



YEARLY STATUS REPORT - 2021-2022

Part A

Data of the Institution

1.Name of the Institution

**INSTITUTE OF ADVANCED STUDY IN
EDUCATION**

- Name of the Head of the institution **Dr. Happy.P.V**
- Designation **PRINCIPAL**
- Does the institution function from its own campus? **Yes**

- Alternate phone No. **04872331185**
- Mobile No: **9446870670**
- Registered e-mail ID (Principal) **iasethrissur@gmail.com**
- Alternate Email ID **iasethrissurnaac@gmail.com**
- Address **PALACE ROAD THRISSUR THRISSUR
KERALA**
- City/Town **THRISSUR**
- State/UT **KERALA**
- Pin Code **680020**

2.Institutional status

- Teacher Education/ Special Education/Physical Education: **Teacher Education**
- Type of Institution **Co-education**

- Location **Urban**
- Financial Status **UGC 2f and 12(B)**
- Name of the Affiliating University **UNIVERSITY OF CALICUT**
- Name of the IQAC Co-ordinator/Director **Dr. SANTHOSH AREEKUZHIYIL**
- Phone No. **9447847053**
- Alternate phone No.(IQAC) **8075488565**
- Mobile (IQAC) **944787053**
- IQAC e-mail address **drareekkuzhiyil@gmail.com**
- Alternate e-mail address (IQAC) **drsaniase@gmail.com**

3.Website address<http://iasethrissur.ac.in>

- Web-link of the AQAR: (Previous Academic Year) <http://iasethrissur.ac.in/wp-content/uploads/sites/95/2023/07/AQAR-2020-21.pdf>

4.Whether Academic Calendar prepared during the year?**Yes**

- if yes, whether it is uploaded in the Institutional website Web link: <http://iasethrissur.ac.in/wp-content/uploads/sites/95/2023/07/Academic-Calender-21-22.pdf>

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	B+	2.76	2016	16/07/2016	21/08/2021

6.Date of Establishment of IQAC**14/11/2016****7.Provide the list of funds by Central/ State Government-UGC/ICSSR/IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNMNTT etc.**

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
Institute of Advanced Study in Education, Thrissur	Assistance for conduct of sports	Govt. of Kerala	02/12/2021	100000
Institute of Advanced Study in Education, Thrissur	Earn While You learn	Govt. of Kerala	01/02/2022	500000
IIInstitute of Advanced Study in Education, Thrissur	Conducting Major Project	ICSSR	20/04/2022	8,00,000
Institute of Advanced Study in Education, Thrissur	Jeevani -Student Support, Welfare and Outreach Programme	Govt. of Kerala	02/12/2021	106187

8. Whether composition of IQAC as per latest NAAC guidelines **Yes**

- Upload latest notification of formation of IQAC [View File](#)

9.No. of IQAC meetings held during the year **4**

- Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? **Yes**
- (Please upload, minutes of meetings and action taken report) **No File Uploaded**

10. Whether IQAC received funding from any of the funding agency to support its activities during the year? **No**

- If yes, mention the amount

11. Significant contributions made by IQAC during the current year (maximum five bullets)

1. Propagation of gender neutrality among prospective teachers. A movement on Save Girl Child and Teach Girl Child was organized. 2. Facilitated the development of professionalism among faculty members. All faculty members are encouraged to develop e-contents 3. Wi-Fi has been enabled on the campus, and Classrooms have been equipped with Projectors and computers 4. Faculty development programs, workshops, and seminars were organized to ensure quality in higher education. Talk series on Research Methodology were organized. 5. Alumni has been strengthened.

12. Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year (web link may be provided).

Plan of Action	Achievements/Outcomes
Create environmental sensitivity among staff and students	Initiated zero waste management in the college campus, instituted Green Protocol

13. Whether the AQAR was placed before statutory body? **Yes**

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
UGC- NAAC	Nil

14. Whether institutional data submitted to AISHE

Part A

Data of the Institution

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• Mobile (IQAC)	944787053				
• IQAC e-mail address	drareekkuzhiyil@gmail.com				
• Alternate e-mail address (IQAC)	drsaniase@gmail.com				
3.Website address	http://iasethrissur.ac.in				
• Web-link of the AQAR: (Previous Academic Year)	http://iasethrissur.ac.in/wp-content/uploads/sites/95/2023/07/AQAR-2020-21.pdf				
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• if yes, whether it is uploaded in the Institutional website Web link:	http://iasethrissur.ac.in/wp-content/uploads/sites/95/2023/07/Academic-Calendar-21-22.pdf				
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Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	B+	2.76	2016	16/07/2016	21/08/2021
6.Date of Establishment of IQAC			14/11/2016		
7.Provide the list of funds by Central/ State Government-UGC/ICSSR/IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNMNTT etc.					

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
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12. Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year (web link may be provided).	
Plan of Action	Achievements/Outcomes
Create environmental sensitivity among staff and students	Initiated zero waste management in the college campus, instituted Green Protocol
13. Whether the AQAR was placed before statutory body?	Yes
• Name of the statutory body	
Name of the statutory body	Date of meeting(s)
UGC- NAAC	Nil
14. Whether institutional data submitted to AISHE	
Year	Date of Submission
2021-2022	15/02/2023
15. Multidisciplinary / interdisciplinary	
The B.Ed. and M.Ed curriculum has been framed by integrating humanities and sciences. The programmes are interdisciplinary in	

nature. The subject matters have been integrated with each other. The courses are comprised of psychology, philosophy, sociology, and the science and art of teaching.

the programmes are interdisciplinary in nature. As the teaching profession itself is interdisciplinary, the activities of the college is always been interdisciplinary and multidisciplinary in nature. Programmes have been organised collaboratively by the different departments of the college which facilitate the integration of subject matter and pedagogy of teaching the subject. Students are oriented to the multidisciplinary and interdisciplinary approaches in their learning process as well as in practicing the teaching profession.

16.Academic bank of credits (ABC):

The college is affiliated with the University of Calicut. So the college is abide by the rules and regulations of the affiliating university. The students of B.Ed and M.Ed programmes have the freedom to select elective courses according to their needs and interests.

Students are encouraged to enroll in different programs in Swayam and weightage has been given to the completion of such programme.

The college is planning to have the system of Academic Bank of Credit (ABC) within the larger framework of the regulation of the affiliating University and other apex bodies.

17.Skill development:

The curriculum of the teacher education programmes at B.Ed and M.Ed level have inbuilt components of skill development. As a part of the curriculum, the college is training the students through their respective pedagogy courses to acquire teaching skills, soft skills, communication skills, and technological skills. Students practice these skills confidently and effectively in classroom situations under the supervision of qualified mentor teachers during internship which is an integral part of the B.Ed. and M.Ed programmes

Communication and Presentation Skills:

Regular Communication skills development for all the students has been incorporated into the curriculum. Students are provided

opportunities every day to enhance their communication and presentation skills. They are also provided opportunities to develop communication and presentation skills through the morning assembly, where the student gets ample time to explore their ideas.

Professional Skills in Teaching

The students in our institute is provided with proper training in the teaching skills. Essential teaching skills are practiced in the classrooms by the students through microteaching sessions. They are also updated with information on classroom management, using technology tools, and executing lesson plans. They are made to organize programmes, lead a team through several co-curricular and extra-curricular activities, chalk out creative ideas, and deliver them with commitment. As our students are given ample opportunities to improve their teaching skills, they are able to recognize their strengths and be aware of their own requirements for improvement, and it enables them to determine specific, measurable, actionable, realistic, and timely goals. The mentoring system of the college helps in this endeavor. Students are given opportunities to attend workshops, seminars and community service activities.

Soft Skills

Specific training in soft skills is provided to the students. Students are given opportunities to attend workshops, seminars, and community service activities.. For the development of soft skills, each student will be attached to a mentor who will look after the development of the particular student. A special soft skill development programme has been organized for the benefit of the students.

ICT Skills

Today the world is shrinking into a global village, where information is available at the fingertips. ICT skills are very much essential for the students. ICT workshop has been organized for the students. One week compulsory workshop on ICT has been offered to both B.Ed and M.Ed students. Online workshops have been conducted. Youtube links of technopedagogic skills are being shared to the students and teachers for updating the skills.

18. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)

The Institute of Advanced Study in Education (IASE) Thrissur offers B.Ed. programme in Indian languages like Sanskrit, Hindi, and Malayalam. The college also offers specialization at M.Ed level in these Indian languages. We also offer research facilities in education with a specialization in the teaching of these Indian languages. At the B.Ed level students have the facility to appear for the University examination in the mother tongue, ie, Malayalam.

The college regularly organizes various cultural programs and observes the days of national importance. Students are given opportunities to develop their talents related to various art forms of our country by participating in various curricular and co-curricular activities.

Training is also provided to the students to integrate different arts into their teaching and facilitate the practice of the same during their internship in schools. M.Ed students are also encouraged to do research in these areas.

The curriculum and pedagogy integrate the Indian Knowledge system. Yoga is an integral part of both the B.Ed and M.Ed programme of the college. SWAYAM Courses are familiarised to the students. Motivated students access continuously access these courses and get updated. You tube resources and online workshops and Webinars are being accessed by the students and faculties.

19.Focus on Outcome based education (OBE):Focus on Outcome based education (OBE):

The Institute of Advanced Study in Education (IASE), Thrissur has been affiliated with the University of Calicut. As per the guideline issued by the UGC the curriculum has been framed on the basis of OBE by the University. The curriculum at B.Ed and M.Ed programmes have been made outcome based. All faculty members of the institute of Advanced Study in Education (IASE), Thrissur get adequate professional education on Outcome Based Education (OBE) and are competent in practicing OBE in classroom teaching. learning process. All teachers are familiar with program learning outcomes as well as respective course learning outcomes and prepare lessons accordingly.

All Programme Outcomes have been interlinked with Course Learning Outcomes to confirm that both curricular and co-curricular activities of Theory and Practicum components are synchronized with one another. All Programme Outcomes are interlinked with the intended attributes to be developed in

graduates. The identified graduate attributes would enable the students to carry out their academic functions and serve the school community. The mapping of the Course Learning Outcomes, Programme Outcomes, Graduate attributes with the Mission and Vision of the college were done to quantify the weightage of each Course Learning Outcome.

The monitoring system in the college has been aligned to analyze the attainment level of outcomes of each student teacher and take steps to increase the attainment. Lesson plans and lesson transcripts are also focussing on Learning outcomes.

20.Distance education/online education:

Recognizing the radical changes in Information and Communication Technology. The Institute of Advanced Study in Education (IASE), Thrissur, integrates the upgraded technology in pedagogy and it has been organizing training programmes and workshops for teacher educators and student teachers. All teacher educators have been trained in the Learning Management system. All teacher educators of the Institute of Advanced Study in Education (IASE), Thrissur maintains their own learning management system, where they are providing e-contents, assessments, and feedback to the students.

During the lockdown period due to Covid pandemic, classes were mainly organized on online mode using different applications like google meet, Webex, etc. The college has developed an adequate infrastructure facility to support online learning and the teaching staff have been trained in using educational applications for virtual classes. Therefore, the trained human resources and material resources would enable the institution to reach learners across the globe through online education.

Extended Profile

1.Student

2.1

102

Number of students on roll during the year

File Description

Documents

Data Template

[View File](#)

2.2		110
Number of seats sanctioned during the year		
File Description	Documents	
Data Template	View File	
2.3		21
Number of seats earmarked for reserved categories as per GOI/State Government during the year:		
File Description	Documents	
Data Template	View File	
2.4		110
Number of outgoing / final year students during the year:		
File Description	Documents	
Data Template	View File	
2.5Number of graduating students during the year		110
File Description	Documents	
Data Template	View File	
2.6		110
Number of students enrolled during the year		
File Description	Documents	
Data Template	View File	
2.Institution		
4.1		2787
Total expenditure, excluding salary, during the year (INR in Lakhs):		
4.2		18
Total number of computers on campus for academic purposes		

3. Teacher	
5.1	11
Number of full-time teachers during the year:	
File Description	Documents
Data Template	View File
Data Template	No File Uploaded
5.2	14
Number of sanctioned posts for the year:	
Part B	
CURRICULAR ASPECTS	
1.1 - Curriculum Planning	
1.1.1 - Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation. Describe the institutional process of planning and/or reviewing, revising curriculum and adapting it to the local context in not more than 100 - 200 words	
<p>1. The Curriculum is prepared by the Board of Studies of the affiliating university, University of Calicut, and approved by the Academic Council. The institution follows the calendar of events prepared by the University of Calicut. The college calendar of events is prepared according to the university academic calendar. The college calendar of events include various days of importance, the details of the curricular programs, the dates of various academic programs, the dates of submission of various reports, the dates of continuous evaluation activities, the dates of publication of attendance reports, other co curricular activities and semester break. The college time table committee prepares the college time table for B.Ed and M.Ed courses, as per the curriculum and the academic calendar prepared by the University of Calicut. The students' performance is assessed through a continuous evaluation process, which includes internal tests and various tasks and assignments. In addition to the academic programs, various co-curricular activities are also conducted, aiming at the overall development of student teachers. e -learning through LMS platforms are in the transaction method used. Infilbnet is also accessed by</p>	

the faculties and students. After the completion of the course, feedback from students are collected, analysed and revisions are made. Research centre is also functioning as per the guidelines of University of Calicut. Review committees of the research progress are also held periodically by the Professors of Department of Education, University of Calicut.

File Description	Documents
Details of a. the procedure adopted including periodicity, kinds of activities b. Communication of decisions to all concerned c. Kinds of issues discussed	View File
Plan developed for the academic year	View File
Plans for mid- course correction wherever needed for the academic year	No File Uploaded
Any other relevant information	View File

1.1.2 - At the institution level, the curriculum planning and adoption are a collaborative effort; Indicate the persons involved in the curriculum planning process during the year
Faculty of the institution Head/Principal of the institution Schools including practice teaching schools Employers Experts Students Alumni

B. Any 5 of the above

File Description	Documents
Data as per Data Template	View File
List of persons who participated in the process of in-house curriculum planning	No File Uploaded
Meeting notice and minutes of the meeting for in-house curriculum planning	No File Uploaded
A copy of the programme of action for in- house curriculum planned and adopted during the academic year	No File Uploaded
Any other relevant information	View File

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

B. Any 3 of the Above

File Description	Documents
Data as per Data Template	View File
URL to the page on website where the PLOs and CLOs are listed	http://iasethrissur.ac.in/wp-content/uploads/sites/95/2023/07/Programme-Outcome-2021-2022-1.pdf
Prospectus for the academic year	No File Uploaded
Report and photographs with caption and date of student induction programmes	View File
Report and photographs with caption and date of teacher orientation programmes	No File Uploaded
Any other relevant information	No File Uploaded

1.2 - Academic Flexibility

1.2.1 - Curriculum provides adequate choice of courses to students as optional / electives including pedagogy courses for which teachers are available**1.2.1.1 - Number of optional / elective courses including pedagogy courses offered programme-wise during the year**

17

File Description	Documents
Data as per Data Template	View File
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	View File
Academic calendar showing time allotted for optional / electives / pedagogy courses	No File Uploaded
Any other relevant information	https://online.fliphtml5.com/ybsef/abic/

1.2.2 - Number of value-added courses offered during the year

0

1.2.2.1 - Number of value-added courses offered during the year

0

File Description	Documents
Data as per Data Template	No File Uploaded
Brochure and Course content along with CLOs of value-added courses	No File Uploaded
Any other relevant information	No File Uploaded

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

0

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

0

File Description	Documents
List of the students enrolled in the value-added course as defined in 1.2.2	No File Uploaded
Course completion certificates	No File Uploaded
Any other relevant information	No File Uploaded

1.2.4 - Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through Provision in the Time Table Facilities in the Library Computer lab facilities Academic Advice/Guidance

All of the above

File Description	Documents
Data as per Data Template	View File
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses as per Data Template	View File
Document showing teachers' mentoring and assistance to students to avail of self-study courses	No File Uploaded
Any other relevant information	View File

1.2.5 - Number of students who have completed self-study courses (online /offline, beyond the curriculum) during the year

12

1.2.5.1 - Number of students who have completed self-study courses (online /offline, beyond the curriculum) during the year

12

File Description	Documents
Data as per Data Template	View File
Certificates / evidences for completing the self-study course(s)	No File Uploaded
List of students enrolled and completed in self study course(s)	No File Uploaded
Any other relevant information	View File

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 Describe the curricular thrusts to achieve the following in not more than 100 - 200 words each A fundamental or coherent understanding of the field of teacher education Procedural knowledge that creates teachers for different levels of school education skills that are specific to one's chosen specialization Capability to extrapolate from what one has learnt and apply acquired competencies Skills/Competencies such as: Emotional Intelligence, Critical Thinking, Negotiation and Communication Skills, Collaboration with others, etc.

Students learn about different teaching methods and strategies, as well as the latest research on learning and development through their curriculum and on accessing e resources and webinars,workshops and SWAYAM courses.The transfer of knowledge is applied during Internship programme, such as mathematics, science, or English language arts. Students should also learn about how to differentiate instruction for different learners, diagnose the difficult areas,remedial instructions, Guidance,Counselling and scaffolding them. They also manage a classroom environment.and apply to real-world situations.Students should learn how to manage their emotions by conducting debates,discussions,Think pair share method and mock conflicts to become value oriented. The goal of . EPC - Enhancing Professional Capacities in B. Ed is to help students in acquiring the information, abilities, and attitudes necessary to succeed as leaders and teachers in their respective fields. It is also important for teacher education programs to provide opportunities for students to gain practical experience in mentoring,taking leadership in students projects, science fair,art forms and in sports,yoga. This can be done through internships, peer teaching, or other forms voluntary works like National Service Schemeand in doing compassionate deeds.Action Research helps them to identify and Educational research helps to implement new pedagogical practices.Attending webinars sponsored by

different colleges are beneficial to the students.

File Description	Documents
List of activities conducted in support of each of the above	No File Uploaded
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded
Photographs indicating the participation of students, if any	View File

1.3.2 - Institution familiarizes students with the diversities in school system in Indian as well as international and comparative perspective. Describe in not more than 100-200 words how students are familiarized with the diversity in school system in India with respect to: Development of school system Functioning of various Boards of School Education Functional differences among them Assessment systems Norms and standards State-wise variations International and comparative perspective

Students can be familiarized with the diversity in the school system in the following ways:

- **Textbooks:** Through Samagra portal of Govt.of Kerala students can access different Textbooks of Kerala syllabus from std.1 to std.XI.M.Ed students compares the curriculum followed by different boards and have discussion on them with the students
- **Lectures:** Teachers can also give lectures on the diversity in the school system in India. .
- **Field trips:** Field trips to different schools,DIET,Cultural visits, Resource centre,IT@School.Sarva Shiksha Abhiyan Kerala gives students a basic understanding about different types of schools .
- **Online resources:** E-resources can include websites, articles, and videos that provide information on the different aspects of the school system.You tube videos about the system are viewed by the students.Online classes by CIET are helpful to the students.Besides these formal methods, students can also learn about the diversity in the school system through informal interactions with their peers, teachers, Headmasters & Principals of internship schools.

- **Assessment systems:** Students can learn about the different assessment systems that are used in India by reading about the different types of exams followed in the board through their sites Mathematics blog and HSS live are resourceful .

File Description	Documents
Action plan indicating the way students are familiarized with the diversities in Indian school systems	No File Uploaded
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	View File

1.3.3 - Students derive professionally relevant understandings and consolidate these into their professional acumen from the wide range of curricular experiences provided during Teacher Education Programme Describe the efforts made by the institution to enable students to develop understanding of the interconnectedness of the various learning engagements and to make them ready for the professional field in not more than 100-200 words

EPC course refers to Enhancing Professional Capacities in B.Ed and it is a course for student teachers. The goal of the course is to help students in acquiring the information, abilities, and attitudes necessary to succeed as leaders and teachers in their respective fields. Resource persons of EPC effectively mentor the students in different art forms, ICT application, Workshops and in designing Socially Useful Products. Charity programmes and volunteerism in different organisations make the prospective teachers able, professional and digital pedagogues. During the internship programme, Students design innovative practices, help the students to access library and to create products related to learning. For M.Ed internship program, the prospective Teacher Educators help the B.Ed students of different colleges to access SWAYAM Courses and to use Digital initiatives of India. The proposal presentation for M.Ed program, report writing are strengthened by eminent professors in online or offline. The implications of the dissertations of the M.Ed program can be implemented

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

1.4 - Feedback System

1.4.1 - Mechanism is in place for obtaining structured feedback on the curriculum – semester wise from various stakeholders. Structured feedback is obtained from Students Teachers Employers Alumni Practice Teaching Schools/TEI

Four of the above

File Description	Documents
Sample filled-in feedback forms of the stake holders	View File
Any other relevant information	View File

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

Feedback collected, analyzed and action taken

File Description	Documents
Stakeholder feedback analysis report with seal and signature of the Principal	View File
Action taken report of the institution with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

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

110

2.1.1.1 - Number of students enrolled during the year

102

File Description	Documents
Data as per Data Template	View File
Document relating to sanction of intake from university	View File
Approval letter of NCTE for intake of all programs	No File Uploaded
Approved admission list year-wise/ program-wise	View File
Any other relevant information	No File Uploaded

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

10

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

10

File Description	Documents
Data as per Data Template	View File
Copy of letter issued by State Govt. or Central Govt. indicating the reserved categories (Provide English version)	View File
Final admission list published by the HEI	View File
Admission extract submitted to the state / university authority about admissions of SC, ST, OBC students every year	View File
Any other relevant information	No File Uploaded

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

5

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

5

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

2.2 - Honoring Student Diversity

2.2.1 - Assessment process is in place at entry level to identify different learning needs of students and their level of readiness to undergo professional education programme and also the academic support provided to students Describe the assessment process at entry level to identify different learning needs of students and their level of readiness to undergo professional education programme and also the academic support provided to students, in not more than 100-200 words.

Under the guidelines of the University of Calicut, Malappuram, the College conducts internal , external examination with the components like EPC, Practical work, Field Work Project, Assignments , TLM , Term Papers, Practices Teaching , Action Research, Viva voce , etc. The qualitative quantitative components of CCE are taken care of. Student's attendance, micro lessons, simulation lessons were also taken. Information about periods, tests any educational work related to attendance was placed in the student's Whats App group. Online guidance was provided on the difficulties and some difficulties also encountered in the presentation of micro lessons and simulation lessons. Online guidance was also given on the low marks obtained by the students in the tests. Students who showed talents were guided to participate in the competitions at University level. Students were instructed to watch videos on the YouTube and use the internet for other educational materials.

File Description	Documents
Documentary evidence in support of the claim	View File
Documents showing the performance of students at the entry level	No File Uploaded
Any other relevant information	No File Uploaded

2.2.2 - Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through Mentoring / Academic Counselling Peer Feedback / Tutoring Remedial Learning Engagement Learning Enhancement / Enrichment inputs Collaborative tasks Assistive Devices and Adaptive Structures (for the differently abled) Multilingual interactions and inputs	Two/One of the above												
<table border="1"> <thead> <tr> <th>File Description</th><th>Documents</th></tr> </thead> <tbody> <tr> <td>Data as per Data Template</td><td>View File</td></tr> <tr> <td>Relevant documents highlighting the activities to address the student diversities</td><td>View File</td></tr> <tr> <td>Reports with seal and signature of Principal</td><td>View File</td></tr> <tr> <td>Photographs with caption and date, if any</td><td>No File Uploaded</td></tr> <tr> <td>Any other relevant information</td><td>No File Uploaded</td></tr> </tbody> </table>	File Description	Documents	Data as per Data Template	View File	Relevant documents highlighting the activities to address the student diversities	View File	Reports with seal and signature of Principal	View File	Photographs with caption and date, if any	No File Uploaded	Any other relevant information	No File Uploaded	Two of the above
File Description	Documents												
Data as per Data Template	View File												
Relevant documents highlighting the activities to address the student diversities	View File												
Reports with seal and signature of Principal	View File												
Photographs with caption and date, if any	No File Uploaded												
Any other relevant information	No File Uploaded												
2.2.3 - There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students No Special effort put forth in accordance with learner needs Only when students seek support As an institutionalized activity in accordance with learner needs Left to the judgment of the individual teacher/s Whenever need arises due to student diversity													

File Description	Documents
Relevant documents highlighting the activities to address the differential student needs	No File Uploaded
Reports with seal and signature of the Principal	View File
Photographs with caption and date	No File Uploaded
Any other relevant information	No File Uploaded

2.2.4 - Student-Mentor ratio for the academic year

18:1

2.2.4.1 - Number of mentors in the Institution

12

File Description	Documents
Data as per Data Template	View File
Relevant documents of mentor-mentee activities with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

2.3 - Teaching- Learning Process

2.3.1 - Multiple mode approach to teaching-learning is adopted by teachers which includes experiential learning, participative learning, problem solving methodologies, brain storming, focused group discussion, online mode, etc. for enhancing student learning Describe the varied modes of learning adopted and their basic rationale for adopting such learning mode/s for different courses of each programme in not more than 100-200 words.

The institution adopted different modalities for the purpose of instructional transaction . The College teaching-training starts with Microteaching ach each student is given the opportunity to get practice in the different teaching skills and if necessary re-teaching is also done with peer evaluation and mentor evaluation.

Traditional as well as new methods and approaches such as participative learning, problem solving methodologies, brain storming, group discussions and online mode are also adopted by all teachers teachers based on need. Language teaching is

conducted with the help of Task based lesson plan Task based teaching Read and say, look and say, Communicative Approach, Collaborative Language, Structural Approach etc.

Multi Task Approach etc.

Social Science are taught with the help of traditional as well as newly developed methods/ approaches like Team Teaching, Group Discussion, Symposium method, Supervised teaching, Project Method, Role Play etc.

Inductive Deductive method, Synthetic Analytic method, Comparative method, Project methods, Problem Solving, Experiment method, symposium method etc. are used in the subjects like Science, and Mathematics

Lectures method, Questioning, illustrating with examples, Using TLM etc. are the method/techniques help all the teachers in all the subjects. Ict is widely used in the classroom and for internships. Google meet, LMS-Google Classroom, Presentation slides, Online mindmapping softwares, online assessment like google form, kahoot, Quizziz and testmoz are used. Video edited resources are also used.

File Description	Documents
Course wise details of modes of teaching learning adopted during the academic year in each programme	View File
Any other relevant information	No File Uploaded

2.3.2 - Number of teachers integrating ICT (excluding use of PPT) for effective teaching with Learning Management Systems (LMS), Swayam Prabha etc., Learning Resources and others excluding PPT during the year

12

File Description	Documents
Data as per Data Template	View File
Link to LMS	Nil
Any other relevant information	No File Uploaded

2.3.3 - Number of students using ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning, during the academic year**208**

File Description	Documents
Data as per Data Template	View File
Programme wise list of students using ICT support	View File
Documentary evidence in support of the claim	No File Uploaded
Landing page of the Gateway to the LMS used	No File Uploaded
Any other relevant information	No File Uploaded

2.3.4 - ICT support is used by students in various learning situations such as Understanding theory courses Practice teaching Internship Out of class room activities Biomechanical and Kinesiological activities Field sports

Five/Six of the above

File Description	Documents
Data as per Data Template	View File
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	View File
Geo-tagged photographs wherever applicable	No File Uploaded
Link of resources used	Nil
Any other relevant information	No File Uploaded

2.3.5 - Continual mentoring is provided by teachers for developing professional attributes in students Describe in not more than 100-200 words the nature of mentoring efforts in the institution with respect to working in teams dealing with student diversity conduct of self with colleagues and authorities balancing home and work stress keeping oneself abreast with recent developments in education and life

The institution makes continuous and conscious efforts to enable its students to realize their potential and evolve as leaders and

transforming as engineers of the society. Some of the methods employed by the institution in this process are Team Teaching, Collaborative Approach, Microteaching, Simulation, Internship, Project work, Assignment Work, Book Review Reflective Diary, Field work, School visit etc. The Students are guided and assisted for all activities related to curriculum leading to Professional growth of the students. By and now experts, School principals, ex-students are invited to address the students and to talk about the demands of the industry. Whole year the College conducts different activities for the purpose of total development. Permission of school's also received by contacting the principals of nearby schools directly or via mobile phone. Arrangements are then made for the teacher to go to the school with the group to observe the students lessons. The teacher educators monitor the students by organizing various academic and co-curricular activities. Monitoring is also done for the students who show poor performance in the internal examinations.

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

2.3.6 - Institution provides exposure to students about recent developments in the field of education through Special lectures by experts Book reading & discussion on it Discussion on recent policies & regulations Teacher presented seminars for benefit of teachers & students Use of media for various aspects of education Discussions showcasing the linkages of various contexts of education- from local to regional to national to global

Four of the above

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the selected response/s	View File
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	View File
Any other relevant information	No File Uploaded

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

The institution makes continuous and conscious efforts to enable its students to realize their potential and evolve as leaders and transforming agents of society. Some of the methods and approach through discussions, guest lecture, debates, oral group presentations to encourage greater participation and interactive learning. Schools visits during initiatory school experience , Special schools, Orphanages, Old Age Home, Blind School, etc. are done to gain an understanding of the special needs of the society. These visits offer a practical knowledge and develop empathy among the students. Role plays make students step out of their comfort zone and to develop interpersonal skills through EPC-2, Art and drama in Education. The College Annual Magazine and literary competitions provide chances for students which develop creative writing. Yoga and physical education classes are scheduled for healthy mind and body. experiential, problem solving, participative learning methodologies is to create peer learning community to facilitate an environment of peer mentoring, collaborations, meaningful interaction through guided reflections. Students also contributed in blood donation camp. Students are provided experiences for teaching learning practices from micro, simulation lessons, and Internship.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

2.4 - Competency and Skill Development

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

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the selected response/s	View File
Reports of activities with video graphic support wherever possibl	View File
Any other relevant information	No File Uploaded

2.4.2 - Students go through a set of activities as preparatory to school- based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as Formulating learning objectives Content mapping Lesson planning/ Individualized Education Plans (IEP) Identifying varied student abilities Dealing with student diversity in classrooms Visualising differential learning activities according to student needs Addressing inclusiveness Assessing student learning Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement

Eight /Nine of the above

File Description	Documents
Data as per Data Template	View File
Reports and photographs / videos of the activities	View File
Attendance sheets of the workshops / activities with seal and signature of the Principal	No File Uploaded
Documentary evidence in support of each selected activity	No File Uploaded
Any other relevant information	No File Uploaded

**2.4.3 - Competency of effective communication is developed in students through several activities such as Workshop sessions for effective communication
Simulated sessions for practicing communication in different situations
Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’
Classroom teaching learning situations along with teacher and peer feedback**

Three of the above

File Description	Documents
Data as per Data Template	View File
Details of the activities carried out during the academic year in respect of each response indicated	View File
Any other relevant information	No File Uploaded

**2.4.4 - Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses Teacher made written tests essentially based on subject content
Observation modes for individual and group activities Performance tests Oral assessment
Rating Scales**

Four of the above

File Description	Documents
Data as per Data Template	View File
Samples prepared by students for each indicated assessment tool	View File
Documents showing the different activities for evolving indicated assessment tools	No File Uploaded
Any other relevant information	No File Uploaded

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

Four of the above

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of each response selected	View File
Sample evidence showing the tasks carried out for each of the selected response	View File
Any other relevant information	No File Uploaded

2.4.6 - Students develop competence to organize academic, cultural, sports and community related events through Planning and scheduling academic, cultural and sports events in school Planning and execution of community related events Building teams and helping them to participate Involvement in preparatory arrangements Executing/conducting the event

Four of the above

File Description	Documents
Data as per Data Template	View File
Documentary evidence showing the activities carried out for each of the selected response	View File
Report of the events organized	View File
Photographs with caption and date, wherever possible	View File
Any other relevant information	No File Uploaded

2.4.7 - A variety of assignments given and assessed for theory courses through Library work Field exploration Hands-on activity Preparation of term paper Identifying and using the different sources for study

All of the above

File Description	Documents
Data as per Data Template	View File
Samples of assessed assignments for theory courses of different programmes	View File
Any other relevant information	No File Uploaded

2.4.8 - Internship programme is systematically planned with necessary preparedness Describe institution's preparatory efforts at organizing internship programme in not more than 100-200 words with respect to the following: Selection/identification of schools for internship: participative/on request Orientation to school principal/teachers Orientation to students going for internship Defining role of teachers of the institution Streamlining mode/s of assessment of student performance Exposure to variety of school set ups

Four months internship was organized in the school for the students of Semester 3 in and around Thrissur district. The purpose behind organizing this internship was to give the trainees real experience of the school. The students are required to maintain internship dairy for a record of all activities performed during the internship and guidance of the entire internship program was provide by the teacher educators. The detailed understanding of all the tasks to be done during the internship was given by the teacher educators. The students are oriented to do the i internship program with utmost concern. The trainees also

completed their internship as per the guidelines of the University of Calicut. Orientation was given before the starting of internship programmes.

For M.Ed course lesson transcripts were used and online assessments are also used for evaluation. The faculties observed the internship classes online and give the necessary feedback to improve their professional capacities. Finally they have to submit a report based on which the evaluation of assessment is done. The students of the internships are oriented in MOOC courses and SWAYAM for quality learning. Google forms, kahoot, were used for assessment. Presentation slides YouTube resources and videos are extensively used for the internship programme.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

2.4.9 - Number of students attached to each school for internship during the academic year

2.4.9.1 - Number of final year students during the academic year

110

File Description	Documents
Data as per Data Template	View File
Plan of teacher engagement in school internship	View File
Any other relevant information	No File Uploaded

2.4.10 - Nature of internee engagement during internship consists of Classroom teaching Mentoring Time-table preparation Student counseling PTA meetings Assessment of student learning – home assignments & tests Organizing academic and cultural events Maintaining documents Administrative responsibilities- experience/exposure Preparation of progress reports

Three/Four of the above

File Description	Documents
Data as per Data Template	View File
Sample copies for each of selected activities claimed	No File Uploaded
School-wise internship reports showing student engagement in activities claimed	View File
Wherever the documents are in regional language, provide English translated version	No File Uploaded
Any other relevant information	No File Uploaded

2.4.11 - Institution adopts effective monitoring mechanisms during internship programme. Describe in not more than 100-200 words, the monitoring mechanisms adopted to ensure optimal impact of internship in schools with specific reference to the role of teacher educators, school principal, school teachers and peers.

Effective Monitoring Mechanism during Internship Programme

Internship: Actual school settings provide cluster of experiences in actual classroom settings, teaching learning situations, daily routine in school settings etc. Students are provided opportunities to interact with learners of different needs and abilities. As part of the Programme students engage two phases of internship programmes in various government and aided schools. The students select schools from the list given by the academic coordinator The School Principal and the School Supervisor/Mentor/Sr. Teacher assist the students in the students during this period. All the activities of the students are monitored by the above persons. The concerned subject/language teacher's offer marks/grades according to the performance of the students. Students Attendance, Lesson Delivery, Lesson Observation, Curricular and Extra Curricular Activities, Record and Registers Studying/Checking, Prayer Assembly, Note Checking etc. activities are observed and evaluated by the Headmaster/Mentor/Sr. Teacher. The University and the Schools are communicated about the Internship well in advance. The Students are guided/oriented for the purpose of Internship.

File Description	Documents
Documentary evidence in support of the response	View File
Any other relevant information	No File Uploaded

2.4.12 - Performance of students during internship is assessed by the institution in terms of observations of different persons such as Self Peers (fellow interns) Teachers / School* Teachers Principal / School* Principal B. Ed Students / School* Students (* ‘Schools’ to be read as “TEIs” for PG programmes)	One of the above								
<table border="1"> <thead> <tr> <th>File Description</th><th>Documents</th></tr> </thead> <tbody> <tr> <td>Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)</td><td>View File</td></tr> <tr> <td>Two filled in sample observation formats for each of the claimed assessors</td><td>View File</td></tr> <tr> <td>Any other relevant information</td><td>No File Uploaded</td></tr> </tbody> </table>	File Description	Documents	Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	View File	Two filled in sample observation formats for each of the claimed assessors	View File	Any other relevant information	No File Uploaded	
File Description	Documents								
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	View File								
Two filled in sample observation formats for each of the claimed assessors	View File								
Any other relevant information	No File Uploaded								
2.4.13 - Comprehensive appraisal of interns’ performance is in place. The criteria used for assessment include Effectiveness in class room teaching Competency acquired in evaluation process in schools Involvement in various activities of schools Regularity, initiative and commitment Extent of job readiness	One of the above								
<table border="1"> <thead> <tr> <th>File Description</th><th>Documents</th></tr> </thead> <tbody> <tr> <td>Format for criteria and weightages for interns’ performance appraisal used</td><td>View File</td></tr> <tr> <td>Five filled in formats for each of the aspects claimed</td><td>View File</td></tr> <tr> <td>Any other relevant information</td><td>No File Uploaded</td></tr> </tbody> </table>	File Description	Documents	Format for criteria and weightages for interns’ performance appraisal used	View File	Five filled in formats for each of the aspects claimed	View File	Any other relevant information	No File Uploaded	
File Description	Documents								
Format for criteria and weightages for interns’ performance appraisal used	View File								
Five filled in formats for each of the aspects claimed	View File								
Any other relevant information	No File Uploaded								
2.5 - Teacher Profile and Quality									
2.5.1 - Number of fulltime teachers against sanctioned posts during the year									
10									

File Description	Documents
Data as per Data Template	View File
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	No File Uploaded
English translation of sanction letter, if it is in regional language	No File Uploaded
Any other relevant information	No File Uploaded

2.5.2 - Number of fulltime teachers with Ph. D. degree during the year**7**

File Description	Documents
Data as per Data Template	View File
Certificates of Doctoral Degree (Ph.D) of the faculty	View File
Any other relevant information	No File Uploaded

2.5.3 - Number of teaching experience of full time teachers for the during the year**Nil****2.5.3.1 - Total number of years of teaching experience of full-time teachers for the academic year**

File Description	Documents
Copy of the appointment letters of the fulltime teachers	View File
Any other relevant information	No File Uploaded

2.5.4 - Teachers put-forth efforts to keep themselves updated professionally Describe the nature of efforts by teachers to keep themselves updated professionally in not more than 100-200 words 1. In house discussions on current developments and issues in education 2. Share information with colleagues and with other institutions on policies and regulations

Faculties are attending webinars, Short term courses. They attend for Orientation courses and refresher courses. They actively

participate in Research Methodology workshops and ICT Workshops. As part of the outcome based Curriculum of University of Calicut , they attend the workshop conducted by University and do the assignments given by the University.

In the faculty meeting also Faculties discuss about the recent trends in online Educations and its challenges.

On attending the board meetings of the University, Policies and revised regulations are being discussed and the follow up are done. All the curriculum objectives are to be changed to curriculum outcome and outcome evaluation is to be done for the Evaluation. workshops are organised for the design of the proposal of M.Ed dissertation, Article writing and Report writing are very beneficial to the faculties also. Faculties are continuously participating in Faculty Development Programme, online courses, webinars for updating them professionally. SWAYAM Courses are being accessed for the updation of emerging disciplines, skills. LMS platforms Google classroom, MOODLE, Gnomio are being extensively used by the faculties for transacting the curriculum.

File Description	Documents
Documentary evidence to support the claim	View File
Any other relevant information	No File Uploaded

2.6 - Evaluation Process

2.6.1 - Continuous Internal Evaluation (CIE) of student learning is in place in the institution
Describe details of the Continuous Internal Evaluation in the institution highlighting its major components in not more than 100-200 words

Continuous Internal Evaluation (CIE) of student learning is in place in the institution as per the guidelines of University of Calicut. Formative assessments are conducted to provide students with timely feedback on their performance. This enables them to identify their strengths and weaknesses and make necessary improvements. Active participation in class discussions, group projects, and presentations is a crucial part of CIE. It encourages students to engage with the material and contribute to a collaborative learning environment. The institution continuously monitors student progress and adapts teaching methods and curriculum as needed to ensure effective learning outcomes. Two internal tests , assignment, seminar and tasks are assigned to the students and they are assessed by the respective faculty and the

internal marks are published.If any greivance it will be reveiwed by the commitee.

File Description	Documents
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

2.6.2 - Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation Display of internal assessment marks before the term end examination Timely feedback on individual/group performance Provision of improvement opportunities Access to tutorial/remedial support Provision of answering bilingually

Four of the above

File Description	Documents
Copy of university regulation on internal evaluation for teacher education	View File
Annual Institutional plan of action for internal evaluation	No File Uploaded
Details of provisions for improvement and bi-lingual answering	No File Uploaded
Documentary evidence for remedial support provided	No File Uploaded
Any other relevant information	No File Uploaded

2.6.3 - Mechanism for grievance redressal related to examination is operationally effective

Grievance redressal cell is functioning in the college and the follow up of the grievance submitted by the students are done by the committee. the examination office of the institution has planned the proccedures needed for the redressal of students grievances related to examination the students have the right to check their marks at any stage . students can have a track of their marks those who are not successful in a course in any semester examinations get an oppurtunity to appear at next year.

double valuation system is being followed for B.Ed and M.Ed exam . the revaluation or retotalling can be done within 1 week of the publication of the result . Students should be informed about the existence and functioning of the grievance redressal mechanism, and staff involved in the process should receive appropriate training. After a grievance is resolved, there should be a feedback mechanism to evaluate the effectiveness of the redressal process and make improvements as needed. Grievances should be addressed promptly. The mechanism should include clear timelines for acknowledging, investigating, and resolving complaints.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

2.6.4 - The institution adheres to academic calendar for the conduct of Internal Evaluation Describe the mechanism of adhering to academic calendar for the conduct of Internal Evaluation in the institution in not more than 100-200 words.

The academic activities of the college are well planned and all the details of the curricular, co-curricular and extra-curricular activities are marked in the academic calendar. A minimum of 3 tests are conducted as per the dates given in the Academic Calendar. The time duration for model exam is 3 hours and the maximum mark is 100. Student teachers observe 15 demonstration classes taken by the teacher educators and submit reports. The student teachers observe classes of subject experts and write micro teaching lesson plans to practice various teaching skills. They practice the skills in peer groups and multi-disciplinary groups as per the calendar. In semester 1-2 course time period , the student teachers observe the classes of the mentors. In semester 3 they complete all the teaching practices at school levels .The internal assessment activities which include observation, microteaching, demonstration, Peer teaching, SUPW, orientation towards communication skills, social service activities, camp and model exams are mentioned in the academic calendar. All these help the teacher educators to assess the performance of student teachers in the practicum components in a systematic manner.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

2.7 - Student Performance and Learning Outcomes

2.7.1 - The teaching learning process of the institution is aligned with the stated PLOs and CLOs. Describe the way in which institution ensures alignment of stated PLOs and CLOs with the teaching learning process in not more than 100 - 200 words.

Each programme offered by the College has clearly stated PLOs to be achieved at the end of the Programme. the college has various components in the curriculum namely Theory courses, Practicum Components, Value Added courses and Co-curricular Activities. Each of these has well defined CLO's to be achieved at the end of each course. All CLOs are linked with one or more PLOs. Hence attainment of each CLO contributes towards attainment of PLOs. The faculty design the activities of the course in alignment with the CLOs to be achieved and monitor the progress of the students through various assessment techniques. If a CLO is not achieved, the faculty undertake suitable remedial measures. The CCE system of the college helps the faculty in monitoring the progress of the students according to the stated PLOs and CLOs. The faculty analyse the attainment of all CLOs and marks of the students. The attainment of all CLOs are mapped with PLOs, checked by the Examination office and necessary modifications are done. This systematic procedure helps the College to check whether the teaching learning strategies followed by the staff are aligned with the stated PLOs and CLOs of the programmes offered by the College.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

2.7.2 - Pass percentage of Students during the year

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

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

For the professional development of student teachers, Each of the programme outcomes are discussed in the faculty meeting and further follow up are conducted. Resource persons of Each Skill or for respective EPC are invited and they take each session. During each semester, the B.Ed and M.Ed programmes have a set of theory courses, Practicum Components, Co-curricular activities and Value-added courses. This plan includes CLOs to be achieved, course content, reference materials, teaching method used, Assessment plan to check the attainment of CLOs and Remedial teaching to attain the CLOs. For each test conducted for internal assessment the faculty members analyse the performance of the students and check the attainment of the corresponding CLOs. Remedial measures will be carried out if the attainment of the CLO is not satisfactory. At the end of the semester a model examination is conducted, the marks are analysed and the attainment of CLOs is checked. The changes required will be discussed in the IQAC; proposal will be presented in the Board of Studies are finally the proposed changes will be discussed and recommended to the Academic Council. If the changes are approved by the Academic Council, changes will be implemented.

File Description	Documents
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	View File
Any other relevant information	No File Uploaded

2.7.4 - Performance of outgoing students in internal assessment

2.7.4.1 - Number of students achieving on an average 70% or more in internal assessment activities during the year**40**

File Description	Documents
Number of students achieving on an average 70% or more in internal assessment activities during t	View File
Record of student-wise / programme-wise / semester-wise internal assessment of students during the year	View File
Any other relevant information	No File Uploaded

2.7.5 - Performance of students on various assessment tasks reflects how far their initially identified learning needs are catered to. Describe with examples the extent to which the assessment task and the performance of students reflect their initially identified learning needs in not more than 100 -200 words.

There will be 2 formative assessments and a model Exam is conducted for each semester of the course. Assessment as learning by the students are being done in reflection and peer discussion. Peer evaluation, teacher evaluation and self evaluation is done. Criticism lessons and mock lessons taken by the students improves the professional capacity of students. ICT enabled classes are also being taken by the students. The course "Digital Technology in Pedagogy" provides opportunities to use digital tools. They are grouped into four groups and given hands-on training in digital tools like LMS-GCR, Online Assessment tools, Video Conferencing tools, Video Recording, Editing and Uploading tools. At the end of the course, students are assessed and credits are given. Teaching Skills are practised in their respective major subjects. They are trained to practice the identified teaching skills.

File Description	Documents
Documentary evidence in respect to claim	No File Uploaded
Any other relevant information	No File Uploaded

2.8 - Student Satisfaction Survey**2.8.1 - Online student satisfaction survey regarding teaching learning process**

https://docs.google.com/forms/d/1mq_XVf4y8DiKlgfwhExkdh3j0sq9WaOHFMHQIgUxh-4/edit?pli=1

RESEARCH AND OUTREACH ACTIVITIES

3.1 - Resource Mobilization for Research

3.1.1 - Number of research projects funded by government and/ or non-government agencies during the year

1

File Description	Documents
Data as per Data Template	View File
Sanction letter from the funding agency	View File
Any other relevant information	View File

3.1.2 - Number of grants received for research projects from government and / or non-government agencies during the year (INR in Lakhs)

1

File Description	Documents
Sanction letter from the funding agency	View File
Income Expenditure statements highlighting the research grants received certified by the auditor	No File Uploaded
Any other relevant information	No File Uploaded

3.1.3 - In-house support is provided by the institution to teachers for research purposes during the year in the form of Seed money for doctoral studies / research projects Granting study leave for research field work Undertaking appraisals of institutional functioning and documentation Facilitating research by providing organizational supports Organizing research circle / internal seminar / interactive session on research

Three of the above

File Description	Documents
Data as per Data Template	View File
Institutional Policy document detailing scheme of incentives	No File Uploaded
Sanction letters of award of incentives	No File Uploaded
Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	No File Uploaded
Documentary evidence for each of the claims	View File
Any other relevant information	No File Uploaded

3.1.4 - Institution has created an eco-system for innovation and other initiatives for creation and transfer of knowledge that include Participative efforts (brain storming, think tank etc.) to identify possible and needed innovations Encouragement to novel ideas Official approval and support for innovative try-outs Material and procedural supports

Four of the above

File Description	Documents
Documentary evidences in support of the claims	View File
Details of reports highlighting the claims made by the institution	View File
Reports of innovations tried out and ideas incubated	View File
Copyrights or patents filed	No File Uploaded
Any other relevant information	View File

3.2 - Research Publications

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

1

File Description	Documents
Data as per Data Template	View File
First page of the article/journals with seal and signature of the Principal	View File
E-copies of outer jacket/contents page of the journals in which articles are published	View File
Any other relevant information	View File

3.2.2 - Number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the year

1

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

3.3 - Outreach Activities

3.3.1 - Number of outreach activities organized by the institution during the year

3.3.1.1 - Total number of outreach activities organized by the institution during the year

1

File Description	Documents
Data as per Data Template	View File
Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

3.3.2 - Number of students participating in outreach activities organized by the institution during the year

3.3.2.1 - Number of students participating in outreach activities organized by the institution during the year

80

File Description	Documents
Event-wise newspaper clippings / videos / photographs with captions and dates	View File
Report of each outreach activity with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

3.3.3 - Number of student participation in national priority programmes such as Swachh Bharat, AIDs awareness, Gender sensitivity, Yoga, Digital India, National Water Mission during the year

50

3.3.3.1 - Number of students participated in activities as part of national priority programmes during the year

50

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the claim along with photographs with caption and date	View File
Any other relevant information	No File Uploaded

3.3.4 - Outreach activities in the community in terms of influencing and sensitizing students to social issues and contribute to community development Describe the way in which outreach activities conducted sensitized students to social issues and community development in not more than 100-200 words.

IASE Thrissur plans and takes part in a variety of extracurricular activities with the dual goals of educating students about various social concerns as well as giving back to the neighbourhood and fostering community involvement. The college union participates in a number of initiatives with IQAC.

Our institution organised the following programmes during 2021-22: Cleaning the college and premises as part of the Swachh Bharat initiative; food donation to the needy in and around Thrissur; honesty shops for student accessory distribution; cloth banking for students and the poor; student participation in blood donation camps; environmental protection activities, Covid awareness programs; post covid care programs; mental health awareness programs; gender justice programs; human rights awareness programs; drugs awareness campaigns; water conservation programs; learning disabilities awareness programs; stress management training programs etc. Students who took part in World Yoga Day became global participants in promoting a sound mind and a healthy body.

Our institution has played a significant role in emphasising the importance of a clean environment, good hygiene, neighbourhood sanitation, trash removal, and raising awareness of these important concerns throughout the community. The extensive personality development that all these activities have provided to the programme members has been very beneficial.

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

3.3.5 - Number of awards and honours received for outreach activities from government / recognized agency during the year

0

File Description	Documents
Data as per Data Template	No File Uploaded
Appropriate certificates from the awarding agency	No File Uploaded
Any other relevant information	No File Uploaded

3.4 - Collaboration and Linkages

3.4.1 - Number of linkages for Faculty exchange, Student exchange, research etc. during the year

1

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

1

File Description	Documents
Data as per Data Template	View File
List of teachers/students benefited by linkage – exchange and research	View File
Report of each linkage along with videos/photographs	No File Uploaded
Any other relevant information	No File Uploaded

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

0

File Description	Documents
Data as per Data Template	No File Uploaded
Copies of the MoU's with institution / industry/ corporate houses	No File Uploaded
Any other relevant information	No File Uploaded

3.4.3 - Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes Local community based activities	Three/Four of the above
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Practice teaching /internship in schools
Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education
Discern ways to strengthen school based practice through joint discussions and planning
Join hands with schools in identifying areas for innovative practice
Rehabilitation Clinics
Linkages with general colleges

File Description	Documents
Data as per Data Template	View File
Report of each activities with seal and signature of the Principal	View File
Any other relevant information	View File

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

The college campus is entirely Wi-Fi enabled. All the classrooms and the Lecture halls are equipped with ICT facilities . The college is located in the heart of Thrissur city in an area of 3.02 Acres of land.We have 12 well equipped class rooms and five laboratories for the effective transaction process. Auditorium which is in the Heritage building is used as a multipurpose hall for morning assembly, general classes, film shows, workshops, seminars and for conducting cultural programs and practice of fitness activities like Aerobics and Zumba.All the classrooms are equipped with wifi connectivity and majority of the classrooms have projectors for projecting the presentations.

Our College has adequate facilities for sports, games and fitness activities too. It has a well laid Volleyball court in the front area with free space beside it which is used for conducting minor games as part of teaching practice training. A beautiful outdoor Shuttle Badminton Court is in the center courtyard. It has a fully equipped fitness centre with a well maintained space for Yoga with enough yoga mats . We have a recreation area for students which is used to play Caroms and Chess.

File Description	Documents
List of physical facilities available for teaching learning	View File
Geo-tagged photographs	No File Uploaded
Any other relevant information	No File Uploaded

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

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

13

File Description	Documents
Data as per Data Template	View File
Geo-tagged photographs	View File
Link to relevant page on the Institutional website	Nil
Any other relevant information	No File Uploaded

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

243841

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	View File
Any other relevant information	No File Uploaded

4.2 - Library as a Learning Resource

4.2.1 - Institution has adopted automation of library using Integrated Library Management System (ILMS) or any other software Describe the features of Library Automation in not more than 100 – 200 words.

Library automation using an Integrated Library Management System (ILMS) offers a number of features that can improve the efficiency and effectiveness of library operations, as well as enhance the user experience.

Online public access catalog (OPAC):ILMS systems provide users with a convenient way to search for library materials online. OPACs allow users to browse materials by title, author, subject, and other criteria.

Electronic resources management:ILMS systems can manage electronic resources, such as e-books, e-journals, and databases. This includes tracking subscriptions, providing access to resources, and managing user permissions.

A patron can use the OPAC to search for a book they are interested in. If the book is available, the patron can check it out online or using a self-checkout kiosk. The patron will receive an email notification when the book is due to be returned.

In the year 2019 our library was fully automated with KOHA 18.11 version. It offers the students and staff to refer to the books and online journals effectively. Our library has a good collection of books and periodicals and most of the students are using the online repository offered by the UGC INFLIBNET. The M.Ed students are getting access to various external university sites to download the journals and articles as part of their course and theses work.

File Description	Documents
Bill for augmentation of library signed by the Principal	No File Uploaded
Web-link to library facilities, if available	http://192.168.1.25/cgi-bin/koha/pages.pl?p=Test11
Any other relevant information	View File

4.2.2 - Institution has remote access to library resources which students and teachers use frequently Give details of Gateway for remote access to library resources used by teachers and students in not more than 100 - 200 words

The college has a web based library service integrating the college library with college website.

The library provides e-resources services through the subscription of N-LIST. Through N-List consortium all the stakeholders access e-journals full text from 10 publishers and e-books from 12 publishers and 4 databases.

Faculty and students are provided with username and password to access the subscribed E-Resources remotely. Nlist is provided to all faculties and students. Swayam courses orientation is given to all students so that they can access the swayam courses of their interest and proceed. ICT LAB consists of 24 desktops under LAN CONNECTION AND WI FI facility is provided in the lab. wifi is provided in the faculty room and near to it so that students can also access the learning resources.

In the year 2019 our library was fully automated with KOHA 18.11 version. It offers the students and staff to refer to the books and online journals effectively. Our library has a good collection of books and periodicals and most of the students are using the online repository offered by the UGC INFLIBNET. The M.Ed students are getting access to various external university sites to download the journals and articles as part of their course and theses work.

File Description	Documents
Landing page of the remote access webpage	View File
Details of users and details of visits/downloads	No File Uploaded
Any other relevant information	View File

4.2.3 - Institution has subscription for e-resources and has membership / registration for the following e-journals e-Shodh Sindhu Shodhganga e-books Databases

Four of the above

File Description	Documents
Data as per Data template	No File Uploaded
Receipts of subscription /membership to e-resources	View File
E-copy of the letter of subscription /member ship in the name of institution	No File Uploaded
Any other relevant information	View File

4.2.4 - Annual expenditure for purchase of books, journals, and e-resources during the year (INR in Lakhs)

0

File Description	Documents
Data as per Data Template	No File Uploaded
Income Expenditure statements highlighting the expenditure on purchase of books, journals, e-resources with seal and signature of both the Principal and Chartered Accountant	View File
Any other relevant information	No File Uploaded

4.2.5 - Per day usage of library by teachers and students during the academic year

4.2.5.1 - Number of teachers and students using library for Month one (not less than 20 working days) during the academic year

158

File Description	Documents
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the academic year with seal and signature of both the librarian and principal	No File Uploaded
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	Nil
Any other relevant information	No File Uploaded

4.2.6 - Efforts are made to make available National Policies and other documents on education in the library suitable to the three streams of teacher education –general teacher education, special education and physical education by the following ways
Relevant educational documents are obtained on a regular basis Documents are made available from other libraries on loan Documents are obtained as and when teachers recommend Documents are obtained as gifts to College

One of the above

File Description	Documents
Data as per Data Template	No File Uploaded
Any other relevant information	View File

4.3 - ICT Infrastructure

4.3.1 - Institution updates its ICT facilities including Wi-Fi Describe ICT facilities including Wi-Fi with date and nature of updation in not more than 100 - 200 words

1. There are different digital technological facilities available in IASE, 6- smart classrooms, and all are LAN connected..The auditorium and the seminar halls also has net connectivity. Last year we conducted several such online webinars by utilising this connectivity. A well equipped computer lab is also functioning in the college in collaboration with ASAP (Additional Skill

Aquisition Programme a Keral government initiative The students of the college are access to the computer lab. here is open access of Wi-Fi connectivity to all student and the staff members of the college. All the departments of the college are provided with computer and other related accessories. All teaching staff member use the ICT in the classrooms and laboratories, whenever needed. Most of the official work is being done with the help of ICT like the DDFS for file transfer SPARK for processing the salary.. Computer is formatted in regular basis. Anti-virus is regularly installed in computer. All computer has anti-virus Wi-Fi connectivity is available. Website is maintained by ourselves with the directions from collegiate Education department.

2.College has a computer lab in collaboration with ASAP. ICT LAB is incorporated with WI FI. 24 Desktops are provided in the lab. Students are also accessing smart phones for their learning,. Infilbnet and e resources are also accessed from the lab. SWAYAM courses are also accessing from the lab. In the time table provision of lab and MOOC courses are provided.

3.LMS-Google Classrooms for every faculty and the prospective teachers designs Google classroom for their Teaching Learning.

File Description	Documents
Document related to date of implementation and updation, receipt for updating the Wi-Fi	No File Uploaded
Any other relevant information	View File

4.3.2 - Student – Computer ratio during the academic year

2:1

File Description	Documents
Data as per data template	No File Uploaded
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	No File Uploaded
Any other relevant information	No File Uploaded

4.3.3 - Available bandwidth of internet connection in the Institution (Leased line) Opt any one:	D. 50 MBPS - 250MBPS
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File Description	Documents
Receipt for connection indicating bandwidth	No File Uploaded
Bill for any one month during the academic year indicating internet connection plan, speed and bandwidth	No File Uploaded
Any other relevant Information	View File

4.3.4 - Facilities for e-content development are available in the institution such as Facilities for e-content development are available in the institution such as Studio / Live studio Content distribution system Lecture Capturing System (LCS) Teleprompter Editing and graphic unit	One of the above
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File Description	Documents
Data as per Data Template	No File Uploaded
Link to videos of the e-content development facilities	Nil
List the equipment purchased for claimed facilities along with the relevant bills	No File Uploaded
Link to the e-content developed by the faculty of the institution	https://youtu.be/_z500PxvTvM
Any other relevant information	No File Uploaded

4.4 - Maintenance of Campus and Infrastructure
4.4.1 - Expenditure incurred exclusively on maintenance of physical and academic support facilities during the year (INR in Lakhs)
2 LAKHS

File Description	Documents
Data as per Data Template	No File Uploaded
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	No File Uploaded
Any other relevant information	No File Uploaded

4.4.2 - Systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. are in place. Describe policy details of systems and procedures for maintaining and utilizing physical, academic and support facilities in not more than 100 - 200 words

Systems and procedures for maintaining and utilizing physical, academic and support facilities

Plan fund is allocated for each financial year by the Directorate of Collegiate Education Thiruvananthapuram for purchasing equipment, maintenance of the equipment and for construction and renovation of buildings. Minimum fund is utilised from PTA fund in emergency situation which will be refunded to PTA from CDC funds. After completing the necessary procedure regarding the quotation, the purchase order will be issued by the college office as per the recommendation of the Purchase committee and after purchasing the equipment will be assessed by experts from Government Technical Institutions. Then they are entered in the stock register and is used for the teaching learning process. Purchase of sports equipments, Printer, Amplifier, Projector, purchase of library books, Uninterrupted Power Supply, servicing of desktop computers, service of electronic equipments, CCTV maintenance, Installing of SPSS Package, deposit of fund for the renovation of Ladies hostel at PWD and Digitalising of Library - KOHA 18.11 Version has done using the plan fund allotted for the current year 2021-22. The students workout in the physical education room along with music and practices Yoga also. Zumba classes are arranged in the evening not only for students but also for faculties and administrative staffs. Ict workshop is also arranged either in the allocation of Plan fund or from PTA, Model school Playground is used for Games and Competitions.

File Description	Documents
Appropriate link(s) on the institutional website	http://iasethrissur.ac.in/wp-content/uploads/sites/95/2023/09/Systems-and-procedures-2021-22.pdf
Any other relevant information	No File Uploaded

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

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

Four of the above

File Description	Documents
Data as per Data Template	View File
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	View File
Sample feedback sheets from the students participating in each of the initiative	No File Uploaded
Photographs with date and caption for each initiative	No File Uploaded
Any other relevant information	No File Uploaded

5.1.2 - Available student support facilities in institution are Vehicle Parking Common rooms separately for boys and girls Recreational facility First aid and medical aid Transport Book bank Safe drinking water Hostel Canteen Toilets for girls

Seven/Eight of the above

Indicate the one/s applicable	
File Description	Documents
Geo-tagged photographs	View File
Any other relevant information	No File Uploaded
5.1.3 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees	C. Any 2 of the above
File Description	Documents
Data as per Data Template for the applicable options	View File
Institutional guidelines for students' grievance redressal	View File
Composition of the student grievance redressal committee including sexual harassment and ragging	No File Uploaded
Samples of grievance submitted offline	No File Uploaded
Any other relevant information	No File Uploaded
5.1.4 - Institution provides additional support to needy students in several ways such as Monetary help from external sources such as banks Outside accommodation on reasonable rent on shared or individual basis Dean student welfare is appointed and takes care of student welfare Placement Officer is appointed and takes care of the Placement Cell Concession in tuition fees/hostel fees Group insurance (Health/Accident)	Two of the above

File Description	Documents
Data as per Data template	View File
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	View File
Report of the Placement Cell	No File Uploaded
Any other relevant information	No File Uploaded

5.2 - Student Progression

5.2.1 - Number of students of the institution placed as teachers/teacher educators during the year

Number of students placed as teachers/teacher educators	Total number of graduating students
60	90

File Description	Documents
Data as per Data Template	View File
Reports of Placement Cell for during the year	No File Uploaded
Appointment letters of 10 percent graduates for each year	View File
Any other relevant information	No File Uploaded

5.2.2 - Number of student progression to higher education during the academic year

5.2.2.1 - Number of outgoing students progressing from Bachelor to PG (A1).

2

File Description	Documents
Data as per Data Template	View File
Details of graduating students and their progression to higher education with seal and signature of the principal	No File Uploaded
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

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

27

File Description	Documents
Data as per Data Template	View File
Copy of certificates for qualifying in the state/national examination	View File
Any other relevant information	No File Uploaded

5.3 - Student Participation and Activities

5.3.1 - Student council is active and plays a proactive role in the institutional functioning Describe the ways in which student council plays a proactive role in the institutional functioning and contribute for students welfare in not more than 100 - 200 words

Because of the Covid 19 Pandemic, student council for the Academic year 2021-2022 was elected unanimously by the students without the formal election proceedings. The Council named 'FORZA' means the ability to face the difficulties of life. Even though the events of the council was conducted online, the union members organized many programs and ensured maximum participation. The programs include- Independence Day, Cultural activities like Onam celebration, Music competitions, Skit competitions and teachers Day

November 1st was the reopening of the college after the Pandemic and we celebrated 'Kerala Piravi' off line after many months. FORZA Union Celebrated Christmas and conducted Annual Athletic Meet too. Women's Day was celebrated with a transgender activist Mr. Praveen and Anumol.

The Student Council remains dedicated to serving the students of Teachers' Training College and fostering an environment that promotes learning, growth, and well-being. We are grateful for the support and collaboration of the faculty and staff, without which our efforts would not have been possible.

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

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

18

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

5.4 - Alumni Engagement

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

The Alumni Association "Poorvasooryam" remains committed to fostering a strong bond between the institute and its alumni and organized talk series named "dhrusti 2021 - Discussion Series by the very experienced Alumni's of our college which were very useful to the students."Changing Trends in Education during

Pandemic" ,and 'Maarunna Adyapakar" were some of the topics. Poorvasooryam also conducted an online UGC NET coaching for our students and Alumni on 7th and 8th October 2021.

A commemoration Meeting - 'Sheenayude Koode' was held in memory of Sheena Jose A, prominent feminist activist ,alumnus and Asst. Professor at IASE on November 6th2021. Webinars were also conducted on the topics - 'National Educational Policy and Gender Justice' and 'Our Classrooms and Gender Justice' on 7thand 8thNovember 2021.

Discussion Series 4 was handled by Sri. John Joffy c. M, Principal, GRSRHSS Veloor on 13th November 2021 on the topic " Vayanayude Rashtreeyam" - Read it the Right Way.

An Alumni Get together was conducted on January 14th2022 and felicitated our former teachers who got retired and the teachers with commendable achievements. Alumni also felicitated our rank holders NET/JRF achievers and for the achievements in Sports and Arts.

File Description	Documents
Details of office bearers and members of alumni association	View File
Certificate of registration of Alumni Association, if registered	No File Uploaded
Any other relevant information	View File

**5.4.2 - Alumni has an active role in the regular institutional functioning such as
Motivating the freshly enrolled students
Involvement in the in-house curriculum development
Organization of various activities other than class room activities
Support to curriculum delivery
Student mentoring
Financial contribution
Placement advice and support**

Five/Six of the above

File Description	Documents
Documentary evidence for the selected claim	View File
Income Expenditure statement highlighting the alumni contribution	No File Uploaded
Report of alumni participation in institutional functioning for the academic year	View File
Any other relevant information.	No File Uploaded

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

7

File Description	Documents
Data as per Data Template	View File
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	View File
Any other relevant information	No File Uploaded

5.4.4 - Alumni Association acts as an effective support system to the institution in motivating students as well as recognizing, nurturing and furthering any special talent/s in them. Describe the mechanism through which Alumni Association acts as an effective support system to the institution in motivating, nurturing special talent in not more than 100 - 200 words

Alumni association members organised online talk series on various topics for motivating the students. Some of them include Discussion Series by the experienced Alumni of our college. Discussion on the topic " Changing Trends in Education during Pandemic" helped the students to equip themselves to meet the challenges of education during the pandemic situation. 'Maarunna Adyapakar" or " Evolving teachers" was an eye opener for the prospective teachers to realize the changing role of teachers . Webinars were also conducted on the topics - 'National Educational Policy and Gender Justice' and 'Our Classrooms and Gender Justice' on 7th and 8th November 2021. Discussion Series 4 was handled by Sri. John Joffy c. M, Principal, GRSRHSS Velloor on 13th November 2021 on the topic " Vayanayude Rashtreeyam" - Read it the Right Way. Preparatory sessions and coaching classes were handled by the

alumni members who are having expertise in the field. Many students who attended these classes found it helpful for clearing the competitive exams. Poorvasooryam conducted an online UGC NET coaching for our students and Alumni on 7th and 8th October 2022.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

6.1.1 - The governance of the institution is reflective of an effective leadership and participatory mechanism in tune with the vision and mission. Describe the vision and mission statement of the institution on the nature of governance, perspective plans and participation of the teachers, students and non-teaching staffs in its decision making bodies of the institution in not more than 100 - 200 words.

We prepare such teachers who are above from any class and creed. We motivate our future teachers to develop an attitude through which they can prepare good citizens for the country. We believe that justice, freedom and harmony are the basic values for the development of classless society. Our mission is to train well motivated teachers who can contribute in the development of the country. Today is the age of Information and Technology in this perspectives we motivate future teachers to become competent regarding the use of ICT. It is our humble mission that our teachers should become instrument in the social transformation. To achieve our vision and mission we plan our teacher training program well. The entire faculty members try to give best to the trainees. Various kinds of thoughtful activities are being arranged to reach the goal. Value inculcation among the trainees is in our priority. We try to give equal opportunity to all the students. We try to become role model for the trainees.

File Description	Documents
Vision and Mission statements of the institution	View File
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal	View File
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

6.1.2 - Institution practices decentralization and participative management Describe the process of decentralization and participative management practiced in the institution in not more than 100 - 200 words

The governance of an institution is a critical factor that determines its success. An effective leadership and participatory mechanism are essential for achieving the vision and mission of the institution. The leadership must be visionary, strategic, and able to provide direction for the institution. It must also be open to feedback and suggestions from stakeholders, including staff, students, and the community.

The College governs its functions by constituting different committees and delegating powers to them. The committees are constituted to carry out functions such as Admission, Academic Calendar preparation, Time Table preparation, Research Journal Publication, Mentoring School Internship, Website maintenance, organization of Morning Prayer, Assembly and Quiz programmes, Community Services, Cultural Events, and Advisory Sessions. The Student Council, Anti-ragging Committee, Eco Club, Grievance Redressal Committee, Library Committee, Disciplinary Committee, and Women Protection Cell engage students in diverse functions to demonstrate leadership qualities.

A participatory mechanism is equally important in ensuring that all stakeholders have a voice in decision-making processes. This mechanism should involve regular consultations, surveys, and forums where stakeholders can share their views and ideas. By involving stakeholders in the governance of the institution, it fosters a sense of ownership, accountability, and transparency

File Description	Documents
Relevant documents to indicate decentralization and participative management	View File
Any other relevant information	No File Uploaded

6.1.3 - The institution maintains transparency in its financial, academic, administrative and other functions Describe the efforts of the institution towards maintenance of transparency in its financial, academic, administrative and other functions in not more than 100 - 200 words.

In terms of academic transparency, the institution ensures that all academic policies and procedures are clearly defined and communicated to all stakeholders. The institution also provides regular updates on academic progress and performance through various channels such as newsletters, social media, and public forums. Similarly, administrative transparency is maintained through clear communication of policies and procedures related to human resources, procurement, and other administrative functions. Finally, the institution encourages participatory mechanisms such as feedback mechanisms and open forums to ensure transparency in all its functions.

Every year accounts of the college are being audited as per the rules and regulations of the Government. Government audit of accounts is also being done regularly. Display of audited accounts and other necessary information about the college on our college website. IQAC is established at college level for the planning, implementation and evaluation of different kinds of financial, academic and administrative work. Students Council is framed every year.

File Description	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	View File
Any other relevant information	No File Uploaded

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic plan is effectively deployed Describe one activity successfully implemented based on the strategic plan with details of deployment strategy, during the year in not

more than 100 - 200 words

One of the activities that was successfully implemented based on the institutional strategic plan was the development of a new online learning platform. The deployment strategy involved a phased approach, with pilot testing conducted among a small group of students and faculty before rolling it out to the entire institution. The platform was designed to be user-friendly, accessible, and customizable to meet the needs of different academic departments and programs.

To ensure effective deployment, the institution provided training and support to faculty and staff on how to use the platform, as well as ongoing technical assistance. The launch of the platform was accompanied by a comprehensive communication plan that included email notifications, social media updates, and information sessions for students and faculty. As a result of these efforts, the new platform was widely embraced by the institution's community and has become an integral part of its academic programs.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	http://iasethrissur.ac.in/wp-content/uploads/sites/95/2023/09/Strategic-Plan-21-22.pdf
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

6.2.2 - The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc. Describe the functioning of the institutional bodies in not more than 100 - 200 words.

Grievance and Redressal Cell, Internal Complaints Committee, SC, ST Cell, OBC cell are functioning at college level. All these bodies contribute in different perspectives in the planning, implementation and evaluation of various functions of the college. IQAC meetings are arranged regularly in which strategic planning of the institution is being discussed. Members of the students' council take keen interest in the planning and implementation of various activities of the college. The principal governs the college by constituting various committees as per the norms of government and the statutory academic institutions to plan and execute academic and administrative functions of the

College. As a part of the administrative setup we are having proper work distribution. All the appointments at the College are being done by the government as per rules and regulations. We follow all the Service rules and procedures prescribed by the Government, U.G.C.N.C.T.E. and affiliating university. Past issues of our college magazine which is being published regularly every year also gives an idea about the functioning of the college in detail.

File Description	Documents
Link to organogram on the institutional website	http://iasethrissur.ac.in/wp-content/uploads/sites/95/2022/10/Organogram-of-IASE.pdf
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

6.2.3 - Implementation of e-governance are in the following areas of operation Planning and Development Administration Finance and Accounts Student Admission and Support Examination System Biometric / digital attendance for staff Biometric / digital attendance for students

Three/Four of the above

File Description	Documents
Data as per Data Template	View File
Screen shots of user interfaces of each module	View File
Annual e-governance report	No File Uploaded
Geo-tagged photographs	No File Uploaded
Any other relevant information	No File Uploaded

6.2.4 - Effectiveness of various bodies / cells / committees is evident through minutes of meetings and implementation of their resolutions / decisions Describe one decision based on the minutes of the meetings of various Bodies / Cells / Committees which is successfully implemented in not more than 100 - 200 words.

Various committees and cells were formed at college level. Minutes of the IQAC were recorded. Some decisions were taken up and accordingly necessary steps were taken up. All the important decisions taken in the college are collective decisions involving

all the stakeholders.

Internal Quality Assurance Cell

Recognizing significance of Networks and Data transfer the IQAC has been organizing Faculty Development Programmes for teaching staff to upgrade their ICT skills in using recently developed educational software to reach learners anytime and anywhere. An action plan was evolved in the in-house meetings to offer a new course titled Digital Technology in Pedagogy to integrate the ICT skills of student teachers to enhance flexibility in learning process. Multi-level Discussion The proposal was reviewed in the Internal Quality Assurance Cell meeting with external members. The experts suggested framing the syllabus and the same was reviewed by the experts and modified. The units related to ICT integrated teaching in the course titled Pedagogy and Language Skills were also modified.

File Description	Documents
Minutes of the meeting with seal and signature of the Principal	View File
Action taken report with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

6.3 - Faculty Empowerment Strategies

6.3.1 - Effective implementation of welfare measures for teaching and non-teaching staff is in place Describe the existing welfare measurements for teaching and non-teaching staff and their implementation in not more than 100 - 200 words

Welfare measures for teaching and non-teaching staff in place. 1. Faculty members were encouraged to take part in the various educational seminars, conferences and workshops. Even It was decided to give registration fees to the faculty members to take part in such programs. 2. In the corona pandemic situation special arrangements were made available for all the teaching and non-teaching staff of the college. Free masks and sanitizers were given to them and enough care was taken regarding the sanitization at college. 3. Faculty members are being make free for providing their extension services to various institutions and the society. The beneficiaries of such welfare measures are all the teaching and non teaching staff of the college.

4.The staff welfare fund is created and gradually enhanced every year to provide services to staffs,both teaching and non teaching.

File Description	Documents
List of welfare measures provided by the institution with seal and signature of the Principal	No File Uploaded
List of beneficiaries of welfare measures provided by the institution with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

6.3.2 - Number of teachers provided with financial support to attend seminars / conferences / workshops and towards membership fees of professional bodies during the year

0

File Description	Documents
Data as per Data Template	No File Uploaded
Institutional Policy document on providing financial support to teachers	No File Uploaded
E-copy of letter/s indicating financial assistance to teachers	No File Uploaded
Certificate of participation for the claim	No File Uploaded
Certificate of membership	No File Uploaded
Income Expenditure statement highlighting the financial support to teachers	No File Uploaded
Any other relevant information	No File Uploaded

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

1

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

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

4

File Description	Documents
Data as per Data Template	View File
Copy of Course completion certificates	View File
Any other relevant information	No File Uploaded

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

Teaching Staff The College monitors the performance of both teaching and nonteaching staff through the following measures.

Career Advancement Scheme of the government is being followed to assess the performance of Teaching staff . The students provide feedback on Course teachers and course content at the end of each semester and the copy of the consolidated feedback is shared with the course teachers to reflect on their academic practices. The report of the academic and administrative audit team on administrative and academic practices of various departments are shared with staff. The teaching faculty are asked to assess their performance using the self-appraisal tool at the end of each academic year. Non-teaching Staff The performance of the non-teaching staff is monitored by the Principal of the college. The oral feedback from staff and students are considered to assess the performance of non-teaching staff. The performance appraisal tool developed for non-teaching staff is used to evaluate their performance.

Performance appraisal Reports of the three teaching and three non teaching staff members are uploaded and forwarded to DCE,Kerala

File Description	Documents
Proforma used for performance appraisal for teaching and non-teaching staff with seal and signature of the Principal	View File
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal or /and external financial audit regularly Describe the process of internal and external financial audits along with the mechanism for settling audit objections, if any, during the year in not more than 100 - 200 words

As per rules and regulations every year financial audit of the college is being done. Accounts of the college are being kept systematically and are being audited externally. Here it is to be mentioned that no objections were raised by the ag regarding the financial accounts of the college of the year 2020-21.

The Auditor General Office audits the accounts of salary and other grants received from the government as per the schedule prepared by them. There is no internal audit system. Off course, utmost care is being taken up regarding the maintenance and transparency of the financial accounts. Government audit is being conducted as per the rules and regulations of the Government. During 2021-22 no audit have been done by either DCE or AG Kerala.

File Description	Documents
Report of Auditors of during the year signed by the Principal.	No File Uploaded
List of audit objections and their compliance with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

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

NIL

File Description	Documents
Data as per Data Template	No File Uploaded
Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal	No File Uploaded
Copy of letter from the NGO / Individual / Philanthropists stating the Fund / Donation given	No File Uploaded
Any other relevant information	No File Uploaded

6.4.3 - Institutional strategies for mobilization of funds and the optimal utilization of resources are in place. Describe the procedure of mobilization of funds and its optimal utilization in not more than 100 - 200 words.

As ours is a Government College and we are having very less fund we always try to use our fund in a very effective manner. We always try to avoid unnecessary expenses as far as possible. Of course, we try to fulfill necessary requirements of the students as well as staff. Members of the IQAC also take care about the effective use of available fund.

The college claims scholarships from the government for the eligible students who belong to Backward Community (BC), Most Backward Community (MBC), Scheduled Caste (SC) and Scheduled Tribe (ST) categories and the same are credited in students' accounts.

The budget for various academic and non-academic activities are earlier analysed by the Staff Committee and Working Committee. They also reviews the financial proposals to provide guidance and to ensure multi-level scrutiny.

File Description	Documents
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

6.5 - Internal Quality Assurance System

6.5.1 - Internal Quality Assurance Cell (IQAC) or any other mechanism has contributed significantly for institutionalizing the quality assurance strategies Describe the process adopted by the institution for quality assurance through IQAC or any other mechanism in not more than 100 - 200 words

The Internal Quality Assurance Cell meets regularly to reflect on existing quality measures and to generate ideas that will enable the institution to sustain and improve the quality of teacher education. The IQAC plays a crucial role in improving curriculum transaction. The feedback provided by the stakeholders on the academic performance of student teachers during internship is analysed. ICT integrated teaching was one of the initiatives of IQAC to equip teacher educators and student teachers with ICT skills. It initiates workshops and awareness programmes for student teachers to attain holistic teacher education. In-service training programmes are conducted regularly for School teachers and faculty of colleges and universities

1. The establishment of the language Laboratory: During the first cycle The NAAC Peer team recommended to establish language laboratory. Accordingly College started the efforts to materialize this recommendation. Accordingly college could establish the Language laboratory under the grant of U.G.C. 2. More Books and journals are to be added: Every year college purchase quality books and journals with proper care and concern without fail. Particularly the purchase of books is as per the requirements of the students. The process of purchasing the books is a continuous process.

File Description	Documents
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	View File
Any other relevant information	No File Uploaded

6.5.2 - The institution reviews its teaching-learning process periodically through IQAC or any other mechanism Describe the process adopted by the institution for reviewing Teaching-Learning Process periodically in not more than 100 - 200 words.

The Initiatives of the Internal Quality Assurance Cell are focussed on sustaining and enhancing quality measures in teaching-learning. For the review of teaching learning process the IQAC members always ask questions to the students and discuss about the teaching learning process with them formally and informally. In the meetings of the IQAC too the review of teaching learning

process is being done. No specific mechanism is adopted for the review of teaching learning process periodically. But the entire faculty membersthemselves review the teaching learning process continuously. It is to be noted humbly that the results sheets issued by the University are itself the evidence of the improvement in the teaching learningprocess. All the students who had completed their training in the year 2021-22 got first class with distinction.Also our three students got first three ranks in MEd course.

The feedback from the students has been obtained at the end of the semester to monitor the academic support system of the college. The IQAC gets feedback from mentor teachers regarding internship in schools. Teacher educators visit all internship schools to observe and evaluate student teachers' teaching sessions.

File Description	Documents
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

6.5.3 - Number of quality initiatives taken by IQAC or any other mechanism for promoting quality culture during the year

Nil

File Description	Documents
Data as per Data Template	No File Uploaded
Report of the work done by IQAC or other quality mechanisms	No File Uploaded
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	View File
Any other relevant information	No File Uploaded

6.5.4 - Institution engages in several quality initiatives such as Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected,

Three of the above

analysed and used for improvements Timely submission of AQARs (only after 1st cycle) Academic Administrative Audit (AAA) and initiation of follow up action Collaborative quality initiatives with other institution(s) Participation in NIRF

File Description	Documents
Data as per Data Template	No File Uploaded
Link to the minutes of the meeting of IQAC	http://iasethrissur.ac.in/wp-content/uploads/sites/95/2023/09/IQAC-Minutes-21-22.pdf
Link to Annual Quality Assurance Reports (AQAR) of IQAC	https://iasethrissur.ac.in/?page_id=476
Consolidated report of Academic Administrative Audit (AAA)	No File Uploaded
e-Copies of the accreditations and certifications	No File Uploaded
• Supporting document of participation in NIRF	No File Uploaded
Feedback analysis report	No File Uploaded
Any other relevant information	No File Uploaded

6.5.5 - Institutions keeps track of the incremental improvements achieved in academic and administrative domains of its functioning through quality assurance initiatives For first cycle: Describe two examples to show incremental improvements achieved within the institution during the year in not more than 100 - 200 words each For second and subsequent cycles: Describe two examples to show incremental improvements achieved within the institution due to quality initiatives since the previous accreditation in not more than 100 - 200 words each

Our college completed its first cycle of NAAC in 2016 and accredited on 28-7-2016. Some how college could not appear for the second cycle of NAAC after that. But even after the first cycle college always tries to make improvements in academic and administrative domains of its functioning s far as possible. The details of two such examples are as follows: 1. The establishment of the language Laboratory: During the first cycle The NAAC Peer team recommended to establish language laboratory. Accordingly College started the efforts to materialize this recommendation. Accordingly college could establish the Language laboratory under

the grant of U.G.C. 2. More Books and journals are to be added: Every year college purchase quality books and journals with proper care and concern without fail. Particularly the purchase of books is as per the requirements of the students. The process of purchasing the books is a continuous process.

3.Establishment of Research centre:

4.Three of our faculty members are members of various Board of Studies,University of Calicut.

File Description	Documents
Relevant documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

7.1.1 - Institution has a stated energy policy streamlining ways of energy conservation, use of alternate sources of energy for meeting its power requirements Describe the institution's energy policy streamlining ways of energy conservation, use of alternate sources of energy for meeting its power requirements in not more than 100 - 200 words.

The Institute of Advanced study in Education Thrissur is committed to energy conservation activities in the college and thereby reducing the use of energy from non-renewable energy sources. The institution made an energy policy document for the conservation and management of energy usage in the college and the premises. The institute provides awareness programs and energy. The institute is trying to install LED lights in the college as much as possible instead of fluorescent lamps in order to reduce energy consumption. The institute is offering an awareness program to students, faculty members, and administrative staff to conserve energy. The institute is engaging in dialogue with the government and other agencies to install solar panels in the college. The institute is trying to adopt advanced technology instruments to reduce power consumption. The institute has display boards in each classroom, library, and office, to make awareness to switch off lights and fans after use. The Energy Management Cell should carry out an action plan and ensure the energy resources are made available and utilized optimally.

File Description	Documents
Institution's energy policy document	View File
Any other relevant information	View File

7.1.2 - Institution has a stated policy and procedure for implementation of waste management Give a brief note on the institution policy for waste management along with its implementation procedure in not more than 100 - 200 words.

The institute is committed to adopting an effective waste management system in the college and hostel. As a part of this, the institute has made a policy on waste management. The institute produces three types of waste materials biodegradable. no biodegradable and e-waste. Appropriate measures are used for the effective management of waste. The institute is committed to giving an awareness program to all students and staff about the waste management system. The institution has implemented Two - bin system in all the buildings, one for collecting degradable and the other for non-degradable waste. The institution has a canteen which provides food for all the students and faculty members. This leads to a generation of food waste and vegetable waste. The waste from each biodegradable bin is collected. The waste is composted. The composted waste is used for gardening and agriculture. The non-biodegradable waste is collected and given to the agency Waste papers were collected and carried out effective recycling by giving to the appropriate agency. Sanitary napkin incinerators are fitted in the college and hostel.

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

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

Two of the above

File Description	Documents
Documentary evidence in support of each selected response	View File
Geo-tagged photographs	No File Uploaded
Income Expenditure statement highlighting the specific components	No File Uploaded
Any other relevant information	No File Uploaded

7.1.4 - Institution has water management and conservation initiatives in the form of 1. Rain water harvesting 2. Waste water recycling 3. Reservoirs/tanks/ bore wells 4. Economical usage/ reduced wastage

One of the above

File Description	Documents
Income Expenditure statement highlighting the specific components	No File Uploaded
Documentary evidence in support of the claim	No File Uploaded
Geo-tagged photographs	No File Uploaded
Any other relevant information	View File

7.1.5 - Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment Describe the efforts of the institution towards maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment in not more than 100 - 200 words

Maintaining cleanliness in college is crucial for creating a healthy and conducive learning environment. Here are some tips to help promote cleanliness on campus:

Trash Management: Provide sufficient trash bins throughout the campus, especially in common areas, classrooms, libraries, and cafeterias. Regularly empty and clean these bins to prevent overflowing and littering.

Four Staff is employed for cleaning in the classroom and they are cleaning the campus everyday morning regularly.

Student Involvement: Encourage students to take responsibility for keeping their surroundings clean. Organize cleaning drives, where students come together to tidy up common areas or participate in campus-wide cleanup events.

Proper Waste Disposal: Set up recycling points for different types of waste, such as paper, plastic, and glass. Encourage students and staff to recycle and dispose of waste properly.

Cafeteria Hygiene: Emphasize the importance of maintaining cleanliness in the cafeteria. Regularly inspect the cafeteria area, including food counters, seating areas, and utensils, to ensure cleanliness and food safety.

Planting trees in the college campus and protecting and nurturing them in order to maintain green cover in the campus.

File Description	Documents
Documents and/or photographs in support of the claim	View File
Any other relevant information	View File

7.1.6 - Institution is committed to encourage green practices that include Encouraging use of bicycles / E-vehicles Create pedestrian friendly roads in the campus Develop plastic-free campus Move towards paperless office Green landscaping with trees and plants

Three of the above

File Description	Documents
Videos / Geotagged photographs related to Green Practices adopted by the institution	No File Uploaded
Circulars and relevant policy papers for the claims made	View File
Snap shots and documents related to exclusive software packages used for paperless office	View File
Income- Expenditure statement highlighting the specific components	No File Uploaded

7.1.7 - Number of expenditure on green initiatives and waste management excluding salary component during the year (INR in Lakhs)**0.65 lakhs**

File Description	Documents
Data as per Data Template	View File
Income Expenditure statement on green initiatives, energy and waste management	View File
Any other relevant information	View File

7.1.8 - Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges. Describe institution's efforts showcasing the way it leverages local environment, locational knowledge and resources, community practices and challenges in not more than 100 - 200 words

The College offers student teachers top-notch academic and extracurricular opportunities to increase their exposure to the neighborhood, as well as local information and assets. Opportunities for student instructors were efficiently maximized by merging local resources. safeguarding their well-being, security, and standard of living. They would be allowed to treat their kids' injuries as teachers in the event of an emergency at their schools. There were several awareness efforts organized. Our well-built, fully automated, WiFi-enabled library is used by researchers from many institutions for reference and study. The institution now acts as a hub for community resources. Student teachers are participating in the awareness program. The system of the institution is improved as a result of these activities.

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

7.1.9 - The institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic sensitization programmes in this regard: The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for

C. Any 2 of the above

students, teachers, administrators and other staff Annual awareness programmes on the Code of Conduct are organized

File Description	Documents
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	View File
Web-Link to the Code of Conduct displayed on the institution's website	View File
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	No File Uploaded
Details of the Monitoring Committee, Professional ethics programmes, if any	View File
Any other relevant information	No File Uploaded

7.2 - Best Practices

7.2.1 - Describe at least two institutional best practices (as per NAAC format given on its website)
Describe any two best practices successfully implemented by the institution as per NAAC format

Women empowerment: To empower prospective women teachers, our institution organizes a lot of initiatives. Some of them are Self-defense training, Zumba, and Yoga training by the Initiative of Dept. of Physical Education.

Honesty Shop and Cloth Bank

Honesty shop, where the students can able to select any of the stationery items needed like pens, pencils, A4 papers, chart papers, etc. There is no shopkeeper in the shop but only the items displayed on various shelves with the displayed price for each item. students can take the required item in the required quantity and put the amount specified for each item in the box provided and take the balance amount from the same box itself.

Cloth Bank

Cloth Bank is a new initiative by IASE Thrissur to provide

dress to those who are in need of them. Each student can contribute a dress to the cloth bank. Either they can able to donate new items or those items which they are not using but can be used by another person. Such dress materials were washed and ironed properly and will be displayed in the Almirah kept in the room. Anyone who needs a dress can able to go to the bank and take the required dress. The needy people in the town can also get clothes with the college's permission.

File Description	Documents
Photos related to two best practices of the Institution	View File
Any other relevant information	View File

7.3 - Institutional Distinctiveness

7.3.1 - Performance of the institution in one area of distinctiveness related to its vision, priority and thrust Describe the institutional performance in one area of distinctiveness related to its vision, priority and thrust in not more than 100 -200 words

Women's Empowerment is an aim of our institution. With this view, the college has its own mission statement accordingly. We always try to function uniquely, innovatively, and distinctively. Most of the students are from rural areas and poor socio-economic backgrounds.

Our faculty members identify their talents and encourage them as per our mission statement, 'our aim is to bring the girl students into the mainstream of higher education. Through the, Earn while Learn scheme female students get a stage and dais to develop their academic as well as professional, cultural, and social consciousness, alertness, and responsiveness. The college organizes women empowerment programs to make them confident enough. Various eminent women personalities are being invited for guidance on several issues. Special health-related seminars and workshops were organized and health check-up camps have been organized to find out the health issues and provide them with Government and private hospital help in the form of consultancy and expenditure.

We are very proud to say that our students got selected in various state, national, and international competitions. Department of Physical Education had given them the opportunity to participate in Chess, Volleyball, shuttle badminton etc actively.

File Description	Documents
Photo and /or video of institutional performance related to the one area of its distinctiveness	View File
Any other relevant information	No File Uploaded