



YEARLY STATUS REPORT - 2022-2023

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, CHEMPUKKAVU P.O, 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	drareekuzhiyil@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/Academic-Calender-21-22.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			16/11/2016		
7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNTT etc.					
Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount	
Nil	Nil	Nil	Nil	Nil	

8. Whether composition of IQAC as per latest NAAC guidelines	Yes	
<ul style="list-style-type: none"> • Upload latest notification of formation of IQAC 	View File	
9. No. of IQAC meetings held during the year	5	
<ul style="list-style-type: none"> • Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? 	Yes	
<ul style="list-style-type: none"> • (Please upload, minutes of meetings and action taken report) 	View File	
10. Whether IQAC received funding from any of the funding agency to support its activities during the year?	No	
<ul style="list-style-type: none"> • If yes, mention the amount 		
11. Significant contributions made by IQAC during the current year (maximum five bullets)		
<p>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.</p>		
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	
<p>Create environmental sensitivity among staff and students Initiated zero waste management in the college campus, instituted Green Protocol</p>	<p>environmental sensitivity among staff and students Initiated zero waste management in the college campus, instituted Green Protocol</p>	

13. Whether the AQAR was placed before statutory body?	Yes				
<ul style="list-style-type: none"> Name of the statutory body 					
<table border="1"> <tr> <td>Name of the statutory body</td> <td>Date of meeting(s)</td> </tr> <tr> <td>Nil</td> <td>Nil</td> </tr> </table>		Name of the statutory body	Date of meeting(s)	Nil	Nil
Name of the statutory body	Date of meeting(s)				
Nil	Nil				
14. Whether institutional data submitted to AISHE					
<table border="1"> <tr> <td>Year</td> <td>Date of Submission</td> </tr> <tr> <td>2023</td> <td>19/03/2023</td> </tr> </table>		Year	Date of Submission	2023	19/03/2023
Year	Date of Submission				
2023	19/03/2023				
15. Multidisciplinary / interdisciplinary					
<p>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.</p>					
16. Academic bank of credits (ABC):					
<p>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</p>					
17. Skill development:					
<p>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</p>					

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 cocurricular activities of Theory and Practicum components are synchronized with one another. All Programme Outcomes are interlinked with the intended attributes to be developed in Page 11/87 22-04-2024 08:17:24 Annual Quality Assurance Report of INSTITUTE OF ADVANCED STUDY IN EDUCATION 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

2.1 110

Number of students on roll during the year

File Description	Documents
Data Template	No File Uploaded

2.2 110

Number of seats sanctioned during the year

File Description	Documents
Data Template	No File Uploaded

2.3 110

Number of seats earmarked for reserved categories as per
GOI/State Government during the year:

File Description	Documents
Data Template	No File Uploaded

2.4 **102**

Number of outgoing / final year students during the year:

File Description	Documents
Data Template	No File Uploaded

2.5 Number of graduating students during the year **102**

File Description	Documents
Data Template	No File Uploaded

2.6 **102**

Number of students enrolled during the year

File Description	Documents
Data Template	No File Uploaded

2. Institution

4.1 **2787**

Total expenditure, excluding salary, during the year (INR in Lakhs):

4.2 **40**

Total number of computers on campus for academic purposes

3. Teacher

5.1 **12**

Number of full-time teachers during the year:

Extended Profile

1.Student

2.1 110

Number of students on roll during the year

File Description	Documents
Data Template	No File Uploaded

2.2 110

Number of seats sanctioned during the year

File Description	Documents
Data Template	No File Uploaded

2.3 110

Number of seats earmarked for reserved categories as per
GOI/State Government during the year:

File Description	Documents
Data Template	No File Uploaded

2.4 102

Number of outgoing / final year students during the year:

File Description	Documents
Data Template	No File Uploaded

2.5 Number of graduating students during the year 102

File Description	Documents
Data Template	No File Uploaded

2.6 102

Number of students enrolled during the year

File Description	Documents
Data Template	No File Uploaded

2.Institution

4.1	2787
Total expenditure, excluding salary, during the year (INR in Lakhs):	
4.2	40
Total number of computers on campus for academic purposes	

3.Teacher

5.1	12
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

1. The institution follows the calendar of events prepared by the University of Calicut. .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, registration of exams other co curricular activities like tasks assignments,EPC works,seminars workshops 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. Infilibnet is also accessed by 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. 10 Scholars are doing research as fulltime/parttime. Review committees of the research progress are also held periodically by the Professors of Department of Education, University of Calicut and assess their progress and feedback is also provided.

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

A. All 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/95/2024/04/Programme-Outcome-2022-2023.pdf
Prospectus for the academic year	No File Uploaded
Report and photographs with caption and date of student induction programmes	No File Uploaded
Report and photographs with caption and date of teacher orientation programmes	No File Uploaded
Any other relevant information	View File

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****15**

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	No File Uploaded
Academic calendar showing time allotted for optional / electives / pedagogy courses	No File Uploaded
Any other relevant information	Nil

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

Three 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	No File Uploaded
Document showing teachers' mentoring and assistance to students to avail of self-study courses	No File Uploaded
Any other relevant information	No File Uploaded

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

10

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

2

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	No File Uploaded

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 Scheme and 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 the students.

File Description	Documents
List of activities conducted in support of each of the above	View File
Documentary evidence in support of the claim	No File Uploaded
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 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.XI1.M.Ed students compares the curriculum followed by different boards and have discussuin 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	View File
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 helps 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 in the coming years so that B.Ed students can enrich and update for professional experience. EPC courses are thoroughly analysed each year with feedback and necessary revisions are made for the coming years. Online resources like Digitalogy, SWAYAM are introduced to the students for enriching the profession. M.Ed students are also guiding in the classes of B.Ed programme during the internship.

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

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

All 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	View File

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

110

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

21

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

66

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	No File Uploaded
Any other relevant information	No File Uploaded

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

10

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

10

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	View File
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.

Assessment was done to identify the various learning needs, attitude of students towards the course, their awareness about the various skills and abilities required to undergo the teacher education programme. Every student is given an opportunity to express their expectations of the course. The teachers handling the various subjects make formative assessment to understand the readiness of the students to participate in the various curricular programmes suggested in the teacher education programme suggested by the University of Calicut. An orientation regarding the B.Ed course is given to the students at the beginning of the program to help the students prepare themselves for the various academic programs. The class teachers interact with the students personally to identify the various needs of the student and academic support is given to them individually and in group. The need of every student is taken into consideration whenever it is needed. Tutoring and mentoring is provided to every student. For the M.Ed students a programme is arranged where the students share their expectations regarding the course. An orientation regarding the curriculum is given to equip the students to prepare for the requisites of the teacher education program. Assessment was done for identifying the learning gap of the students.

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	All 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	Three of the above

File Description	Documents
Relevant documents highlighting the activities to address the differential student needs	View File
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

1:8

2.2.4.1 - Number of mentors in the Institution

13

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

Multiple mode of learning is adopted by the teachers for the different courses of B.Ed and M.Ed courses. It includes: discussions, presentations, workshops, brainstorming sessions, online mode, participatory learning, problem solving methodologies, experiential learning, demonstrations etc. For B.Ed and M.Ed programme the curriculum suggests various mode of transaction and this has been followed by the teachers for achieving the various learning outcomes. Both the programmes are intended to develop professional competency in the learners and hence the teachers try to incorporate teaching methods and

strategies that are appropriate for developing those skills and competencies required for a teaching professional. Lecture method, Questioning, illustrating with examples, are the method/techniques help all the teachers in all the subjects. Information and Communicative technology had been widely used in the classroom and for internships. Google Meet, LMS-Google Classroom and Presentation slides are used by all the teachers for transaction of various subjects. The students are also given practice in the multiple mode of transaction. Online assessment like google form is also used as part of the formative assessment. All these methods and modes of transaction were adopted to meet the learning outcomes of the prescribed curriculum. These methods were practised by the student teachers during their internship.

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

10

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

194

File Description	Documents
Data as per Data Template	View File
Programme wise list of students using ICT support	No File Uploaded
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

Three 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

Continual mentoring is provided by the teachers for developing professional attributes in students. The students are guided and assisted for all activities related to curriculum leading to Professional growth of the students. They are made to work in teams during the curricular activities like microteaching, discussion lessons criticism classes, project work,

assignments, school visits, school internship etc. The students are made to organise various curricular and co-curricular programmes where they develop the ability to work in teams and also deal with the diverse needs of their peer group which gives them proper insights about the strategies to deal with the diverse learning needs of their students. The institution organises various programmes that help the student teachers of B.Ed course and the prospective teacher educators of M.Ed programme to keep abreast with the new developments in the field of education as well as in the life. During the time of internship the student teachers of B.Ed programme are given continual mentoring by their teacher educators and also by the mentors at school. The student teacher educators of M.Ed programme are mentored by their teacher educators in college and also by the mentors in the institution taken for internship.

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

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

Three 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	No File Uploaded
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 teaching learning process of the institution is devised in such a way as to promote the creativity, innovativeness, thinking skills, life skills etc. The art and theatre workshop which is given during the B.Ed program help the students to develop lesson plans in a creative manner. All the practical works included in the B.Ed and M.Ed curriculum provides ample opportunity to nurture various interpersonal and intrapersonal skills. The discussions, debates and seminars conducted during the academic year was highly helpful in nurturing the intellectual and thinking skills of the students. The different topics selected for these academic programmes were very much related to the recent issues in the educational sector. The students were given opportunity to discuss and debate about the various topics that fostered intellectual and thinking skills. The programme helped the students to develop their communication skills as well. The community living camp which was a part of the B.Ed curriculum helped a great deal in developing various life skills like interpersonal skills, ,intrapersonal skills and social skills. All the activities included in the teaching learning process were highly constructive in its approach and collaborative in nature which helped the students to develop empathy and life skills.

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 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)

All 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 with video graphic support wherever possibl	No File Uploaded
Any other relevant information	View File

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
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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	View File
Any other relevant information	No File Uploaded

2.4.3 - Competency of effective communication is developed in students	Three of the above
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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

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	No File Uploaded
Any other relevant information	View File

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

Four of the above

devices for learning Identifying and selecting/ developing online learning resources Evolving learning sequences (learning activities) for online as well as face to face situations	
File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of each response selected	No File Uploaded
Sample evidence showing the tasks carried out for each of the selected response	No File Uploaded
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	No File Uploaded
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	View File

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

As the internship program is very important to mould the trainees into an effective teacher of tomorrow it is planned systematically. Thirteen schools in and around our college campus were chosen and permission was obtained from the respective authorities. Teacher Educators handling optional subjects allotted the students in government and aided schools according to their choice. Teacher Educator in charge of internship meet the Head of the respective schools and coordinated between the student teachers and the school management. The list of students with a letter mentioning the dates and duration of practice teaching is sent to the schools. Principal give instruction to all the student teachers regarding the expectations of schools. Teacher educators handling optional courses helped their students in writing lesson plans and teaching aids. Student teachers are given instructions about the reports they have to prepare during internship program based on the curricular and co-curricular activities. Teacher educators observe the student teachers 5 times during practice teaching, and record their observations in the supervision diary and give feedback for their improvement.

File Description	Documents
Documentary evidence in support of the claim	No File Uploaded
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
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File Description	Documents
Data as per Data Template	View File
Sample copies for each of selected activities claimed	View File
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.

At the time of internship monitoring mechanism is effectively inbuilt in the curriculum transaction process .

- During internship the students are monitored regularly by teacher educators.
- All the practical work assigned for the students during internship is well explained and materials like observation sheets, student evaluation sheets, peer evaluation sheet are

provided.

- Student teachers are asked to submit a proposal for all Action Research, conduct of Achievement test, conducting Diagnostic test and doing remedial measures and the curricular activities and co-curricular activities to the teacher educator.
- Teacher educator observes and evaluates the teaching performance of the student teachers 5 times during the two phases of internship, and note down the observations in their supervision diary .
- Every day student teachers sign the attendance register in the Principal's office of the School. School Principal observes the student teachers, visits the classrooms frequently and checks whether they are properly mentored by the teacher.
- The School mentor gives report of the five classes observed in the Evaluation sheet. Student teachers get an opportunity to be reviewed by the peers in their classroom teaching and receive feedback. Student teachers regularly evaluate themselves using reflective journal every week and submit it to the teacher educator.

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

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

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	No File Uploaded
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

11

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	View File
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

11

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

11

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

teaching faculty involves in other educational programmes and also visits in other colleges for academic purposes this activity

enhances their personal academic performance and keep them updated. Apart from that the teaching community must keep themselves to pace on this path of change to implement new or modified methods of teaching-learning process to suit the requirements of the day. Various in-house discussions are done in the institution. In these types of discussions all the faculty members take participation actively. Topics for discussion are selected among latest development in education and issues in education. The purpose of in-house discussions on current developments and issues in education. To make themselves aware about recent changes and development in education system. To create awareness regarding issues of policies and regulations. To strengthen the base of students according to change in system. To get ready for changes in education system. To provide solution of queries related to different issues and challenges of the education system

File Description	Documents
Documentary evidence to support the claim	No File Uploaded
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 grievance it will be reviewed by the committee.

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

File Description	Documents
Copy of university regulation on internal evaluation for teacher education	View File
Annual Institutional plan of action for internal evaluation	View File
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 procedures 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 donewithin 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 and 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**90**

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

<http://iasethrissur.ac.in/wp-content/uploads/sites/95/2024/05/Student-Satisfaction-Survey-2022-23.pdf>

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**

0

File Description	Documents
Data as per Data Template	No File Uploaded
Sanction letter from the funding agency	No File Uploaded
Any other relevant information	No File Uploaded

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

0

File Description	Documents
Sanction letter from the funding agency	No File Uploaded
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

File Description	Documents
Data as per Data Template	No File Uploaded
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	No File Uploaded
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

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

3.2 - Research Publications

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

6

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	No File Uploaded

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

3

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	No File Uploaded
Any other relevant information	No File Uploaded

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

2

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

110

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	No File Uploaded
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

110

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

110

File Description	Documents
Data as per Data Template	No File Uploaded
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.

The Institute of Advanced Study in Education, Thrissur, actively engages in outreach activities to sensitise students to social issues and contribute to community development. This is achieved through various initiatives: Daily half-hour discussions on contemporary issues of social relevance allow students to stay updated and engage in meaningful conversations about pressing matters impacting society. Students participate in community-related programmes during their internships at various schools in and around the city. This provides them with practical exposure to community issues and development initiatives. Celebrating festivals of various communities within the institution fosters diversity and inclusivity, promoting cultural understanding among students. Observing days of national and international importance helps students recognise and reflect on global issues and their significance. Organising community living camps, nature education camps, and field visits allows students to immerse themselves in the community and gain a deeper understanding of societal and environmental issues. Activities of the National Service Scheme further encourage students to actively participate in community service and contribute meaningfully to the betterment of society. These multifaceted initiatives collectively serve to build socially aware and responsible citizens while contributing to community development.

File Description	Documents
Relevant documentary evidence for the claim	No File Uploaded
Report of each outreach activity signed by the Principal	View File
Any other relevant information	No File Uploaded

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	
10	
3.4.1.1 - Number of linkages for faculty exchange, student exchange, research etc. during the year	
10	

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	No File Uploaded
Report of each activities with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

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	View File

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	No File Uploaded
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)

1569356

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	No File Uploaded
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	View File
Web-link to library facilities, if available	Nil
Any other relevant information	No File Uploaded

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 ejournals 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	No File Uploaded
Details of users and details of visits/downloads	No File Uploaded
Any other relevant information	No File Uploaded

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	No File Uploaded
E-copy of the letter of subscription /member ship in the name of institution	No File Uploaded
Any other relevant information	No File Uploaded

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

5000

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

757

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	View File
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	
File Description	Documents
Data as per Data Template	No File Uploaded
Any other relevant information	No File Uploaded
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	
<p>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 Acquisition 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.</p>	
File Description	Documents
Document related to date of implementation and updation, receipt for updating the Wi-Fi	No File Uploaded
Any other relevant information	No File Uploaded

4.3.2 - Student – Computer ratio during the academic year**2:1**

File Description	Documents
Data as per data template	View File
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:
E. < 50 MBPS

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

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	Nil
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)

25350000

File Description	Documents
Data as per Data Template	View File
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 2022-23. 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	https://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

Three 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	View File
Any other relevant information	View File

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 Indicate the one/s applicable

Seven/Eight of the above

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

B. Any 3 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
28	110

File Description	Documents
Data as per Data Template	View File
Reports of Placement Cell for during the year	View File
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).

7

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	View File
Documentary evidence in support of the claim	View File
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)

71

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

During the academic year 2022-23 ,the Students' Union, highlights included a farewell program for the B.Ed Batch 2022 on June 6, 2022, and the celebration of World Environment Day on June 5, which included inaugurating the Vegetable Garden "Adukkalathittam" and releasing the previous year's College Magazine. The Reading Week began on June 19, followed by active participation in International Yoga Day on June 21. Noteworthy events included the College Foundation Day Program on July 12, the commemoration of the 75th Year of Independence from August 10 to August 15, featuring various competitions, and Onam celebrations on September 1. A rally against Substance Abuse took place on October 18, and Campus Cleaning Day was observed on October 21. Talents Day for new students coincided with Kerala Piravi on November 1 and 2. The College Union Election occurred on November 8, with the Oath Taking Ceremony on November 21 establishing the New Student Council. The College Union and Arts Club were inaugurated on December 1, followed by Christmas celebrations on December 22 and the Annual Athletic Meet on January 25. The academic year concluded with 'Agora,' the Art Day Competitions, on March 21 and 22, 2023, showcasing a vibrant and engaging student union.

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

5

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 "Poorasurya" alumni association, born from a shared dedication to nurturing connections within the institution's family, convened its pivotal general body meeting on 17th August 2021. With Dr. Happy P V at the helm as President, the association boasts a diverse leadership team comprising educators, administrative staff, and elected executive members, including Vice Presidents Mr. Prakash Babu and Biju P J, Gen. Secretary Smt. Sruthi Mohan, and Joint Secretary Mr. Govindankutty M. Dr. R Lakshmi's appointment as Treasurer, nominated by the esteemed staff council, secured a seamless transition for the year 2021-2022 and 2022-2023.

The association's heartbeat pulsed through seven executive committee meetings for the future planning. However, it was the Alumni gathering on January 14, 2023, that truly encapsulated the spirit of camaraderie and appreciation. Amidst a sea of memories, former teachers were honored for their invaluable contributions, while current students basked in the spotlight for their remarkable achievements. Academic excellence in M Ed and B Ed programs was celebrated with fervor, paralleled by a heartfelt recognition of prowess in sports, arts, and literature.

This grand event was more than a mere reunion; it was a poignant reminder of the enduring bonds that unite alumni, educators, and the institution itself.

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	No File Uploaded
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	
One/Two 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

The Alumni Association plays a crucial role as a pillar of support for the institution, creating an environment that fosters growth and celebrates unique talents. Events such as the Alumni gathering serve as platforms to honor former teachers, acknowledging their enduring impact and inspiring current students to emulate their dedication and excellence. This recognition goes beyond academic achievements, encompassing outstanding performances in sports, arts, and literature, thus validating the multifaceted talents within the alumni community.

By showcasing the diverse accomplishments of its members, the Association instills a sense of pride and motivation among students, encouraging them to pursue their passions with diligence and commitment. This collective celebration of talent not only reinforces the institution's values but also nurtures a culture of inclusivity and encouragement. Through collaboration and mutual support, the Association strengthens the institution's ethos of achievement and excellence, serving as a guiding light for present and future generations alike. In essence, it acts as a beacon of inspiration, illuminating the path towards personal and academic growth for all who are part of the institution's legacy.

File Description	Documents
Documentary evidence in support of the claim	No File Uploaded
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.

The Institution was established in 1945 as Government Training College and inaugurated on 4 July by Sir George Boag, then Divan of Cochin. It remained as an eminent teacher training institute to churn out teachers of excellence. It was initially affiliated to the

University of Madras The college was wound up as a measure of retrenchment with the integration of Travancore and Cochin in 1949. It was restarted in 1951 by affiliating to Travancore University. The college has got affiliation to the status of Institute of Advanced Study in Education since 1993 with a view to conduct advanced courses in education, research programmes and to organize in-service training to the secondary and higher secondary school teachers.

Also the institution was sanctioned research centre in education under university of Calicut from 2020. Also the institution was accredited to NAAC with B+ grade.

The Principal governs all functions of the college and the activities are being planned and executed in consultation with teaching and non-teaching staff. To ensure transparency in decision making, all teaching staff are made as the members of the IQAC. The Students Council and Committees play major role in decision-making. The vision of the college is highlighted on every Orientation Day.

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 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, Advisory Sessions, and conducting other Certificate Courses. 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. The Principal heads the Planning and Evaluation meeting, Board of Studies and Academic Council meetings. The Controller of Examinations and staff ensure the fair conduct of examinations and publication of results.

File Description	Documents
Relevant documents to indicate decentralization and participative management	View File
Any other relevant information	View File

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.

Financial matters are discussed in the multiple committees at different levels with academicians and experts to ensure transparency at all levels. Accounts are maintained using software as digital form simplifies financial decisions. The statutory Auditor audits all accounts and reports are submitted to statutory bodies as per the requirements of the government. The annual returns of the Association are filed every year. The IQAC reviews the functions of committees and recommends changes to Board of Studies and the later recommends it to Academic Council after discussion. The suggestions of Academic and Administrative audit are informed to staff every year. The availability of books in the library can be viewed by all users through software. Bio-metric devices track the attendance of staff and students and CCTV cameras have been installed to ensure safety of the premises.

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

The college offers the B. Ed M. Ed, and Ph.D. programmes to produce teachers who can address the diverse needs of academic institutions. Technological and Pedagogical Content Knowledge is ensured throughout our academic programmes. The college continues to organize Capacity Building programmes to upgrade the skills of Teacher educators. The college reimburses the travel expense and registration fee of Teacher educators who participate in conferences, and similar programmes. Trainings are organized for the young staff to train them in Pedagogical Content Knowledge and Teaching skills. Trainings are organized for in-service teachers in software applications used for teaching-learning and assessment. Also teachers are encouraged to participate in innovative programmes like, seminars, workshops and information and communication technology trainings. Duty leaves are permitted to attend these programmes for teachers. All teachers are provided with ict gadgets and broadband wifi throughout the campus. Every classrooms are equipped with smart class facilities with internet connection. Also an ict laboratory is there in the college to meet the requirements of teachers and students. Teachers adopt novel platforms and devices to transact the curriculum. All the office procedures including, admission, examination registration and evaluation procedures are done online.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	https://drive.google.com/drive/u/0/recent
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.

The Principal is the academic and administrative head of the institution. He is assisted by senior most teachers like, Professor in charge and other professors. They all follow rules and regulations as prescribed by UGC/NCTE/TNTEU/State Government for the constituent colleges. Faculty are directly responsible for the academic and curricular development of the students. Staff members have been designated as Criteria in charge, Chairperson or members of various committees. Students are involved as active

members of the committee. For the complete functioning of college activities, more than 15 committees are identified. Every committee consists of committee chairperson, staff and student members. They together plan for the activities. The function of every committee in the Institution is well defined. All Chairperson report to Principal and Principal monitors the effective functioning of these bodies. Apart various committees are formed for smooth functioning of various activities of the college viz. 1. NAAC steering committee, 2. Admission committee, 3. Library committee, 4. Building committee, 5. Student placement cell, 6. Student counselling cell, 7. Sports committee, etc.

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	View File
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.

The planning and implementation of all the activities of

various bodies and committees is carried out by the members of the respective bodies through a well organized system of planning and evaluation. Minutes of staff meetings are duly recorded for maintenance and transparency of records. Various activities and plans in the college are formulated according to the guidelines of the State Higher Education Department, UNIVERSITY OF CALICUT and the vision and mission of the college. It is based on feedback and suggestions in meetings with stakeholders such as college students, teachers, alumni, PTA and IQAC. Efforts are always made to implement and execute all plans and decisions effectively keeping in mind the welfare of the students and the overall development of the institution. Press releases are also issued by the institution to make public any significant achievement. The college also provides important information on the website and notice board. The various bodies and committees present in the college make it a point that the academic calendar is implemented in a timely manner. Decisions taken at various meetings are properly documented and effective steps are taken to implement the decisions at the ground level in reality.

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	View File

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

Teaching: Employee Provident Fund, Festival Advance, Canteen, Support Funds to attend Seminars, Conferences, faculty members are encouraged to pursue Higher Education.

Non-Teaching: Employee Provident Fund, Festival Advance, Canteen, staff members are encouraged to participate in their professional activities and Free Transport.

Staff club is there to deal with the grievances of staff members and meet the relief activities.

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

0

File Description	Documents
Data as per Data Template	View File
Brochures / Reports along with Photographs with date and caption	No File Uploaded
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

0

File Description	Documents
Data as per Data Template	View File
Copy of Course completion certificates	No File Uploaded
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.

Our college has mechanisms in place for performance assessment and using the evaluations to improve teaching, research and service of the faculty and other staff. The college analyses and appropriately uses the assessment and evaluation and the annual appraisal outcome of both teaching and non-teaching staff. The college has suggestion box for volunteering suggestions on the performance of the faculty from any stakeholder. Students' feedback is a regular practice and they are free to communicate to the principal and the management. Students are given opportunity to express their views about different academic and cocurricular programmes organized by the college, during the academic session Comprehensive evaluation by students and peers are also incorporated in the assessment. The college procures written feedback from the students at the end of the academic year. The feedback form has columns dealing with the performance of the faculty and other staff. The faculty is required to submit self-appraisal report as well. The relevant committees, Teacher-in-charges, event managers and the principal present their over all assessment. All the suggestions

and feedback are analyzed and a report is prepared and placed before the Manager, who decides on the action to be taken by the executives. The analysis report is implemented for the betterment of the faculty and other staff, and with that the total working of the college. Concerned decision-making bodies and committees and functionaries workout the mode of operation and provide necessary resources and issue directives for its implementation. If need be services of some expert are also requisitioned for seeking necessary guidance.

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	View File

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

The college conducts internal and external financial audits regularly at periodical intervals. The internal audit is being conducted every year on a continuous basis by the internal committee members. The internal committee verified all financial items and systems associated with the finance. The committee submits the findings and suggestions in the form of report at the end of the every financial year to the college. The college conducted external audit of the salary and other related accounts. With regard to internal audit, the audit team which visits every laboratories and library physically verifies the resources and also inspects the records. The Accountant General Office audits the accounts of salary and other grants received from the government as per the schedule prepared by them. Accounts of parent teachers association is audited annually, both internally and externally.

File Description	Documents
Report of Auditors of during the year signed by the Principal.	View File
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)

0

File Description	Documents
Data as per Data Template	View File
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.

Mobilization of Funds As the college falls under government category, the salary grant for teaching and non-teaching staff who have been appointed by government is being received from the government. The college claims scholarships from the government for the eligible students who belong to Backward Community (BC), other Backward Community (OBC), Scheduled Caste (SC) and Scheduled Tribe (ST) categories, minorities and disabilities and the same are credited in students' accounts. The fee collected from the students is another source of funds for the college. The Alumnae and other well-wishers contribute funds and institute scholarships. **Utilisation of Funds** The budget for various academic and non-academic activities are earlier analysed by the staff Committee. The capital expenditures are incurred in consultation with the Building Committee members and college council.

File Description	Documents
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	View File
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

College has adopted quality management strategies in academic and administrative aspects. The cell makes assessment of different aspects of the functioning of the college, and monitors their functioning. It gives suggestions from time to time i.e. from beginning to the end of the course. This cell also examines and addresses the suggestions received through different modes such as verbal, communicated or through Suggestion Box and allied channels. Its major activities include Development and application of quality benchmarks/parameters for the various academic and administrative activities of the College; Facilitating the creation of a learner-centric environment conducive for quality education and faculty maturation to adopt the required knowledge and technology for participatory teaching and learning process; Arrangement for feedback responses from students, parents and other stakeholders on quality related institutional processes; Dissemination of information on the various quality parameters; Organization of inter and intra institutional workshops, seminars on quality related themes and promotion of quality circles; Documentation of the various programmes/activities of the College, leading to quality improvement; Development and maintenance of Institutional database through MIS for the purpose of maintaining /enhancing the institutional quality; Development of Quality Culture.

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 college has IQAC which assess the performance of the programmes approved by it. The quality is reflected in the implementation of the academic programmes and quantum of target achieved. The college takes utmost care in planning and implementation of the academic programmes. To sustain the quality of its academic programmes, the stakeholders' feedback and the previous years' results are the benchmark for further improvement. The college makes all out efforts to ensure adherence to academic calendar with the help of schedule for all activities, Supervises content delivery by faculty, through Principal, Ensures high performance of students in internal examination academic, Monitors attendance of students and also keeps the students informed on quarterly basis. Maintains and ensures stock verification OF LCD projectors have been installed in various classrooms for a better learning process. Remedial classes are organized as per the requirement and feedback of the students. To make the library student friendly the institution has taken the measures to digitalize the library. Internet facility is also provided to the students in the library. Evaluating teaching-learning methodology periodically through student feedback.

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

1

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

Three of the above

File Description	Documents
Data as per Data Template	View File
Link to the minutes of the meeting of IQAC	http://iasethrissur.ac.in/wp-content/uploads/sites/95/2024/05/Minutes-of-IQAC-2022-23-1.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

College reviews its teaching learning process, operations and learning outcomes. The IQAC continuously reviews and takes steps to improve the quality of the teaching-learning process. The academic calendar is prepared in advance, displayed and circulated at the institute and is strictly adhered to. Admission to B.Ed. & M.Ed. Programs, summer, winter and mid-term holidays, examination schedules and results are announced in the academic calendar. All newly admitted students are compulsorily involved in orientation programs, in which they have philosophy, specificity of education system, teaching learning process, system of continuous assessment, compulsory core curriculum, various cultural activities, discipline and culture of the institution. Students are made aware of timetable, program structure, syllabus of courses before the semester starts. The approach of IQAC has always focused on the process of learner-centered teaching learning and it has formulated policy to evaluate and evaluate it from time to time. Accordingly, the IQAC complies with teaching, learning activities and reviews, and modifies after taking suggestions. To see the learning outcomes, the IQAC periodically reviews the teaching process and suggests gradual and regular expansion, upgrades and addition of expected materials, equipment, infrastructure and more.

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 focuses on energy conservation in the college, reducing non-renewable energy

use. They have created an energy policy document, implemented awareness programs, and are promoting the use of LED lights and energy-efficient electrical appliances. They also have display boards in classrooms, libraries, and offices to encourage energy usage. The college's buildings are environmentally friendly. The classrooms have larger ceilings and ample natural light and fresh air because of the large windows. Staff members and student leaders make sure the lights and fans are off when the students leave the rooms..The energy produced by solar panels lowers our electricity costs and promotes the use of clean, affordable energy. LED and CFL light bulbs are what we use to maximise our energy savings. Various electrical appliances and air conditioners with star ratings and ISO certification are utilised to ensure safe and minimal energy consumption. Electronic and electrical equipment is properly maintained. Periodically, electrical and electronic devices with high energy consumption are replaced.

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 college and hostel will have an efficient waste management system installed by the institute. The institute has created a waste management policy as part of this. The institute generates three different kinds of biodegradable waste, e-waste and nonbiodegradable. The efficient management of waste involves the application of appropriate measures. The institute is dedicated to providing a waste management system awareness program for all staff members and students. In all of the buildings, the institution has installed a two-bin system: one for collecting biodegradable and another for non-biodegradable waste. Every student and faculty member at the school has access to food from the canteen. This results in the production of vegetable and food waste. Every biodegradable bin has its waste collected. The non-biodegradable waste is gathered and provided to the Thrissur corporation for disposal. Both the college and the hostel have sanitary napkin incinerators installed. Our college is dedicated to using techniques for Reduction, Reuse, Recycling, and Recovery in order to minimise the production of waste. The college takes all necessary precautions to guarantee that there are no plastic

items or other waste that pollute the environment on campus.

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

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

Two of the above

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

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

A healthy and productive learning environment in college depends on maintaining cleanliness. The following advice can be used to encourage cleanliness on campus: Waste Control: Ensure that there are enough trash cans on campus, particularly in the cafeterias, common areas, classrooms, and libraries. To avoid overflowing and littering, empty and clean these bins on a regular basis. Four Employees are paid to clean the classrooms and the campus on a daily basis in the morning. Participation of Students: Motivate pupils to be accountable for maintaining a tidy environment. Plan cleaning drives, where students gather to clean up common areas or take part in cleanup activities for the entire campus. Appropriate Trash Disposal: Establish recycling locations for various waste materials, including glass, plastic, and paper. Urge employees and students to properly dispose of waste and recycle. Cafeteria Hygiene: Emphasize the importance of maintaining cleanliness in the cafeteria. To guarantee cleanliness and food safety, conduct routine inspections of the cafeteria area, including the food counters, seating areas, and utensils. In order to preserve green space on college campuses, trees must be planted, nurtured, and protected.

File Description	Documents
Documents and/or photographs in support of the claim	View File
Any other relevant information	No File Uploaded

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

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

Nil

File Description	Documents
Data as per Data Template	No File Uploaded
Income Expenditure statement on green initiatives, energy and waste management	No File Uploaded
Any other relevant information	No File Uploaded

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 excellent academic and enrichment programmes that extend their exposure to the community and its resources and knowledge. Hospitals and non-governmental organisations helped organise a number of awareness campaigns. Our well-designed, fully automated, WiFi-enabled library is visited by researchers from different institutions for reference and research needs. Consequently, the establishment functions as a hub for community resources. The public can now view a street play designed to raise awareness about drug abuse. These programmes help students learn via practical experiences and teamwork, strengthen the institution's system, and succeed in their careers. 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	No File Uploaded

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

A. All of the above

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	No File Uploaded
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	No File Uploaded
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's empowerment: Our institution runs numerous programmes aimed at empowering aspiring female teachers. Among them are Zumba, yoga, and self-defense classes offered by the Department of Physical Education's Initiative. A Cloth Bank and Honesty Shop Students can choose from a variety of stationery items, such as pens, pencils, A4 papers, chart papers, and more, at the honesty shop. The only things in the store are those that are on different shelves, each with its price prominently marked. There isn't a shopkeeper present. Pupils can take the necessary item in the necessary quantity, place the amount for each item in the box provided, and then take the remaining amount out of the same box.

Cloth Bank IASE Thrissur has launched a new project called Cloth Bank to give clothing to people in need. Every pupil is able to add a dress to the cloth bank. They have the option to donate brand-new items or items they no longer need but that someone else might find useful. These clothing items were carefully laundered and ironed, and they will be on show in the room's almirah. Anyone in need of a dress is able to visit the bank and pick one up. With permission from the college, the town's less fortunate residents can also receive clothing.

File Description	Documents
Photos related to two best practices of the Institution	View File
Any other relevant information	No File Uploaded

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

One goal of our organisation is the empowerment of women. The college has formulated its mission statement in accordance with this perspective. We constantly strive to operate in a distinctive, original, and inventive manner. The majority of the students come from low-income, rural backgrounds. In keeping with our mission statement, which states that "our aim is to bring the girl students into the mainstream of higher education," our faculty members recognise their talents and support them. Female students are given an opportunity to develop their academic, professional, cultural, and social consciousness, alertness, and responsiveness through the Earn while Learn programme. To help women become sufficiently confident, the college hosts programmes aimed at empowering them. Several notable female figures are being invited to provide guidance on a number of issues.

To identify the health issues, special health-related seminars and workshops were arranged, along with health check-up camps. The government and private hospitals provided assistance to the individuals in the form of consultations and financial support. We take great pride in the fact that several state, national, and international competitions have chosen our students. They were given the chance to actively participate in shuttle badminton, volleyball, chess, and other sports by the Department of Physical Education.

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

