide insights in to the teaching profession.

Encourage advanced learners to take on the role of peer tutors for their classmates. Teaching others can deepen their own understanding of the material and develop their communication and leadership skills.

Encourage advanced learners to take on leadership roles within the B.Ed. program, such as organising academic events, leading study group. These experiences help them develop organizational and leadership skills that are essential for their future careers.

Slow learners require specific support to help them meet the academic and practical demands of teacher education. They got flexible pacing in learning activities. Slow learners are identified through continuous assessment , class participation and teacher observation. Our institution provides tailoring lessons to meet the specific needs of slow learners. This includes breaking down complex concepts in to simple steps and providing remedial classes. These classes are conducted during free periods or after regular hours. Also special care is given through class hours on daily basis.

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: C. Any 3 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: 15

2.2.4.1 Number of mentors in the Institution

Response: 07

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:

A variety of teaching-learning approaches are employed to address diverse learning needs and enhance the educational experience, particularly in preparing B.Ed. students to become effective educators.

- 1. Participative Learning:** This approach shifts focus from teacher-centered to student-centered activities. It helps future educators develop essential skills like communication, teamwork, and reflective practice by involving them actively in their learning process.
- 2. Group Discussions and Debates:** Engaging students in discussions and debates encourages them to express their views, listen to others, and think critically. Group discussions foster collaborative learning and the exchange of ideas, while debates enhance students' ability to argue effectively and appreciate different viewpoints.
- 3. Project-Based Learning:** Teacher trainees work on projects related to educational theories and practices, addressing real-world problems. Projects might include designing lesson plans, conducting case studies on classroom management, or developing educational materials, thus bridging theory with practical application.
- 4. Peer Teaching:** This method involves students teaching specific topics to their peers. It helps them enhance their understanding and teaching skills by preparing and delivering lessons, which deepens their grasp of the content.
- 5. Workshops and Seminars:** Interactive sessions with educational experts offer students insights into real-world experiences and emerging trends in education, enriching their learning through specialized knowledge.

6. **Micro-Teaching Sessions:** These are short teaching practices where students teach a small group and receive feedback. This controlled environment allows them to refine their instructional techniques before full classroom exposure.
7. **Use of ICT:** Integrating technology such as smart classrooms, digital content, and online classes enhances engagement and supports the learning process by providing dynamic educational tools.
8. **Internship Program:** An essential component of the curriculum, internships provide hands-on teaching experience, bridging the gap between theoretical knowledge and practical application. Typically spanning 80 working days in the second year, internships are crucial for real-world exposure.
9. **Educational Tours:** These tours offer practical insights and hands-on experiences, complementing theoretical knowledge. They also help trainees understand cultural diversity and the social context of education in various regions.
10. **Drama Workshops:** Drama workshops introduce various techniques and help trainees use drama as a teaching tool. This approach builds skills in communication, creativity, empathy, and classroom management, essential for effective teaching.
11. **Yoga Workshops:** Yoga workshops enhance understanding of the physical and mental health benefits for both students and teachers. They promote mindfulness, stress reduction, and overall well-being, which are vital for the teaching profession.
12. **Flipped Classroom:** In this model, students engage with course material at home through videos or readings and use class time for interactive problem-solving activities. This approach maximizes classroom engagement and practical application of knowledge.

By incorporating these diverse teaching-learning approaches, B.Ed. programs create a dynamic and comprehensive educational environment that equips future educators with a wide range of skills and experiences.

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: 0

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

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

File Description

Document

Data as per Data Template

[View Document](#)

Link of LMS

[View Document](#)

2.3.3

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

Response: 0

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

File Description

Document

Programme wise list of students using ICT support

[View Document](#)

Landing page of the Gateway to the LMS used

[View Document](#)

Data as per Data Template

[View Document](#)

Any additional Links

[View Document](#)

2.3.4

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

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

6. Field sports

Response: 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

2.3.5

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

Response:

The Mentor-Mentee system at CKRM City B. Ed College is structured in a way that pairs each student with a faculty member who serves as their mentor. At the beginning of the academic year, each student is assigned a mentor. The matching can be random or based on specialization. Mentors are usually handle a small group of students (5 to 10) to ensure personalized attention.

- **Regular Meeting:** Mentors and mentees regularly to discuss academic progress, personal challenges, and career aspirations. These meetings are held at least once a month, but students can also reach out to their mentors as needed.
- **Workshops and Seminars:** The college organizes workshops and seminars as part of the Mentor-Mentee System. These sessions cover topics such as stress management, career planning, and skill development, providing mentees with additional resources and knowledge.
- **Feedback and Evaluation:** The effectiveness of the Mentor-Mentee System is evaluated periodically. Both mentors and mentees provide feedback on their experiences, which is used to make improvement to the system.
- **Improved Academic performance:** Students receive tailored academic guidance, which helps them achieve better grades and a deeper understanding of their subjects.
- **Enhanced personal Growth:** The system encourages personal development, helping students become more confident, self-aware, and capable of handling challenges.

Mentors and mentees engage in various activities throughout the academic year. It includes regular meeting, academic support, career counseling, personal development activities etc. Meeting scheduled one - on - one and group meeting to discuss academic progress, career aspiration and personal challenges. As academic support mentor provides study techniques and preparation for exams. Also provides activities aimed at improving self confidence, leadership skill and interpersonal relationship.

Collection of feedback from mentees regarding their experiences and the effectiveness of the mentoring received. The mentor – mentee programme at our college has significantly contributed to the holistic

development of students for fostering academic excellence and overall student welfare. During the time of internship provide continuous guidance and support to student-teachers as they navigate their internship experience. Also helps them to develop and refine their teaching skills including lesson planning, classroom management and student assessment. Mentors provide proper guidance to assist student teachers in addressing challenges they face in the classroom including dealing with diverse student needs and unexpected situations.

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: A. Any 5 or more 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:

Kripalaya Special School Visit

The visit to Kripalaya special school was organised to expose students to the challenges faced by differently abled individuals and to nature embody, social responsibility and life skills among the student teachers. The programme aimed to make future educators more inclusive in their approach equipping them with the necessary skills to cater to diverse learners in their future classrooms.

During the visit, students engaged directly with the children at the Kripalaya special school, participating in various activities designed to understand the unique needs of these students. The student teachers were involved in conducting interactive sessions that included games art and craft and storytelling. This hands-on experience helped them to see beyond disabilities, focusing on the abilities and strengths of the students.

The faculty members also provided debriefing session, where they discussed the importance of inclusive education and shared strategies to implement it effectively. The student teachers were engaged to reflect on their experience and share their thoughts on how they could apply the lessons learned in their own teaching practice.

This experience had a profound impact on the student teachers. It enhanced their empathy as they gained a deeper understanding of the struggles and triumphs of differently-abled individuals. The visit also promoted creativity and problem solving skills, as they had to adapt their teaching methods to meet the needs of the children they interacted with. Furthermore, it installed a sense of social responsibility motivating them to advocate for inclusivity in their future classroom.

The Kripalaya special school visit was a powerful tool in nurturing essential qualities in student teachers. By stepping into the shoes of differently abled students the future educators were able to develop empathy, creativity and the skills needed to create an inclusive learning environment.

The improvised apparatus training program was designed to foster creativity, innovativeness and problem solving skills among student teachers. The objective was to enable them to create low cost effective teaching aids using readily available materials ensuring that quality education is accessible even in resource-constrained environments.

During the training sessions, the student teachers were introduced to the concept of improvised teaching aids. They were encouraged to use their creativity to design and developed tools that could facilitate learning in subject such as science, mathematics and language arts. The process involved brainstorming prototyping and presenting their creations to peers for feedback.

The faculty guided them through the process providing insights into how these aids could be used in real classroom settings to enhance student engagement and understanding. The focus was on creating tools that were not only cost effective but also aligned with the curriculum and the learning objectives.

The improvised apparatus training was instrumental in developing crucial skills among student teachers. Buy equipping them with the ability to create their teaching tools, the programme ensured that they

would be well prepared to deliver quality education regardless of the resources at their disposal.

File Description	Document
Documentary evidence in support of the claim	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

2.4.2

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

- 1. Formulating learning objectives**
- 2. Content mapping**

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

Response: A. Any 8 or more of the above

File Description	Document
Reports and photographs / videos of the activities	View Document
Data as per Data Template	View Document
Attendance sheets of the workshops/activities with seal and signature of the Principal	View Document

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
Any other relevant information	View Document

2.4.4

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

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

Response: A. All of the above

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

2.4.7

A variety of assignments given and assessed for theory courses through

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

Response: A. Any 4 or more of the above

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

Other Upload Files

1	View Document
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2.4.8

Internship programme is systematically planned with necessary preparedness..

Response:

The B.Ed. internship program is an integral part of the teacher education curriculum designed to provide prospective teachers with practical teaching experience.

Duration and structure:

The internship typically lasts for 16 weeks preferably to get 80 working days, usually spread over two phases during the second year of the B.Ed. course. Student teachers are placed in schools. Main intention of internship program is to provide hands -on- teaching experience, and to bridge the gap between theoretical knowledge and practical application. For each student teacher, internship should be conducted preferably in one school for entire 16 weeks.

Selection / Identification of Schools for Internship:

Selecting internship schools mainly based on the availability of the relevant sections. Various schools from different part of Wayanad co-operate with our college to accommodate our students for internship. Day scholars get opportunity to select schools near by their home. After the selection, total students details will be sent to the school principals for their approval.

The selection of schools for the internship is conducted through a participatory approach. Schools that are willing to collaborate with the institution are identified based on their commitment to providing a conducive learning environment for the interns.

Orientation to School Principals / Teachers:

Before the commencement of the internship, an orientation will be provided for the school principals and teachers. This session aims to familiarize them with the objectives of the internship and the expectations from both sides. The

Orientation ensures that the school staff is fully prepared to support and guide the interns throughout their tenure.

Orientation to Students Going for Internship:

The institution conducts a detailed orientation program for the student – teachers who are about to embark on their internship. This session covers various aspects, including the goals of the internship, the responsibilities of the interns, the code of conduct, and the expected outcomes.

Defining Role of Teachers of the Institution:

At the time of internship, optional teacher observe a student's class at least five times in two phases. In each observation, teacher provides feedback based on the rubrics. Mentors in the school also guide the trainees.

Streamlining modes of assessment of student performance:

Effective assessment ensures that student acquires the necessary skills and competencies required in their teaching field. Standardized rubrics that each competency, providing clear criteria for assessment. This rubric is developed collaboratively with input from educators and mentors to ensure they are

comprehensive and applicable to real world teaching scenarios. Also during the internship period, at least 5 observations are done by the teacher educators to give feedback and assess the student's performance.

Exposure to a variety of school setups:

Internship are designed to ensure that all interns get opportunities to participate in various activities within schools. These activities include curricular, co-curricular and extracurricular events. Through the **Initiative school experience** in the second semester, students visit the school and given first hand understanding of it's functioning.

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: 6.5

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

Response: 8

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

2.4.10

Nature of internee engagement during internship consists of

- 1. Classroom teaching**
- 2. Mentoring**
- 3. Time-table preparation**
- 4. Student counseling**
- 5. PTA meetings**

6. Assessment of student learning – home assignments & tests
7. Organizing academic and cultural events
8. Maintaining documents
9. Administrative responsibilities- experience/exposure
10. Preparation of progress reports

Response: B. Any 6 or 7 of the above

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

2.4.11

Institution adopts effective monitoring mechanisms during internship programme.

Response:

The internship program is structured at two levels. B.Ed students undergo an internship lasting 16 weeks, with 80 working days spent in selected schools. A joint orientation session, involving the college and the practical teaching schools is conducted before the internship begins. During the session, students are briefed on their responsibilities, and a detailed schedule of activities of activities is developed.

Reflective practice is emphasized, with students required to record their reflections in lesson plans. Teacher educators observe a minimum of three lessons during the first phase of the internship and at least two lessons of the second phase. Feedback is provided in the form of suggestions noted in a supervision diary. School mentors also observe lessons and provide input in the diary using descriptive rubrics. In addition, students observe classroom learning by mentors, peers and other faculty members to gain insights into teaching practices, student behavior and classroom management.

The Internship program includes various activities such as classroom based research projects (Action research), resources development, administering diagnostic tests to identify learning difficulties and organizing curricular and co – curricular activities. Interns receive supervisory support from both faculty and school mentors who assess the intern's performance.

All lesson plans are approved by teacher educators and school mentors before implementation.

School mentors are responsible for observing, providing feedback and assessing trainees during practice teaching. Students maintain a reflective journal to document their self evaluation. Observation and evaluation during teaching practice are based on pre-established rubrics focusing on constructivist teaching methods. Additional school teachers, mentor students throughout the internship ensuring that all

activities are conducted systematically and evaluated comprehensively.

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: B. Any 4 of the above

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

2.4.13

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

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

Response: C. Any 3 of the above

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

2.5 Teacher Profile and Quality

2.5.1

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

Response: 100

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: 23.44

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

Response: 3

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: 3.01

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

Response: 45.11

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

2.5.4**Teachers put-forth efforts to keep themselves updated professionally through**

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

Response:

Faculty members of the college stay updated through various activities, such as participating in in-service programs, seminars, workshops, conferences, organizational activities and publications. These programs, help teachers keep up with current trends & issues in education.

They also take part in international, national and regional seminars, conferences and workshops as participants. During pandemic situations webinar series were attended by all the faculties which help them a lot to keep up to date of the developments in the field of education.

The institution provides support to faculty members to attain higher educational qualifications. Additional post graduate degrees are being also being pursued.

In house discussion on current educational practices & development

On 23, February 2024,CKRM college of Teacher Education held an inhouse discussion focusing on several key topics related to current educational practices & ongoing developments within the institution. The meeting was attended by various faculty members.

ICT Training for Teachers

Saffiyu Rahman led a session on ICT training. The discussion focused on the integration of ICT tools in the teaching learning process.The training aimed at equipping the faculty with the necessary skills to effectively use AI tools and resources teaching- learning process.

NAAC Orientation program

On 10th February 2024, CKRM college of teacher education (CTE) organized an orientation program focusing on the NAAC processes. The session was led by Dr. p. Janardhan Kumar Reddi, Assistant professor & Head. Department of Education, Bharathiar UniversityCoimbatore aimed at familiarizing faculty members the NAAC accreditation criterion wise framework and the steps necessary

to prepare the institution for the accreditation process.

Workshop for Barcode implementation examination system

Faculties of our college attended a workshop on the implementation and use of the barcode system in examinations. The session aimed at familiarizing faculty members with the barcode system to enhance examination security & streamline the evaluation process.

Faculty exchange program

The faculty exchange program between C.K.R.M.C.T.E St. Gregarious college of teacher education was conducted as part of ongoing collaboration aimed at enhancing academic quality and professional development.

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

2.6 Evaluation Process

2.6.1

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

Response:

The college offers professional programs, placing emphasis on continuous internal assessment of student learning through diverse approaches. Teachers conduct daily assessments during class time using straight forward methods such as questioning and brief quizzes along with more formal evaluations. The B.Ed program features internal examinations alongside course specific assignments detailed in the syllabus.

Model exams are held to enhance academic performance, with the Institution's Evaluation and Examination committee publishing the result. Re-test are offered for valid reasons for absence, with feedback collected and grievances addressed as necessary. Re-tests are available to ensure students receive the emotional support the need.

Examinations are administered in various formats, including objective and descriptive types and using Google forms. The programs incorporate various practical tasks as outlined in the curriculum. B.Ed students are assessed on their progress in workshops and their ability to enhance professional competency.

Social skills are assessed through mandatory participation in community living camps, field trips

and educational tours. Physical and health related activities, skill in preparing teaching and learning materials are evaluated through feedback analysis using rubrics.

In both practical and theoretical subjects, mid semester exams are compulsory for all semesters, and the marks obtained in these exams contribute to the final score. This approach is designed to be effective, providing students with insights into their academic progress.

Student teachers are continuously assessed during various academic activities, including discussion classes, demonstration and criticism sessions. Their participation in these activities is closely monitored during induction programs and both phases of the internship. Throughout the internship, student teachers actively engage in teaching sessions and school activities, receiving constant feedback.

The evaluation is carried out by both optional and core paper teachers, who use an observation schedule based on predefined criteria to assess the student's performance. Skill in preparing teaching learning materials is evaluated based on the products created in workshops including chart and models.

Feedback analysis is obtained at the end of the each semester. This feedback is then reviewed and discussed by faculty members, where suggestion for improvement are obtained.

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

2.6.2

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

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

Response: A. Any 4 or more of the above

File Description	Document
Documentary evidence for remedial support provided	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 college a structured system in place for handling grievances related to exam following the rules prescribed by the university. Evaluation monitoring committee oversees the continuous and comprehensive evaluation of all programs and addresses any exam related grievances. Students can approach the teacher educators to resolve issues related internal assessment. If unresolved at the internal level, grievances are escalated to the Evaluation and Monitoring Committee

- Grievance redressal cell serves as the appeals committee for grievances related to academic, disciplinary and co-curricular activities.
- Internal assessment results are displayed on the notice board and communicated to the students. The students can discuss their concern with the teacher and the evaluation monitoring committee as necessary.
- Grievances related to the correction of answer paper and other evaluation issues, authority will address the issue and take the necessary action.
- If a student cannot appear for an internal examination for the theory papers due to medical or other valid reasons re-test is held for such students as per rule.
- Once the answer papers have been corrected, they are given back to the students for review. Faculty members will immediately address any errors noted in the total marks or the assessment of the answer sheet.
- If a student has concerns about the evaluation of their exam papers, the issue should be brought to the attention of the subject faculty or if needed, the Principal for further action.
- The process for addressing examination related grievances operates within a strict timeframe according to the university rules and regulations.
- Students' grievance related to internal assessments are clarified by showing their performance in the answer sheets and reports of practical. The student's answer sheet is re-evaluated by the faculty in the student's presence.
- Any discrepancies in the total marks or assessment, as identified by students, are promptly corrected by the faculty.
- Complaints regarding external examinations such as incorrect questions or out of syllabus questions are addressed immediately and reported to the head of the institution if necessary. This

framework ensures that students concern related to examinations are addressed efficiently and fairly at multiple levels within the institution.

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

2.6.4

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

Response:

The institution follows the academic calendar, provided by the University, ensuring that all curricular, co-curricular, and extra-curricular activities are conducted smoothly. This calendar is integral to the Continuous Internal Evaluation (CIE) process and outlines the start and end dates of semesters, along with important events and internal exam schedules.

The academic calendar also includes tentative dates for practical exams and University exams, which are incorporated into the timetable according to university guidelines. Each year, the institution creates an academic calendar to keep students and faculty informed of all significant dates and events, helping everyone stay organized throughout the academic year.

At the beginning of each academic session, students are introduced to the academic calendar, which is also made available on the college website and in print. This comprehensive calendar assists students in preparing for their practical exams by providing clear timelines. The schedule for all exams, practical and the Enhancing Professional Competency (EPC) program is included in the academic calendar. Additionally, semester plans covering all curricular activities are prepared and shared with students through notice boards and class WhatsApp groups, ensuring that everyone is aware of any updates or changes.

The Evaluation and Examination Committee (EEC) is responsible for announcing exam dates and providing instructions for tasks and assignments. The Internal Quality Assurance Cell (IQAC) monitors the consistent coverage of syllabi across classes, making adjustments as needed to ensure all topics are adequately addressed.

Regular monitoring of students' academic progress is conducted through continuous internal assessments including seminars, projects, units tests, and other forms of evaluation. The Principal also holds periodic reviews of all curricular and co-curricular activities to ensure alignment with the academic calendar, making necessary adjustments to maintain the quality of instruction and learning outcomes.

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

Every programme defines specific learning outcomes at two levels. Programme Learning Outcomes (PLO), and Course Learning Outcomes (CLO). These outcomes are explicitly detailed and prominently displayed on the college website, as well as in the introductory sections of the prescribed curricula and syllabi. They outline the knowledge and skills that students are expected to acquire by the end of their courses.

At the beginning of each semester, instructors meticulously prepare a course schedule aligned with these outcomes, ensuring timely coverage of the syllabus. The chosen teaching methods are carefully selected to enhance the effectiveness of the course.

When planning the course schedule, educators prioritize the alignment of the PLOs and CLOs which represent the target outcomes for student learning. These outcomes are emphasized to students at the beginning of the semester reiterated at the beginning of each lesson.

All teaching and learning activities are harmonized with the PLOs and CLOs within the curriculum framework of the Calicut University. Faculty members meticulously develop monthly and semester plans that adhere to these outlined outcomes. Moreover, students receive guidance from mentor teachers who oversees their progress throughout the programme.

The institution also administers internal examinations, including unit tests and a model exam at the end of the semester, to help prepare students for their final exams. Various learning activities assigned to students as part of the course contribute significantly to their internal assessment.

In addition to cognitive development, the PLOs and CLOs emphasize affective growth, which is fostered through student participation in various activities, such as yoga, sports cultural programmes and practical work.

Finally, students engage in a rigorous internship programme where they develop the necessary teaching skills and abilities to become effective and efficient educators.

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

2.7.2

Average pass percentage of students during the last five years

Response: 100

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

2023-24	2022-23	2021-22	2020-21	2019-20
52	49	55	50	50

File Description	Document
Result sheet for each year received from the Affiliating University	View Document
Data as per Data Template	View Document

2.7.3

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

Response:

In B.Ed course, Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) are essential frameworks used to define and measure the knowledge, skills and attitudes that students are expected to acquire.

The assessment and monitoring of student's progress in professional and personal attributes are essential for achieving the desired PLOs and CLOs. This process ensures continuous improvement in the teaching-learning framework and provides students with the necessary skills to enhance their employability, professional growth and personal development.

To ensure the attainment of the stated PLOs and CLOs, the BEd program includes both theory course and practical course over four semesters of 100 working days each. Through the theory course, students master in pedagogical knowledge, competent to amalgamate various method, strategies and approaches in teaching learning process. Also recognize philosophical sociological, cultural, political and environmental perspectives of education students analyze the trends, issues and challenges facing in the

contemporary education system. They also achieve the knowledge about the psychological development of the learner, assessment techniques, and methodological aspects of teaching.

College based Practical includes Peer Discussion, Microteaching, Faculty Demonstration Classes, Criticism Classes, Chart Workshop, ICT workshop, Yoga, Health and Physical education, Preparation of teaching aids and Art & Drama workshop.

Community based practical program includes community living Camp, field visit, study tour, SUPW, working with community etc. It enhances students' understanding of the socio-cultural context of the education.

School based practical, in this students are placed in actual school settings, where they gain hands-on experience in teaching, managing classrooms and interacting with the students of different age groups. This practical exposure is vital for developing classroom management skills and applying pedagogical theories in real-time.

Continuous Monitoring and Improvement, The performance of the students is continuously monitored to ensure alignment with PLOs and CLOs. This monitoring process allows for identifying areas where students may need additional support.

Through unit tests, model exams and tasks and assignments, the attainment of PLOs and CLOs of theory course to be monitored and external evaluation is happening through university examination.

The practical course is evaluated through observation and by analyzing the records they possess. Major aim of BEd course acquire through practice teaching internship. During that time, a student teacher prepares 60 lessons including 3 ICT integrated teaching plan. These are observed by teacher educators and school mentors who keep a record of their finding in the supervision diary also, the principal and concerned teacher visits various practice teaching schools to discuss with the Head master, School mentors and trainee student about the progress of their teaching competency. After the completion of internship in schools, a feedback session will be held in the college to share experience of student s teachers in schools.

Teaching skills are further evaluated by an external group of experts appointed by the University.

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

2.7.4

Performance of outgoing students in internal assessment

Response: 100

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

Response: 52

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

2.7.5

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

Response:

Efforts are made to address the learning requirements of student teachers. An entry-level test is conducted to ascertain their learning needs, followed by continuous interactions with students to understand their strengths and areas needing improvement. This ongoing evaluation helps the college tailor its curricular and co-curricular activities to better suit the students' needs. The communication skills, knowledge acquisition and social skills of students are further developed through various college activities. These are often enhanced by their participation in different activities.

The college has implemented various strategies to maximize the learning experience for students. Different instructional approaches such as seminars, assignments, practical sessions and participation in activities like ICT integrated lessons and microteaching, are employed to improve cognitive, technological, and pedagogical skills. These activities not only help students gain academic knowledge but also build their confidence and resilience. Additional activities like community extension programs, sports, and arts contribute to their overall development, helping them to overcome weaknesses and enhance their communicative abilities.

The marks achieved by students during university exams for different semesters show that the strategies adopted by the college are effective in meeting their learning needs. The evaluation process, which is carried out by an external university board, includes a comprehensive assessment of content knowledge, teaching skills, and the effective use of ICT. Over the past five years, the consistent pass percentage and the high scores in practical exams highlight the college's success in equipping students with the necessary skills to become proficient educators. Ultimately, these students emerge as well-prepared teachers, ready to contribute to the education sector and nurture future generations.

Two cases have been cited as examples to illustrate instances where students are engaged in hands on activities.

Megha.S.Nair (B.Ed. student in Natural Science, 2022-24 Batch), a passionate and talented dancer, has

shown an exceptional interest and dedication to dance from an early stage of B.Ed. course. Her journey in dance, particularly in the classical dance form of Mohiniyatam, has been marked by significant achievements and recognition. Megha.S.Nair's talent was further recognized when she secured the first place in F-zone competition. This victory is a testament to her skill and dedication. For preparing her for this success, the college provided training under the eminent dancer Mrs.ResiShajidas from Kalamandalam.

Archana Anand,(B.Ed. English) student at C.K.RaghavanMemorial College Teacher Education, has demonstrated talent by securing the First Prize in the intercollege Digital Poster Making competition. Conducted by the NSS unit of Mar Baselios College of Teacher Education. The competition was organized in celebration of 'World Heath Day' on April 7th under the theme " My Health, My Right." Her remarkable achievement was recognized with a certificate of appreciation awarded by the NSS unit at Mar Baselios College of Education.

Archana, has consistently exhibited remarkable skills since the very beginning of the course. The college recognized her abilities and provide immense support, encourage her active participation in various works.

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: 3.31

Criterion 3 - Research and Outreach Activities

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

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

File Description

Document

Data as per Data Template

[View Document](#)

3.1.2

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

Response: 0

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

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

3.1.3

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

1. Seed money for doctoral studies / research projects

2. Granting study leave for research field work

3. Undertaking appraisals of institutional functioning and documentation**4. Facilitating research by providing organizational supports****5. Organizing research circle / internal seminar / interactive session on research****Response:** C. Any 2 of the above

File Description	Document
Sanction letters of award of incentives	View Document
Institutional policy document detailing scheme of incentives	View Document
Data as per Data Template	View Document

3.1.4

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

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

Response: B. Any 3 of the above

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

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

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

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

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

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

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

File Description	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: 1.4

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

2023-24	2022-23	2021-22	2020-21	2019-20
3	2	1	1	0

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: 80.31

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

2023-24	2022-23	2021-22	2020-21	2019-20
105	104	106	105	0

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

3.3.3

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

Response: 99.43

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

2023-24	2022-23	2021-22	2020-21	2019-20
105	104	106	105	100

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

3.3.4

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

Response:

The purpose of this report is to provide a comprehensive overview of the outreach activities conducted by our institution during the last five years. These activities were designed to engage with our community, raise awareness about our mission and foster meaningful connection with society. Through various programs, events and initiatives we aimed to extend our reach promote our services and support our community in impactful ways. This report highlights our outreach efforts.

Main outreach activities conducted our college are mentioned below: -

To raise awareness among pupil about waste management and pollution we installed waste basket in the campus. To prevent soil erosion students planted pandanus nearby the campus. Observe world environment day. creating rainwater harvesting pits, that helps in collecting and recharging ground water with rainwater. Conduct health awareness class. construct a check dam in the cancel at the field near the college campus. On 5th June2019 observe world environment day. The students organize a field trip to Kabani River and nearby places and planted bamboo saplings on the riverbank. Conduct an awareness class on environmental protection and health. Students observe Hiroshima day together with Jayasree High School students. Conduct legal Literacy awareness class. Students of our college organize Teachers day celebration and Onam celebration. Organise a farm visit to inspire students to adopt farming as a lifestyle. Day observations like Gandhi Jayanthi, National Science Day, World Environment Day, Population Day, Nagasaki Day, World AIDS day , World Wetland Day,etc. Students visit Pazhassi Tomb. Christmas and New Year celebration Marakkadavu old age home and Kripalaya special school. Webinars conducted on Biodiversity and environment. Our students provide tuition for Tribal students at Jayasree School. Covid cell activities during pandemic period. Students visit a tribal colony. To establish a rappot with people. Various activities at nearby schools. Mowing of weeds. Social service with Harithakarma Sena. Collecting and disposal of plastics. Road side cleaning provide support in subdistrict youth festival.

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

3.3.5

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

Response: 2

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

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

File Description	Document
Data as per Data Template	View Document
Appropriate certificates from the awarding agency	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: 0.8

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

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

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

3.4.2

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

Response: 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
Any additional information	View Document

3.4.3

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

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

Response: C. Any 3 or 4 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

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 has adequate facilities for the teaching learning via classrooms, laboratories, sports field, fitness center equipment, computing facility, sports complex etc for the various programmes offered.

- C.K.R.M College of Teacher of Education College with adequate physical infrastructure facilities on a campus of 1 acres 30000 Built up area.
- The college meets the standards of various statutory bodies, including NCTE, Gov. of Kerala and University of Calicut.
- The college has excellent facilities and resources for effective teaching and learning. The college has 10 classrooms that area well-ventilated. Each classroom is furnished with light, fan and electrical points with sufficient number of furniture, including all necessary facilities like lecture platform, blackboard, whiteboard, bulletin board, projector, storage cabinet etc..
- The institution has a well maintained and furnished principal office, administrative and staff room, common rooms, with proper seating arrangements with facilities like internet, computer with printing facility, display board storage room, dining cum restroom, toilets and washroom.
- The college also has an open air classroom named “Eco-Learning Hub” with seating arrangements.
- The college has 7600 books, 22 Journals, periodicals and 7 daily newspaper. The library can accommodate up to 75 students simultaneously for reference and reading purposes.
- The college has one science laboratories for physical science science and Natural science disciplines, a psychology lab with a counseling room, social science and mathematical laboratories which are connected to the optional classrooms.
- The college has a multipurpose playground. There is also a shuttle court a well equipped fitness center and a physical education room for consultation minor games and health check-ups.
- The college has a computer laboratory with multimedia facilities with 26 computers. Students can access the lab at any time to enhance their learning outcomes.
- The college also provided solar facilities to ensure uninterrupted power facilities for co-curricular activities at low cost.
- The institution has an auditorium with a seating capacity of 300 Students, one seminar hall having a capacity of 100 Students.
- The college has 10 smart classroom and computer lab with 25 Desktop or 2 laptop with internet facilities and one printer cum copier
- The campus is wifi enabled for the benefit of students and faculty.
- The college has a library with internet facility, books, journals, newspaper, periodicals & E-JOURNAL. The library can accommodate up to 50 students simultaneously for reference and reading purpose.

- Enough sign boards are there for displaying information and direction to different areas of college.
- The college maintains youtube channels.
- The college offers a guest accommodation facility equipped with all the necessary amenities for individuals attending programs at the institution.
- The college provides separate common room facilities for boys and girls. The college has implemented separate differently-abled-friendly toilets, ramps.
- The girls rooms and resting facilities are also provided for pregnant women.
- The details of common facilities available on the campus –prayer room drinking water facilities , first aid facilities ,garden, fitness centre , canteen, college store ,etc.
- In line with the curriculum of teacher education units of different clubs , cells ,laborites are also working in the college.

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

4.1.2

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

Response: 100

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

Response: 11

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

Response: 11

File Description	Document
Geo-tagged photographs	View Document
Data as per Data Template	View Document
Any additional information	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:** 6.36**4.1.3.1 Expenditure for infrastructure augmentation excluding salary during the last five years (INR in lakhs)**

2023-24	2022-23	2021-22	2020-21	2019-20
4.69381	0.21829	0.10024	0.14345	0.24350

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 at CKRM College of Teacher Education stands as the knowledge centre of the Institution. This Library mainly for the academic benefit of the Faculty and Students. For this sake institution has undertaken KOHA Software. We have installed this software in the year 2018 and upgraded in 2022. This software provide us for the smooth functioning for day to day operations like , Acquisition, Cataloguing , Circulations etc...This software is very easy to use . This provides OPAC facility to the faculty and students. This help to locate books very easily through Title search, Author search, keyword search etc. Our College Library situated in ground floor and the area is nearly 1400 sq.ft. We can accommodate 75 students at a time. Provides wide collection of titles, books, reference books, journals, magazines and dailies. Collection of our Library included 7600 Books 22 Journals and magazines, Bound volumes and 7 Daily news papers (2 English and 5 Malayalam). We are providing closed access system and follows Dewey Decimal Classification (DDC) for classifying and arranging the books. We have the facility of resource sharing, it is very useful to the students and faculties also especially in future integration programme is conducting for this sake it will be very helpful. We have the facility to display new books, called New Arrivals. One of our best practices of the Library is user orientation and Best User Awards.

CCTV Surveillance enhances over all security measures.

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

4.2.2

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

Response:

OMEKA –Digital Repository

Our Library using institutional digital repository of OMEKA to offer remote access to specific resources .We have collection of Question papers, E-Books and E Journals that is get from internet. It is helps to the faculty and students to get the information.

-Libra: Digital Library

I-libra, an innovative platform designed to revolutionize the way you access research materials. At i-libra, is to provide you with seamless access to a vast array of research articles and papers from around the globe.

With i-libra, we gain entry to an extensive digital library housing millions of high- quality research papers, theses, and books. For a student seeking academic resources, a scholar diving into specialized topics, or a researcher exploring the forefront of knowledge, i-libra is an ultimate destination.

Key Features of i-libra:

- Access to millions of research articles, papers, theses, and books.
- User-friendly interface for seamless navigation and exploration.
- Advanced search functionalities to quickly locate relevant materials.
- Personalized recommendations based on your interests and preferences.
- Articles from international databases are available
- Convenient access anytime, anywhere, on any device.

Library Resource Sharing: Our Library receiving the Inter Library Loan and Resource sharing through Local area network.

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

4.2.3

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

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

Response: D. Any 1 of the above

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

4.2.4

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

Response: 0.08

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

2023-24	2022-23	2021-22	2020-21	2019-20
0	0.17	0.09	0.03	0.11

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

4.2.5

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

Response: 15.41

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: 483

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: 387

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: 325

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: 317

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: 337

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

4.2.6

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

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

Response: D. Any 1 of the above

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

4.3 ICT Infrastructure

4.3.1

Institution updates its ICT facilities including Wi-Fi

Response:

- The college has 26 Computers in lab staffroom with required configuration. These are distributed among the various departments for academic and administrative work.
- The college introduced WiFi access in the library providing online resources for students. WiFi facility is also available in the campus 146.3(Mbps speed) to cater the need of academics as well as allied processes.

- Computer Laboratory, to facilitate internet access for all students staff and faculty members. This facility enables users to access meaningful information available online.
- LCD Projectors, White board, Printers, Scanners are also available for effective teaching learning process.
- CCTV cameras were installed in the campus
- The college implemented a biometric thumb based attendance system for students and staff.
- The college manages a you tube channel.
- Digital section in the library with high-speed internet connection helps the students and faculty to browse videos, e-journals, e-magazines, e-news spaper etc.
- Google classroom and google forms for effective Teaching Learning and data collection is implemented recently.

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

4.3.2

Student – Computer ratio for last completed academic year

Response: 2.76

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: 146.3

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

Response: 146.3

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: D. Any 1 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: 17.33

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

2023-24	2022-23	2021-22	2020-21	2019-20
2.46	6.96	3.19	2.11	0

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
Any additional information	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:

The institute has developed a standard methodology for utilization & maintenance of all physical, academic & support facilities available in the campus.

Laboratories: The labs in the institute are administered by Laboratory In-charge (a faculty). In case of any maintenance/repairs, the Laboratory In-charge initiates the appropriate corrective action in consultation with the principal of the institute.

Utilization of support facilities: The infrastructural and resources utilization of the institute is administered by the principal. Faculty members are allowed to put up to the principal of the institute requirement if any with regards to extension, renovation, alteration, relocation etc. of the available resources and facilities.

Sport / Ground Maintenance: A Coordinator is assigned the responsibility of maintaining sports accessories and supporting accessories of indoor and outdoor games. College uses the ground for outdoor games as and when required.

House Keeping of classrooms, laboratories and the entire institute campus: Institute has in-house house-keeping team which looks after all the cleanliness of the classrooms, laboratories and the entire campus.

IT Facilities: Institute appoints computer technician from outside as and when required to maintain the IT facilities in the Institute which includes maintenance of computers, LCD Projectors, Printer, Scanner and other peripherals.

Electrical Maintenance: All the electrical maintenance of the peripherals, equipment's, infrastructure, and power related resources available in the institute are carried out by electrician hired from outside as per need.

Green Initiatives: Institute has employed a dedicated support staff who take care of Trees and Plants at various locations in the institute.

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

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

Response: B. Any 4 or 5 of the above

File Description	Document
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: B. Any 7 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: A. All of the above

File Description	Document
Upload any additional information	View Document
Samples of grievance submitted offline	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
Data as per Data template	View Document
Paste link for additional information	View Document

5.2 Student Progression**5.2.1****Percentage of placement of students as teachers/teacher educators****Response:** 13.33**5.2.1.1 Number of students of the institution placed as teachers/teacher educators during the last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
07	10	11	01	05

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

5.2.2**Percentage of student progression to higher education during the last completed academic year****Response:** 12.24**5.2.2.1 Number of outgoing students progressing from Bachelor to PG.**

Response: 06

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
Paste link for additional information	View Document

5.2.3**Percentage of students qualifying state/national level examinations during the last five years (eg: NET/SLET/ TET/ CTET)****Response:** 40.78**5.2.3.1 Number of students qualifying in state/ national level examinations (eg: NET/SLET/ TET/ CTET) during the last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
11	67	16	7	3

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

5.3 Student Participation and Activities

5.3.1

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

Response:

The student council plays a crucial role in Our Institution by organizing various activities and events that enrich the student experience. The council is integral to shaping the overall atmosphere and culture of our college, ensuring that every student has the opportunity to engage, participate, and grow. The election of student council members takes place in a democratic manner, allowing students to choose representatives who will advocate for their needs and interests. This process ensures that the council is comprised of individuals who are committed to making a positive impact on the college community. One of the primary responsibilities of the student council is to organize a wide range of events, activities, and programs that cater to diverse student interests. These include cultural festivals, concerts, sports events, and educational workshops. By providing a variety of activities, the council ensures that there is something for everyone, fostering a sense of inclusivity and community within the college. The student council is actively involved in the decision-making processes related to student affairs. This includes contributing to policy development, budget allocation, and facility improvements. By participating in these discussions, the council helps to ensure that the voices of the student body are heard and considered in Institutional decisions. In addition to organizing events, the student council provides valuable support services to students. This includes academic support, mental health services, and conflict resolution assistance. By offering these resources, the council helps to create a supportive and nurturing environment where students can thrive both academically and personally. The student council also plays a key role in fostering a sense of community and school spirit. Through various initiatives and programs, the council encourages students to take pride in their school and to support one another. This sense of unity and solidarity is essential for building a positive and dynamic campus culture. In conclusion, the student council is a vital component of our Institution, contributing significantly to the enhancement of the student experience. Through democratic elections, diverse events, active participation in decision-making, and support services, the council ensures that the needs and interests of the student body are met. By fostering a strong sense of community and school spirit, the student council helps to create an environment where students can succeed and flourish. The main objective of forming student council is to develop the leadership qualities in students, and also host social ,extra curricular activities in the Institute. Students are also actively involved in various other Institute level committees like Grievance Redressal committee, Anti Ragging committee, Women development cell,IQAC etc. Ultimately,Student council establishes and nourishes a healthy co-operative environment in the institute ,which helps in overall

development of all students.

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
Paste link for additional information	View Document

5.3.2

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

Response: 5.8

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

2023-24	2022-23	2021-22	2020-21	2019-20
09	07	06	03	04

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

5.4 Alumni Engagement

5.4.1

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

Response:

Our college started functioning in the year 2005 through the vision of late CK Raghavan social reformer and educationalist. As we complete two decades today we are proud to see that thousands of students have been trained to become excellent teachers through this institution. The college has been able to nurture outstanding challenge in various fields of society and teaching. Alumni Association formed in the institution since 2021 has been doing excellent works for the Teacher Student by joining the Institution. The College do not have registered Alumni Association but every year Alumni meet held and various cultural programmes were presented by Alumni members and students on that day. During the meeting ,Alumni share their memories as student, Experience as Alumni, bond with Teachers ,attachments ,and express their ideas for improving the college's overall success. Students Interested in pursuing higher Education abroad contact Alumni and get guidance from Alumni who have completed higher education or pursuing higher education. Teachers act as a mediators between Alumni and students. This extended support helps a lot to students who are pursuing higher education in foreign countries especially. students communicate with Alumni via phone ,email and social media.in short our Alumni instill confidence in the students by relating their own journey, extending their support for extensive career and social responsibilities

File Description	Document
Upload any additional information	View Document
Details of office bearers and members of alumni association	View Document
Paste link for additional information	View Document

5.4.2

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

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

Response: B. Any 4 or 5 of the above

File Description	Document
Report of alumni participation in institutional functioning for last completed academic year	View Document
Documentary evidence for the selected claim	View Document
Any 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: 4

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

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

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

5.4.4

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

Response:

Alumni serve as valuable mentors, offering support in both academic and personal development. They provide insights into their respective fields, helping students navigate various challenges. By sharing their experiences and lessons learned, alumni motivate students to strive for excellence and overcome obstacles. The relationship between alumni and students can be seen as a bridge between theory and real-

world practice. Alumni, having faced similar challenges, can offer practical advice that is not always available in academic settings. This mentorship is not just about imparting knowledge but also about inspiring confidence, resilience, and a sense of purpose in students. By connecting with alumni, students gain access to a network of professionals who can offer opportunities for internships, jobs, and collaborations. Moreover, the guidance provided by alumni can help students make informed decisions about their careers, avoiding common pitfalls and seizing the right opportunities. In essence, alumni mentorship is a crucial element in the holistic development of students, equipping them with the skills and mindset needed to succeed in their future endeavors.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

VISION

“To be a nationally acclaimed center for producing highly efficient, dedicated, committed, responsible, and environmentally conscious educators ready to serve the society”

MISSION

To empower aspiring educators with comprehensive knowledge, practical skills, and a deep commitment to social responsibility and environmental stewardship. Through innovative teaching practices and immersive learning experiences, we foster a community of educators who are prepared to excel in diverse educational settings and contribute positively to society's needs. By instilling values of integrity, empathy and sustainability, we aim to cultivate leaders who promote lifelong learning and make a meaningful impact on the communities they serve. We are dedicated to preparing the finest educators capable of responding to global demands and meeting the challenges in education. Our focus is on rejuvenating the teaching-learning process by integrating ICT and value-based education, ensuring it aligns with the needs of modernization and social change. Additionally, we actively address the ever-emerging issues in school and teacher education, striving to discover and implement effective remedial measures.

NATURE OF GOVERNANCE

The institution is managed by the CKRM Educational Charitable Trust and it follows a collaborative and inclusive governance model in its decision making process. The governance body includes a Board of Trustees, an Academic Council, College Council, IQAC and various committees.

PERSPECTIVE PLANS

To align with its vision and mission, the institution has developed strategic plans in various curricular and co-curricular activities. For enhancing students' social responsibility the institution encourages students' active participation in NSS. The Bhoomithrasena club raises awareness about environmental issues and encourages sustainable practice. By integrating the extracurricular and educational activities effectively our institution not only prepares educators with strong academic foundations but also cultivates a deep commitment to social responsibility, environmental consciousness and professional

excellence.

PARTICIPATION OF TEACHERS IN DECISION MAKING BODIES

Teachers play a crucial role in the decision-making bodies, contributing significantly to its governance and development. Their participation in various committees ensures that academic and administrative decisions are well-informed and effective. Faculty members are integral to the Academic Council, contributing to curriculum development, teaching methodologies and assessment practices. Senior faculty often serves on the Governing Body and influencing key policy decisions. Teachers are also vital members of the IQAC. Teachers' involvement in the Examination Committee ensures the integrity of the examination process, while their contributions to the Library Committee helps to enhance library resources. In the Student Welfare Committee, teachers support extracurricular activities, mentor students, and address their grievances. Specific roles such as NSS Coordinator involve faculty in planning and executing social service activities, fostering a spirit of community service among students. Teachers coordinate election processes within the institution, ensuring transparent elections for various student positions. As tour Coordinators, faculty organize educational tours and field trips, providing students with experiential learning opportunities. Teachers also take charge of green campus initiatives through Bhoomithrasena, promoting environmental sustainability practices. This inclusive approach to governance not only enhances decision-making but also fosters a sense of ownership, improves teacher morale, and ensures better implementation of policies and initiatives.

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

6.1.2

Institution practices decentralization and participative management

Response:

In CKRM College of Teacher Education, the decentralized and participative management structure is effectively supported by the involvement of various bodies such as the CKRM Educational Charitable Trust, the governing body, the Staff Council, the Students Union, the PTA, and the IQAC decision-making body. The principal, serving as the chairman of each program, ensures cohesive leadership across all initiatives. The TRUST and governing body provide overarching guidance and strategic direction, while the Staff Council brings the expertise and perspectives of faculty members into institutional

planning and policy-making. The Students Union plays a crucial role in voicing student concerns and suggestions, fostering a collaborative environment. The PTA bridges the gap between parents and the institution, ensuring the development and welfare of students. Meanwhile, the IQAC decision-making body focuses on maintaining and enhancing the quality of education and institutional practices.

Decentralization and Participatory Management at the Governing Council Level

Decentralization and participatory management at the Governing Council level involve distributing decision-making authority among various committees. This approach ensures that all stakeholders, including faculty, students, and parents, have a voice in shaping policies and initiatives. The Governing Council's responsibilities encompass strategic planning, policy formulation, financial oversight, curriculum development, faculty appointments, infrastructure management, and oversight of academic and administrative activities. **Decentralization and Participatory Management at the Principal Level**

All the main decisions related to the institute are taken by the Principal in consultations with the Head of departments. Principal is the academic and administrative head of the Institute and the Member of the Governing Body. The principal discharges the duties and responsibilities among the staff and the students in consultation with various bodies including IQAC, staff council and college council.

Decentralization and Participatory Management at the Faculty Level

The Department Heads are responsible for to look day-to-day administration of the department and report to the Principal. Faculty members are given representatives in various committees/cells nominated by the principal and the governing body in the IQAC. Students also participate through different formal and informal feedback mechanisms. Suggestion box is kept in college for collecting suggestions from students. Management and Trustees are approachable and accept all suggestions.

Decentralization and Participatory Management at the student Level

Decentralization at the student level is facilitated through various mechanisms aimed at empowering students and fostering their leadership skills. This includes active participation in student councils and committees where they engage in decision-making processes concerning student welfare and activities. They organize cultural and academic events independently under faculty guidance, contributing to their organizational and leadership capabilities. Additionally, students provide valuable feedback on academic programs and campus services through structured mechanisms for ensuring their insights significantly to shape institutional policies and initiatives effectively.

Decentralization and Participatory Management at the Non-Teaching Staff Level

The institution ensures the responsibilities of non-teaching staff in various levels including IQAC, college Council and various cells/committees as per the statutory body's guidelines. The suggestions and recommendation of the non-teaching staff are taken into consideration while framing policies or taking decisions.

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

6.1.3

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

Response:

Transparency in Financial Functioning

We maintain a complete financial transparency through external audit and we keep clear records of transactions including student's fee collections as per university guidelines. Budgets and expenses are reviewed openly by administrative leaders. Salary payments to both teaching and non-teaching staff are managed directly by the management.

Transparency in Academic Functioning

At the institution we prioritize transparency in how we operate academically. Our admission process, annual academic plan, assessment methods, and induction program are all clear and straightforward. We follow established guidelines for admissions, ensuring fairness for all applicants. The annual academic plan is developed collaboratively, outlining the goals and activities for the year with room for adjustments based on feedback. Assessment methods are clearly communicated to students, ensuring fairness in how their performance is evaluated. Our induction program welcomes new students and faculty, helping them integrate into our campus community and understand our educational culture and support systems.

Transparency in Administrative Functioning

For ensuring administrative transparency we prioritize clear and open communication in all administrative processes, including policy-making, resource allocation, and staff appointments. Stakeholders are regularly informed through accessible channels about decisions and their rationale. This builds trust among students, faculty, staff, and the broader community. By maintaining transparent administrative practices, we ensure accountability, improve efficiency, and foster a collaborative environment where everyone understands and participates in the institution's governance.

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

6.2 Strategy Development and Deployment

6.2.1

The institutional Strategic plan is effectively deployed

Response:

Establishment of a Stationery Shop for Students

CKRM College of Teacher Education, situated in a remote area far from town, faced a significant challenge as students struggled to access essential academic supplies. Responding to continuous requests from students, the college implemented a strategic initiative to establish an on-campus stationery shop. This initiative aimed to improve the academic experience and well-being of students by providing convenient and affordable access to necessary materials.

Strategic Objectives: The primary objectives of this initiative were to meet the urgent demands of students for easy access to educational supplies, reduce their financial burden, and eliminate the need for them to travel long distances for basic necessities. This effort aligned with the college's strategic plan to prioritize student welfare and support.

Deployment Strategy: The governing body, with input from the IQAC and other stakeholders, carefully planned the establishment of the shop. A central location on campus was chosen for easy accessibility. The shop was stocked with essential academic items such as notebooks, pens, and files, along with other daily necessities. The shop was designed to effectively meet the needs of the student body.

Impact: Since its launch, the stationery shop has addressed the challenges posed by the college's remote location, significantly improving students' access to necessary materials. The continuous requests from students have been met, resulting in reduced stress and enhanced academic performance. The shop has also become financially self-sustaining, with profits reinvested into further improving its offerings. The establishment of the stationery shop at CKRM College of Teacher Education reflects the institution's commitment to responding to student needs and addressing challenges through strategic planning. This initiative has not only provided essential support but has also contributed to the overall academic success of students, showcasing the effectiveness of the college's strategic efforts.

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
Link for additional information	View Document

6.2.2

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

Response:

C.K Raghavan Memorial College is under the management of CKRM Educational Charitable Trust, which is one of the prominent Educational Trusts in Wayanad. The institution is recognized by NCTE and is affiliated to the University of Calicut.

- The mode of appointment and the service conditions of teaching faculty are according to the UGC regulations, University regulations, NCTE norms & CKRM Educational Charitable Trust service rules.
- The administrative staffs are appointed by the management
- The governing body of the college include Manager as the employer and he deploys various responsibilities of the college and a Management Committee is constituted by the CKRM Educational Charitable Trust
- Under the leadership of the principal, the college functions well with the assistance of staff Council, college Council, IQAC and academic council
- . The IQAC of the institution deploys their duties very well by making strategic plans and taking quality initiatives of the institution. There is regular meetings of IQAC at the college and it ensures the participation of representation of all the members. The IQAC takes initiatives in academic and administrative aspects of the college.
- Staff advisor is responsible for carrying out the activities of student Council.

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

6.2.3

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

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

Response: D. Any 2 of the above

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

6.2.4

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

Response:

Our college has well functioning governing bodies to execute various functions organized as part of both curricular and co curricular activities. At the institutional level the principal in association with IQAC provide guidance for all the governing bodies to execute the functions properly. All the cells and bodies functioning in the college take decisions by convening meetings, maintains the minutes of the same and implementing their decisions effectively. One such activity implemented based on the decision of IQAC and staff council is described below:

Activity Organized – Community Living Camp as part of Curricular Activity**Decision Making Body- Staff Council**

In the academic year 2023-24, as part of the curricular activity, the staff council decided to organize a community living camp of the second years students. The decision regarding the assignment of charge was taken in the staff meeting conducted on 8th November 2023. Planning of the Activity The staff advisor is required to plan the various activities to be organized as part of the camp and the staff meeting recommended that dates for organizing the camp from 31st December to 3rd January 2024. The members of the staff meeting suggested activities and the staff advisor in association with the college union planned various activities to be organized as part of the community living camp.. Accordingly the student teachers as well as teaching faculty were assigned different duties as part of the camp for each day. Implementation of the activity as per the decision of the staff and student union, the camp was inaugurated on 31.12.2023 at the college auditorium. All the activities were distributed among the students as group wise under the leadership of one teaching faculty. The programmes such as awareness

programmes, community extension services, field visits, and recreational activities etc were organized as a collaborative effort by the teachers and students. On 1st January the valedictory of the camp was conducted with the evaluation and report presentation in brief.

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:

The institution provides comprehensive welfare measures for both teaching and non-teaching staff, including Provident Fund (PF) for all staff members and Employees' State Insurance (ESIC) specifically for non-teaching staff. Financial assistance is also offered to support staff in attending professional development programs such as workshops and conferences. In terms of leave provisions, the institution offers casual leave for personal matters, and maternity leave for female staff members and paternity leave for male staffs. These welfare measures are managed through established policies and procedures, ensuring that all staff members are aware of and can access the benefits effectively. Regular reviews and updates of these policies are conducted to ensure they continue to meet staff needs and align with best practices.

Financial Support

To the staff to attend workshops and conferences for career advancement.

Special allowance for teaching and non teaching staff for official purposes.

Salary advance given for domestic staff if necessary.

Festival advance

Material Benefits

Provision of free Wi-Fi facility to all staff

Recognition and awards

Recognition for remarkable performance in career both for teaching and non teaching staff. Honouring the staff for talented performance in any area of interest.

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: 4.69

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

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

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
Data as per Data Template	View Document
Certificate of participation for the claim	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: 1

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

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

File Description	Document
List of participants of each programme	View Document
Data as per Data Template	View Document

6.3.4

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

Response: 0

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

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

File Description	Document
Data as per Data Template	View Document

6.3.5

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

Response:

The success of any educational institution depends on the quality of its staff- both teaching and non-teaching. Together they play a significant role and are the backbone of the institution. Institutions cannot achieve their goals-the vision and mission- without them. To achieve the targets, the staff need to be motivated at work.

C.K.R.M College of Teacher Education is committed to fostering the professional development of both teaching and non-teaching staff through a comprehensive Performance Appraisal System.

The process of performance appraisal comprises of three parts:

A. Self-appraisal by every faculty

B. Appraisal by Principal

C. Student Appraisal of teachers

All the teaching staffs and non-teaching staffs are assessed through annual confidential report and performance appraisal report. The annual confidential report is prepared by the Principal. The Institutional Performance Appraisal System, overseen by a committee led by the Principal and IQAC Coordinator, plays a pivotal role in assessing and certifying the annual professional development activities of faculty members. This internal evaluation not only validates the genuineness of achievements but also strengthens their merits.

The Institutional Performance Appraisal System at CKRM systematically evaluates and enhances the performance of both teaching and non-teaching staff. It provides a structured framework for setting goals, measuring achievements, and fostering professional development. By offering constructive feedback, identifying strengths, and addressing areas for improvement, the system contributes to a culture of continuous improvement.

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

6.4 Financial Management and Resource Mobilization

6.4.1

Institution conducts internal or/and external financial audit regularly

Response:

At CKRM College of Teacher Education, we ensure financial transparency and accountability through

regular audits, managed by our accountant, who handles all financial activities for the CKRM Educational Trust. The accountant carefully checks financial documents like receipts, invoices, bank statements, and payment records to make sure everything is accurate and follows our rules. If any mistakes are found, they are quickly fixed by working with the concerned departments. Additionally, we have an external audit every year, done by an independent auditor or firm chosen by the Trust. This external audit gives an unbiased review of our financial statements, checking that they are correct and follow legal requirements. The external auditors also look at the internal audit reports and assess how well our internal controls are working. If any issues come up during these audits, they are resolved through a clear process where the accountant and finance committee work together to find and fix the problems. After making the necessary corrections, the issues are checked again to make sure they're fully resolved. All these actions are recorded and reported to the governing body of CKRM Educational Trust, which ensures that our financial practices are sound. Through these thorough audit processes, CKRM College of Teacher Education maintains high standards in financial management, building trust and confidence among our stakeholders.

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

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

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

File Description	Document
Data as per Data Template	View Document

6.4.3

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

place.

Response:

As a self-financing B.Ed. college under the CKRM Educational Trust, our main source of income is student fees. We carefully allocate these funds to support both the institution and its students. One of our key expenses is the University affiliation fee to Calicut University, which is necessary to maintain our accreditation and ensure our programs meet high academic standards.

A large part of our budget goes to salaries and benefits for our teaching and non-teaching staff, including Provident Fund (PF) for all staff and Employees' State Insurance (ESI) for non-teaching staff.

We also dedicate funds to co-curricular and extracurricular activities, such as seminars, workshops, and cultural events, which enhance the learning experience for our students.

Investing in infrastructure is another important area. We regularly upgrade and maintain classrooms, libraries, and laboratories to provide a good learning environment. We have implemented CCTV cameras to ensure campus security and ICT-enabled classrooms to enhance teaching and learning with modern technology.

We also allocate funds for purchasing new equipment and learning materials, often buying in bulk to save costs. Additionally, we support our staff's professional development by funding their attendance at workshops and conferences. This helps them stay updated on the latest educational trends and improve their teaching.

Our budget also reflects our commitment to sustainability. We have launched green initiatives like tree planting drives to make our campus more eco-friendly and teach students about environmental responsibility.

We organize national seminars to promote academic discussions and collaborations with scholars from different fields. These seminars are crucial for fostering research and innovation.

Administrative expenses are carefully managed to cover daily operational costs. We ensure financial transparency and proper use of funds through regular reporting, internal audits, and external audits. Detailed financial reports are shared with stakeholders to maintain trust.

We also support the Internal Quality Assurance Cell (IQAC) to continuously monitor and improve our education and administrative processes.

In conclusion, our strategic financial planning ensures we provide high-quality education and foster an environment conducive to academic excellence and personal growth. We maintain transparency and accountability in our financial dealings, upholding the trust of our stakeholders and committing to the continuous improvement of our institution.

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

6.5 Internal Quality Assurance System

6.5.1

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

Response:

The Internal Quality Assurance Cell (IQAC) of our institution has significantly enhanced institutional quality through regular reviews and improvements in teaching-learning processes, operational structures, and learning outcomes. By setting benchmarks, promoting research, and facilitating faculty development programs, IQAC has embedded quality practices into the institutional framework. Regular assessments, internal audits, and stakeholder feedback ensure continuous improvement. The IQAC's efforts have led to better educational standards, improved student outcomes, and a culture of continuous enhancement, demonstrated through annual reports and internal evaluations.

The following tasks have been performing by IQAC on regular basis for the quality assurance of the institution.

1. Set Quality Benchmarks: Establish standards for academic and administrative activities.
2. Promote Learner-Centric Environment: Encourage effective teaching and learning processes.
3. Collect Feedback: Gather and analyze feedback from stakeholders.
4. Disseminate Information: Share information on quality standards.
5. Organize Workshops /Seminars: Conduct workshops and seminars on quality improvement.
6. Document Activities: Keep records of quality improvement activities.
7. Coordinate Quality Efforts: Oversee and coordinate quality-related activities.
8. Foster Quality Culture: Promote a culture of continuous quality improvement.
9. Adopt Best Practices: Implement and institutionalize best practices.

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

6.5.2

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

Response:

The Internal Quality Assurance Cell (IQAC) at CKRM College of Teacher Education plays a pivotal role in ensuring the institution's commitment to quality and excellence. Tasked with the continuous improvement of both academic and administrative activities.

The process adopted by CKRM College of Teacher Education for periodically reviewing the teaching-learning process likely includes the following steps:

1. **Feedback Collection:** Regularly gather feedback from students, faculty, and other stakeholders through surveys, questionnaires, and meetings.
2. **Analysis of Feedback:** Analyze the collected feedback to identify strengths, weaknesses, and areas for improvement in the teaching-learning process.
3. **Academic Audits:** Conduct internal and external academic audits to assess the quality and effectiveness of teaching methods, curriculum delivery, and learning outcomes.
4. **Faculty Development Programs:** Organize workshops, seminars, and training sessions for faculty to enhance their teaching skills and stay updated with the latest educational practices.
5. **Curriculum Review:** Periodically review and update the curriculum to ensure it meets current academic standards and industry requirements.
6. **Performance Monitoring:** Monitor the performance of students through continuous assessments, exams, and project evaluations to assess the effectiveness of teaching methods..
7. **IQAC Involvement:** The IQAC plays a key role in coordinating and overseeing the review process, ensuring that quality benchmarks are met and continuous improvement is pursued.
8. **Action Plans:** Develop and implement action plans based on the findings from feedback and audits to address identified issues and enhance the teaching-learning process.
9. **Documentation and Reporting:** Maintain detailed records of the review process and outcomes, and report them to the relevant authorities for transparency and accountability.
10. **Follow-up:** Regular follow up on the implementation of action plans ensures that improvements are effectively realized and maintained over time.

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

6.5.3

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

Response: 18.8

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

2023-24	2022-23	2021-22	2020-21	2019-20
33	28	10	8	15

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

6.5.4

Institution engages in several quality initiatives such as

- 1. Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements**
- 2. Timely submission of AQARs (only after 1st cycle)**
- 3. Academic Administrative Audit (AAA) and initiation of follow up action**
- 4. Collaborative quality initiatives with other institution(s)**

5. Participation in NIRF**Response:** C. Any 2 of the above

File Description	Document
Data as per Data Template	View Document
Any additional information	View Document
Link to the minutes of the meeting of IQAC	View Document

6.5.5

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

Response:

The institution focuses on incremental improvements in Academic and Administrative domains through a number of quality initiative programmes. The initiatives are implemented in consultation with the Management and Internal Quality Assurance of the institutions.

1.INCREMENTAL IMPROVEMENT IN THE ACADEMIC DOMAIN**LIBRARY AUTOMATION**

The implementation of library automation at CKRM College of Teacher Education represents a significant advancement, showcasing incremental improvement in the academic domain. The automation process began with the foundational setup and organization of the library's digital resources, enhancing the management of books, journals, and other materials. This development has streamlined access to a diverse range of academic resources, making it easier for students to find and utilize the materials they need for their studies. By improving the efficiency and organization of library services, students benefit from more readily available and well-maintained resources, which supports their research, learning, and overall academic success. The ongoing updates and enhancements to the automated system reflect a gradual but impactful improvement in library operations, aligning with the evolving academic needs of students and contributing to a more effective and enriching educational environment.

1.INCREMENTAL IMPROVEMENT IN THE ADMINISTRATIVE DOMAIN**PLANTING TREES FOR ENVIRONMENTAL SUSTAINABILITY**

Our campus is committed to creating a fresh and cool campus environment through incremental tree plantation initiatives. By strategically planting trees, we aim to provide shade, enhance air quality, and reduce the ambient temperature on campus. These efforts not only improve the comfort and well-being of our community but also contribute to environmental sustainability. Through ongoing tree planting and maintenance, we aspire to create a refreshing and eco-friendly campus that supports learning and promotes a healthy environment for all.

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:

In today's world, energy conservation is not just a choice but a necessity, particularly for educational institutions that serve as models for future generations. Our college recognizes this responsibility and has adopted a comprehensive energy policy aimed at promoting sustainable practices. This policy outlines our commitment to energy sources and the reduction of our overall carbon footprint

Our institution has adopted effective measures to save energy and using alternative source of energy. Following the advice of the IQAC meeting held on 16/01/2019 institution announced its energy policy. The slogan of the policy is "Less use and don't misuse". Postures about everyday policy of the institutions and instructions to students to prevent energy wastage is exhibited in various places of campus. The IQAC has recommended to install solar panel in campus to encourage use of alternative use of energy. Energy conservation and the use of alternative energy sources have become critical components of sustainable development in educational institutions worldwide. C.K Raghavan Memorial College of Teacher Education Pulpally has recognized this importance and adopted a comprehensive energy policy that underscores the institutions commitment to stop the wastage of water and energy. One of the foundational aspects of C.K Raghavan Memorial College of Teacher Education energy policy is the implementation of various energy conservation strategies. The institution has undertaken several initiatives to reduce energy consumption across the campus. These efforts include the installation of energy efficient lighting systems, such as LED bulbs in classrooms, offices and common areas. LED lights consume significantly less electricity compared to traditional incandescent bulbs, and have a long lifespan, and lower carbon emissions.

The institution has also encouraged students and staff to adopt energy saving practices such as turning off lights, fans and electronic devices, when not in use. Awareness programme and workshops have been organized to educate the college community about the importance of energy conservation and how small changes in daily behavior can have a significant impact on overall energy consumption. In line with its energy policy the college is committed to using alternative energy sources to meet its power requirements. The installation of solar panels on the rooftops of buildings is a significant step in this direction. Solar energy not only reduces the college's reliance on conventional power sources but also helps in cutting down electricity costs. Additionally, the institution explores other renewable energy sources

C.K Raghavan Memorial College of Teacher Education energy policy is a testament to its dedication to environmental responsibility and sustainable development. Through its energy conservation efforts and the adoption of alternative energy sources, the college is not only reducing its ecological impact but also setting an example. By fostering a culture of sustainability among its students staff, the college is contributing to a bright and more sustainable future for all. The Institution has stated energy policy streamlining ways of energy conservation, Use of alternative source of energy for meeting its

power requirements.

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 is a critical aspect of maintaining a sustainable and environmentally friendly educational institution. In our college the implementation of a comprehensive waste management policy is a testament to our commitment to environment stewardship, health and softly. The institution recognizes the importance of minimizing waste, promoting recycling and ensuring proper disposal practices to create a cleaner and greener campus. This policy is not just a set of guidelines; it is an actionable strategy that involves the entire college community students, faculty and staff

The institution has stated policy and procedures for implementation waste measure. Our goal is to ensure a safe, healthy and Eco-friendly environment. The institution has adopted systematic and advanced waste management strategy. Waste free campus program was inaugurated on 05 -06-2012 under the initiative of Bhoomithrasena. A board is exhibited on the gate of the campus “this campus is plastic free campus” with a view to discourage use of plastic materials in the campus. Drop boxes for used ball pen are put in the various corners of the campus. Moreover, separate bins are provided to collect bio degradable wastes such as food waste, plastic waste, metal waste and paper wastes. Bhoomithrasena had played prominent role in this activity. The college composts its own food waste, and the manure from this composting process is used as fertilizer for the plants here. Plastic wastes are collected by Haritha karma sena of panchayath. Metal Waste and paper waste are sold to scrap vendors.

Implementation procedures

The implementation of the waste management policy is overseen by a dedicated waste management committee, which is responsible for monitoring and evaluating the effectiveness of the policy. The committee works closely with the administration, maintenance staff and student volunteers to ensure that the policy is effectively implemented.

a) Waste Segregation

The college has installed labelled waste bins at strategic locations across the campus to encourage proper waste segregation. Separate bins for paper, plastic, glass, organic waste and general waste are provided to facilitate recycling and composting.

b) Organic waste management

Organic waste such as food scoops and garden waste is collected separately and composted on site. The compost produced is used for landscaping and gardening purposes on campus, promoting a closed loop system of waste manage.

c). Liquid Waste Management

Liquid waste generated from toilet and urinals are disposed into septic tanks. waste water from kitchen of ladies' hostel was disposed into separate waste tanks.

d). E Waste management: E. waste mainly includes obsolete electronic devices, such as computer systems., servers, monitors, compact discs (CDs), printers, scanners, copiers, calculators, battery cells etc. E-waste is disposed of through vendors.

e) Awareness Initiatives

The college conducts regular awareness programs, including workshops, seminars and campaigns, to educate the college community about the importance of waste management. These initiatives are designed to promote sustainable practices and encourage active participation in work reduction efforts.

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

7.1.3**Institution waste management practices include**

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

Response: C. Any 2 of the above

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

7.1.4

Institution has water management and conservation initiatives in the form of

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

Response: C. Any 2 of the above

File Description	Document
Income Expenditure statement highlighting the specific components	View Document
Geotagged photographs	View Document
Documentary evidence in support of the claim	View Document
Any 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 college is deeply committed to maintaining cleanliness, sanitation and a healthy, pollution free environment. These values are integral to our mission as an educational institution that not only imparts

academic knowledge but also instills a sense of responsibility towards environmental stewardship in our students. By creating a clean green and healthy campus, we aim to provide a conducive learning environment while setting a positive example for future educators.

Cleanliness is a fundamental aspect of our campus culture. We believe that a clean environment is essential for the physical and mental wellbeing of our students, faculty, and staff. To ensure high standards of cleanliness, we have implemented a rigorous cleaning schedule across all areas of the campus, including classrooms, laboratories, hostels, common areas. The Haritha campus (green campus) program was inaugurated on 05-06-2012 i.e.; world environmental day by Mr. Gangadharan the famous environmentalist Bhoomithrasena of the college organized different programs with a view to protect green cover not only in the campus but in the society as a whole.

We have placed waste segregation bins throughout the campus to encourage proper disposal of waste. These bins are clearly labeled for different types of waste such as organic, recyclable materials to promote effective waste management.

Sanitation is another critical area where our college takes proactive measures. We recognize that maintaining high standards of sanitation is essential to preventing the spread of diseases and ensuring a healthy campus environment. Our college has installed modern sanitation facilities, including clean and well-maintained washrooms, handwashing stations and sanitation supplies like hand sanitizers and disinfectants. In addition to maintaining cleanliness and sanitation, our college is dedicated to preserving and enhancing the green cover on our campus. We believe that a green environment not only adds aesthetic value but also contributes to the overall health and well-being of the campus community. Our college has undertaken extensive tree-planting drives and landscaping projects to increase the green cover on campus.

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:** D. Any 1 or 2 of the above

File Description	Document
Videos / Geotagged photographs related to Green Practices adopted by the institution	View Document
Income Expenditure statement highlighting the specific components	View Document
Circulars and relevant policy papers for the claims made	View Document

7.1.7**Percentage of expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)****Response:** 0.23**7.1.7.1 Total expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)**

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	0	0.05350	0.14220

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

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

The institution utilises the local resources to the maximum degree to enrich the knowledge of students. We conduct study tours and occasional visits to the historical places and the places having ecological importance. Moreover, the students interact with the persons who are treasuring indigenous knowledge. Wayanad district is enriched with lot of tourism destinations with ecological importance such as Kuruvadweep, Karlad lake and Pookode lake. The students visited the tombs of Pazhassi Keralavarma at Mavilanthodu who became martyr in the struggle with British on November 30th, 1805. The students also visited and interacted with Padmasree Cheruvayal Raman who is an eminent personality in the field of organic farming. He introduced the students with more than hundred varieties of paddy. He also provided the students an insight into the importance of sustainable farming practices and indigenous knowledge on agriculture, college also organized a programme name 'kili karuthal' which aims to give water to the birds. Our college blessed with greenish atmosphere.

In Our college that effectively leverages its local environment, location knowledge, and community resources provides a rich and dynamic learning experience for its students. While there are challenges in this approach, the benefits far outweigh the difficulties. By grounding education in the local context, the institution not only enhances the quality of its programs but also prepare future educators to be effective, engaged and responsible members of their communities.

File Description	Document
Documentary evidence in support of the claim	View Document
Any 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: B. Any 3 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
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 Practice-1

Title of the Practice: Tribal improvement programme at Jayasree High School

Goal: The main goal of the tribal improvement program through Jayasree High School is to enhance the educational outcomes and overall well-being of tribal students by providing them with culturally relevant, equitable and supportive learning experiences. It aims to empower tribal students to succeed academically, preserve their cultural identity and ultimately contribute to the social and economic development of their communities.

The context: A tribal improvement program in a high school context typically focus on enhancing the educational, social and economic well-being of tribal communities. It aim to bridge gaps in access to quality education, preserve cultural heritage and empower tribal students to succeed academically and socially.

The Practice

1. Distribution of study material in Tribal Students

2. Tuition class for Tribal Students

Objectives

- To offer personalized academic assistance
- To improve students understanding of key subjects.

- To foster a supportive learning environment

Implementation

- **Tutoring Sessions:** Our students conduct regular tutoring sessions covering various subjects, tailored to the needs of the tribal students.
- **Interactive Learning:** This program uses interactive and engaging methods to make learning enjoyable.
- **Assessment and Feedback:** Regular assessments and feedback help track progress and address any learning gaps.

Impact

- **Academic Improvement**
- **Confidence Building**
- **Community Engagement**

Future Goals

- To expand the program's reach and includes more students
- To incorporate additional resources and support materials.
- To continually assess and adapt the program to meet the evolving needs of the students.

Best Practices-2

Title: Check dam, across the canal

Goal: The goal of build a check- dam is to capture and store rainwater to improve water availability, control soil erosion, water literacy and enhance agricultural productivity. By creating a small reservoir, it supports ground water recharge, benefits local ecosystems and contributes to better living conditions for communities in remote areas.

The Context: Our college, is situated in Pulpally in the heart of Wayanad district. Adjacent to the college lies the Karimpathikunnu tribal colony, known for its picturesque landscape. A canal is located here, serving both irrigation and agricultural purposes for the residents for the tribal colony.

This water rich canal however, tends to dry up during the summer seasons, significantly impacting the local community agricultural activities. Recognising this challenge, the ECO club of C.K. Raghavan Memorial College of Teacher Education, under its leadership, undertook an initiative on January 3,2017. The students constructed a check dam across the canal, less than a kilometre from the college, to address the water scarcity issue.

Objectives

- To create awareness about the importance of environmental protection.
- To encourage the conservation of biodiversity
- To promote sustainable living practices.
- To engage in activities that contribute to environmental well- being.

Impact**Enhanced Water Availability****Reduced Soil Erosion****Water Literacy**

Importance Agricultural Productivity Increased water availability can boost crop yields and support sustainable farming practices.

Check dams are valuable structures for managing water resources, particularly in remote areas. Proper planning and maintenance are essential to maximise their benefits and ensure long-term effectiveness.

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:**

C.K. Raghavan Memorial College of Teacher Education. Since its inception has always been keen in improving the overall qualities of the institutional activities. The institution aims of molding aspiring teachers to procure value embedded education which help them to meet the challenges in the global scenario. Surrounded by lush greenery and towering mountains, the campus offers a serene and peaceful atmosphere that natures both academic pursuits and personal growth with its unique campus wonders and breath-taking natural beauty. Our campus stands out as one of the most beautiful educational complexes in Wayanad. The campus consists a higher secondary school, Art and Science college and teacher education institution. The entire campus is enriched with a greenery of more than fifty varieties of trees and bamboos. This greenery keeps the campus cool and calm. It also separates the building in the campus with attractive bio fencing. The trees and the bamboos in the campus are the residents of several types of birds and butterflies. The plants and the trees in the campus are labelled with their scientific names. It enables the student to families with various types of plants and inculcates the understanding of plurality of biological environment around us.

The institution's focus on innovative teaching practices stands out as a distinct area of performance that aligns closely with its vision, priority and thrust. By equipping future educators with the skills and

knowledge needed to excel in modern classrooms, the college is fulfilling its mission to transform education. This commitment to innovation not only enhances the quality of education provided by the institution but also ensures that its graduates are capable of making a significant impact in the field of education

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 :

CKRM College of Education is a self-financing college, managed by the CKRM Trust. The teacher education was started in the year 2005. It is affiliated to the University of Calicut and recognized by the NCTE. Surrounded by lush greenery and towering mountains, the campus offers a serene and peaceful atmosphere that nurtures both academic pursuits and personal growth. With its unique campus wonders and breathtaking natural beauty, our campus stands out as one of the most beautiful educational complex in Wayanad. The main aim of the college is to provide the quality education to the future teachers. With the correct mix of technology and human touch, the college empowers the aspiring teachers to propagate education through the rungs of the society so that they serve the nation while making a satisfying career for themselves.

Concluding Remarks :

In conclusion the Self Study Report presents a comprehensive overview of our institution's achievements, challenges and future plans. CK Raghavan Memorial College of Teacher Education providing high quality education and fostering a supporting learning environment. As we forward, we are poised to address emerging challenges, capitalize on new opportunities and continue to make a positive impact on our students, community and society. This report endeavors and we look forward to achieving greater heights in the years to come.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification										
1.1.2	<p>At the institution level, the curriculum planning and adoption are a collaborative effort;</p> <p>Indicate the persons involved in the curriculum planning process during the last completed academic year</p> <ol style="list-style-type: none"> 1. Faculty of the institution 2. Head/Principal of the institution 3. Schools including Practice teaching schools 4. Employers 5. Experts 6. Students 7. Alumni <p>Answer before DVV Verification : A. Any 5 or more of the above Answer After DVV Verification: C. Any 3 of the above Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.</p>										
1.4.2	<p>Feedback collected from stakeholders is processed and action is taken; feedback process adopted by the institution comprises the following</p> <p>Answer before DVV Verification : A. Feedback collected, analysed and action taken and feedback available on website Answer After DVV Verification: B. Feedback collected, analysed and action has been taken Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.</p>										
2.1.2	<p>Percentage of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the last five years..</p> <p>2.1.2.1. Number of students enrolled from the reserved categories during last five years.. Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>9</td> <td>9</td> <td>9</td> <td>9</td> <td>8</td> </tr> </tbody> </table>	2023-24	2022-23	2021-22	2020-21	2019-20	9	9	9	9	8
2023-24	2022-23	2021-22	2020-21	2019-20							
9	9	9	9	8							

Answer After DVV Verification :

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

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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: C. Any 3 of the above

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
15	13	12	14	10

Answer After DVV Verification :

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

Remark : As HEI has not provided proper supporting documents as per SOP, thus DVV input is recommended.

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

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

Answer before DVV Verification : 105

Answer after DVV Verification: 0

Remark : As HEI has not provided proper supporting documents as per SOP, thus DVV input is recommended.

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**

Answer before DVV Verification : A. All of the above

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

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : As per clarification received from HEI, and Considering the publications in the assessment period only between 2019 and 2023, thus DVV input is recommended.

3.3.1	<p>Average number of outreach activities organized by the institution during the last five years..</p> <p>3.3.1.1. Total number of outreach activities organized by the institution during the last five years.</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="308 349 1046 483"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>12</td> <td>9</td> <td>5</td> <td>6</td> <td>12</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="308 562 1046 696"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>2</td> <td>1</td> <td>1</td> <td>0</td> </tr> </tbody> </table> <p>Remark : As per clarification received from HEI, and excluding awareness programs on generic themes, days celebrations, thus DVV input is recommended.</p>	2023-24	2022-23	2021-22	2020-21	2019-20	12	9	5	6	12	2023-24	2022-23	2021-22	2020-21	2019-20	3	2	1	1	0
2023-24	2022-23	2021-22	2020-21	2019-20																	
12	9	5	6	12																	
2023-24	2022-23	2021-22	2020-21	2019-20																	
3	2	1	1	0																	
3.3.2	<p>Percentage of students participating in outreach activities organized by the institution during the last five years</p> <p>3.3.2.1. Number of students participating in outreach activities organized by the institution during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="308 1095 1046 1229"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>105</td> <td>104</td> <td>106</td> <td>105</td> <td>100</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="308 1308 1046 1442"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>105</td> <td>104</td> <td>106</td> <td>105</td> <td>0</td> </tr> </tbody> </table> <p>Remark : As per clarification received from HEI, and changes done according to the above related metric id 3.3.1, thus DVV input is recommended.</p>	2023-24	2022-23	2021-22	2020-21	2019-20	105	104	106	105	100	2023-24	2022-23	2021-22	2020-21	2019-20	105	104	106	105	0
2023-24	2022-23	2021-22	2020-21	2019-20																	
105	104	106	105	100																	
2023-24	2022-23	2021-22	2020-21	2019-20																	
105	104	106	105	0																	
3.4.1	<p>Average number of linkages for Faculty exchange, Student exchange, research etc. during the last five years</p> <p>3.4.1.1. Number of linkages for faculty exchange, student exchange, research etc. during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="308 1841 1046 1975"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>1</td> <td>2</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p>	2023-24	2022-23	2021-22	2020-21	2019-20	0	1	2	0	0										
2023-24	2022-23	2021-22	2020-21	2019-20																	
0	1	2	0	0																	

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

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification : 4

Answer after DVV Verification: 2

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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 : 12

Answer after DVV Verification: 11

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

Answer before DVV Verification : 13

Answer after DVV Verification: 11

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

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

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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:

2023-24	2022-23	2021-22	2020-21	2019-20
2.03241	0.055719	0.15625	0.09085	0.58448

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
0	0.17	0.09	0.03	0.11

Remark : As per data provided in Audited Statement, thus DVV input is recommended.

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

Answer before DVV Verification : C. Any 2 of the above

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

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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:

2023-24	2022-23	2021-22	2020-21	2019-20
9.16163	11.38263	4.81874	5.50094	3.35272

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
2.46	6.96	3.19	2.11	0

Remark : As per data provided in Audited Statement, thus DVV input is recommended.

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
50	37	10	08	13

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
11	67	16	7	3

Remark : As per clarification received from HEI, and as per provided certificates and exclude which is beyond the assessment period, thus DVV input is recommended.

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:

2023-24	2022-23	2021-22	2020-21	2019-20
10	08	06	03	04

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
09	07	06	03	04

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

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

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification : C. Any 3 or 4 of the above

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

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

7.1.6 Institution is committed to encourage green practices that include:

1. **Encouraging use of bicycles / E-vehicles**
2. **Create pedestrian friendly roads in the campus**
3. **Develop plastic-free campus**
4. **Move towards paperless office**
5. **Green landscaping with trees and plants**

Answer before DVV Verification : C. Any 3 of the above

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

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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:

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

0.00700	0.28200	0.06055	0.14220	0.54540
---------	---------	---------	---------	---------

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	0	0.05350	0.14220

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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**

Answer before DVV Verification : A. All of the above

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

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of students on roll year-wise during the last five years..</p> <p>Answer before DVV Verification:</p> <table border="1"> <tr> <td>2023-24</td> <td>2022-23</td> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> </tr> <tr> <td>105</td> <td>104</td> <td>106</td> <td>105</td> <td>100</td> </tr> </table> <p>Answer After DVV Verification:</p> <table border="1"> <tr> <td>2023-24</td> <td>2022-23</td> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> </tr> <tr> <td>105</td> <td>105</td> <td>108</td> <td>105</td> <td>100</td> </tr> </table>	2023-24	2022-23	2021-22	2020-21	2019-20	105	104	106	105	100	2023-24	2022-23	2021-22	2020-21	2019-20	105	105	108	105	100
2023-24	2022-23	2021-22	2020-21	2019-20																	
105	104	106	105	100																	
2023-24	2022-23	2021-22	2020-21	2019-20																	
105	105	108	105	100																	
1.3	<p>Number of seats earmarked for reserved category as per GOI/ State Govt. rule year wise during the last five years..</p> <p>Answer before DVV Verification:</p> <table border="1"> <tr> <td>2023-24</td> <td>2022-23</td> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> </tr> <tr> <td>9</td> <td>9</td> <td>9</td> <td>9</td> <td>8</td> </tr> </table>	2023-24	2022-23	2021-22	2020-21	2019-20	9	9	9	9	8										
2023-24	2022-23	2021-22	2020-21	2019-20																	
9	9	9	9	8																	

Answer After DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
27	27	27	28	20

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
52	51	55	50	50

Answer After DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
52	49	55	50	50

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
52	51	55	50	50

Answer After DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
49	51	55	50	50

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
52	52	51	55	50

Answer After DVV Verification:

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