



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

SREE NARAYANA GURU KRIPA B.ED. COLLEGE

SREE NARAYANA GURU KRIPA B.ED. COLLEGE , NIRMALA BHAVAN,
POTHENCODE THIRUVANANTHAPURAM KERALA

695584

www.sngkcollege.com

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Education shapes society, and at the heart of this transformative process stands the teacher. Sree Narayana Guru Kripa B.Ed College, with nearly two decades of dedication, exemplifies the pivotal role of teacher education. Established on October 19, 2006, in the serene rural outskirts of Pothencode, Thiruvananthapuram, this esteemed institution was founded by Sri. M. Thankappan and is managed by Sri. T. Nirmalanandan.

From its modest inception with 110 students, Sree Narayana Guru Kripa has upheld the highest standards of teacher education, adhering to the guidelines set by the National Council for Teacher Education. The college offers a diverse curriculum across six departments: English, Social Science, Commerce, Physical Science, Natural Science, and Mathematics.

Affiliated with the University of Kerala and functioning as a self-financing institution, SNGK College has continuously met and surpassed the evolving professional standards in education. The institution's legacy of excellence began under the leadership of its first principal, Smt. C. Sarayu, and continued with Smt. Vimalakumari Amma. Today, Dr. Salini S. steers the college as the current principal, supported by a dedicated team OF faculty members, office staff, and librarian.

Sree Narayana Gurukripa B.Ed College's journey from its early days to its present stature reflects a commitment to nurturing educators who are equipped to contribute meaningfully to society.

Vision

1. Quality educational experience to empower the students for shaping the future world
2. Excellence, integrity, leadership and empowerment through quality education
3. Accelerate learning experience based on individualized student need .
4. Transforming students through enriched empowered experiences
5. Through education refine person, renovate society

Mission

- The attainment of liberation through quality learning experience
- Empower the students to achieve excellence

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- **Reputable Management:** The college has a strong foundation in education and community service.
- **Established Legacy:** With 17 years of excellence, the institution is renowned for high-quality teaching

and learning experiences.

- **Qualified Faculty:** The college prides itself on a highly qualified faculty, with a significant proportion holding advanced degrees and extensive experience in their respective fields, fostering an environment of academic rigor and mentorship.
- **Academic Excellence:** The college boasts a pass percentage of over 98% at the University level.
- **Robust Feedback System:** Continuous feedback from students and stakeholders improves the academic environment.
- **Successful Placements:** High placement rates for graduates in reputable schools and organizations.
- **Active Alumni Association:** Provides support in various aspects of college activities.
- **Cooperative Society:** Established for community and student support.
- **Sustainable Practices:** Commitment to eco-friendly initiatives.
- **Transparent Administration:** Adherence to government rules in admissions.
- **High Achievement in Eligibility Tests:** Strong performance in KTET, CTET, SET, NET, etc.

Institutional Weakness

- **Limited Academic Flexibility:** The curriculum is rigid due to strict adherence to the guidelines set by the University of Kerala, restricting the ability to adapt to emerging educational needs.
- **Restricted Collaborations:** There are limited international and national partnerships, which hinders exposure to diverse educational practices and opportunities.
- **Course Introduction Challenges:** The institution faces difficulties in launching new programs because of regulatory limitations imposed by government policies.
- **Insufficient Supporting Staff:** There is an inadequate number of support staff to meet the needs of both faculty and students, impacting the overall efficiency of the institution.

Institutional Opportunity

- **Expanded Collaborations:** There is significant potential for partnerships with national and international organizations, which can enhance the institution's educational offerings and research capabilities.
- **Research Focus:** An increased emphasis on research activities and collaborations can foster innovation

and contribute to academic excellence.

- **Active Alumni Network:** Leveraging the support of an engaged alumni network can facilitate institutional development through mentorship, resources, and networking opportunities.
- **Community Engagement:** Cooperation with the local community enhances outreach and extension services, promoting social responsibility and civic engagement among students.
- **Competitive Exam Preparation:** Opportunities exist to provide specialized training for students preparing for competitive exams, thereby improving their career prospects.
- **Skill Development:** The creation of skill-based courses and incubation centers can equip students with practical skills and entrepreneurial knowledge, meeting industry demands.
- **Blended Learning:** External support for enhancing blended learning methodologies can improve the learning experience, making education more accessible and flexible.

Institutional Challenge

- **Adapting to Educational Changes:** The institution must keep pace with the evolving teacher education system to ensure its curriculum remains relevant and effective.
- **Language Skills Development:** There is a need to enhance communication skills among students, particularly those from backward and remote areas, to better prepare them for professional environments.
- **Faculty Development Participation:** Encouraging faculty participation in development programs can be challenging due to rigid curricular schedules that limit available time.
- **Multidisciplinary Course Implementation:** The institution faces difficulties in equipping itself for the introduction of new integrated programs, which are essential for a modern educational approach.
- **Continuous Professional Development:** Organizing ongoing training programs for faculty is crucial for maintaining teaching quality and adapting to new pedagogical methods.
- **Research Funding:** Providing adequate financial support for initiating research activities remains a challenge, which can hinder the institution's research potential.
- **Teaching Profession Perception:** Addressing and improving the attitudes of new entrants toward the teaching profession is essential for attracting dedicated and motivated educators.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Sree Narayana Guru Kripa B.Ed College ensures effective curriculum delivery through meticulous planning. The college prepares an annual academic calendar, organizes curriculum planning meetings, and conducts internal examinations. Before the academic year starts, meetings with stakeholders are held to coordinate activities. Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) are communicated to both teachers and students, ensuring an organized approach to curriculum delivery.

The college conducts orientation programs for Semester I and III students, including the School Induction Programme. To enhance skills, the college organizes webinars, workshops, and conferences for faculty and students. It also offers 30-day Certification Courses on topics such as Soft Skills, Aerobics, and Communicative English, led by experts and faculty, providing additional skills for teaching careers.

Students are encouraged to engage in self-study with allocated time in the timetable and access to well-equipped computer labs and a library. Practical exposure is provided through curriculum orientation, school induction, internships, and micro-teaching practices. The college familiarizes students with various educational boards by inviting experienced teachers for demonstration classes and facilitating practice teaching across different syllabi, exposing them to diverse school systems.

Professionalism is enhanced through teaching practices, skill development classes, paper presentations, and webinars. Structured feedback on the curriculum from all stakeholders is collected, analyzed, and acted upon to address any issues, ensuring continuous improvement in curriculum delivery.

Teaching-learning and Evaluation

At Sree Narayana Guru Kripa B.Ed College, the teaching-learning process is central to the Teacher Education Programme. The college aims to enhance the professional competency of future teachers by integrating indigenous and global knowledge. Student enrollment follows a transparent and well-administered mechanism, adhering to the norms and policies of state and central government bodies. To meet the diverse needs of students, the college implements various interventions, beginning with an Induction Programme that includes entry-level tests, self-reflective activities, personal counseling, and mentoring.

To build technological competencies, both teachers and students prepare digital learning resources, supported by the college's Learning Management System. Students can access these resources to facilitate participation in self-study courses. Additionally, the college organizes resource classes and workshops every academic year, promoting a blended learning approach that emphasizes collaborative, experiential, and participative learning.

The college integrates both curricular and co-curricular strategies to offer a variety of skill development programs, focusing on techno-pedagogic and life skills through systematic planning. The evaluation process employs both quantitative and qualitative measures aligned with the Course Learning Outcomes (CLOs) and Program Learning Outcomes (PLOs). Internal evaluative measures are consistently implemented, ensuring a thorough and fair assessment. Grievance redressal mechanisms are also in place to monitor and regulate the evaluation process.

The college takes pride in its impressive results, consistently maintaining an almost 100% pass rate each year. This commitment to quality teaching and effective evaluation ensures that students are well-prepared to meet the challenges of the teaching profession in a global context.

Infrastructure and Learning Resources

Sree Narayana Guru Kripa B.Ed College is nestled in a serene environment surrounded by greenery, away from the hustle and bustle of the busy town, situated in Pothencode. The college prioritizes enhancing facilities to support teaching and learning, aligned with its vision and strategic plan. The institution is dedicated to academic excellence, featuring a built-up area of 20000sq. m.

The campus includes a well-designed administrative building and essential amenities such as the Principal's room, Office room, Staff room, Smart Classrooms, Multipurpose Hall/Auditorium, Seminar Halls, IT lab, Canteen, Sick room, Reading Corner, Psychology lab, Science labs, Fitness Centre, Library, washrooms, restrooms, playground, and garden.

A well-equipped Computer Lab supports students' technological needs, while the fully automated central library features both a digital library and a normal library, providing a reading space for 50 students. Wi-Fi networking is available at 200 Mbps, enhancing access to digital resources.

The college offers well-equipped laboratories for Psychology, Computer, language, Social science, Physical Science, Natural Science. A rented furnished hostel accommodates students, and the infrastructure is designed to meet the needs of differently-abled individuals.

Recreational facilities include a gymnasium, yoga space, and sports amenities for cricket, football, and badminton. Additionally, the college has implemented a rainwater harvesting system, complemented by a well for sustainability.

Regular maintenance of infrastructure and equipment is conducted through an annual system, with adequate budget allocations for ongoing enhancement and upkeep. This commitment ensures that the college provides a conducive environment for effective teaching and learning, fostering a holistic educational experience for its students.

Student Support and Progression

At Sree Narayana Guru Kripa B.Ed College, students are central to the educational framework, and the institution is committed to addressing their needs. To enhance their skills and capabilities, the college organizes various programs each year, including webinars, workshops, and seminars that focus on academic, organizational, and technical skills.

A grievance redressal cell is maintained in accordance with UGC guidelines, ensuring prompt resolution of issues. Additionally, financial assistance is provided to eligible students from economically and socially disadvantaged backgrounds. Comprehensive facilities are available for students, including recreational areas, first aid, safe drinking water, hostel accommodations, restrooms for students, and a gymnasium.

In 2022, the college initiated the National Service Scheme (NSS), funded by the Government of Kerala, to encourage student involvement in community service. The college also provides guidance for various teacher eligibility tests, achieving impressive pass rates in KTET, CTET, NET, and SET.

Student representation is a key aspect of college life, with active participation in bodies such as the students' union and various committees and clubs. Each year, student teachers are encouraged to lead the organization of

workshops, seminars, and webinars, fostering their organizational skills.

The college has an Alumni Association that plays a significant role in institutional development. Alumni Day is celebrated annually, recognizing outstanding contributions through various endowments and awards. An Alumni Fund, maintained from donations, supports college welfare activities.

Through these initiatives, Sree Narayana Guru Kripa B.Ed College actively nurtures the growth and progression of its students, ensuring a supportive and enriching educational environment. The college's commitment to student support and development is reflected in its comprehensive approach to education, preparing future educators for successful careers.

Governance, Leadership and Management

Sree Narayana Guru Kripa B.Ed College embodies the vision of great leaders in education. The institution prioritizes value-based quality education through technological advancements, effective pedagogy, and innovative evaluation methods, fostering the global competencies of future teachers.

The college operates with a decentralized governance structure that includes a diverse governing body comprising Management, the Principal, teaching and administrative staff, students, parents, and other stakeholders committed to enhancing quality. Transparency in financial operations is upheld through annual audits conducted by Sree Narayana Trusts and internal auditors.

A Strategic Plan aligned with the institution's vision and mission is developed regularly in consultation with stakeholders. The college ensures effective policy-making and implementation across all governing bodies, strictly adhering to norms set by UGC, NCTE, the State Government, and the University regarding staff appointments and service conditions.

In line with e-governance initiatives, the college implemented a Biometric Digital Attendance System during the COVID era. Administrative functions are digitized through government portals, and student admissions and examination systems are managed via software developed by the University of Kerala.

Over the past five years, all faculty members have successfully completed orientation and refresher courses. The Internal Quality Assurance Cell (IQAC) leads curricular and co-curricular enrichment activities, regularly monitors and evaluates the performance of students, teachers, and administrative staff, and prepares annual academic and administrative audit reports. Additionally, the college organizes quality enhancement programs for both teaching and non-teaching staff and implements welfare measures to support students and staff.

Institutional Values and Best Practices

Sree Narayana Guru Kripa B.Ed College is dedicated to institutional values and social responsibilities through the adoption of environmentally friendly practices, including energy conservation, rainwater harvesting, waste management, and various green initiatives.

The college enforces separate policies for the disposal of solid, liquid, e-waste, and plastic waste. A Biogas Plant has been established to promote sustainable waste management, and plastic waste is collected by the Harithakarmasena of the local panchayat. Regular green and energy audits are conducted to ensure compliance

with sustainability goals.

In alignment with its quality initiatives, the institution has organized two notable programs:

1. **Purnavikas** - This program focuses on the holistic development of students by integrating various curricular, co-curricular, and extracurricular activities.
2. **Digital Library** - The college has established a digital library that provides students with access to a wide range of academic resources, enhancing their learning experience and supporting their research endeavors.

Through these initiatives, Sree Narayana Guru Kripa B.Ed College not only enriches the educational experience of its students but also makes a positive contribution to the community and the environment, embodying principles of sustainability and social responsibility. The college's commitment to these values reflects its mission to nurture well-rounded, socially responsible future educators who are equipped to make a meaningful impact in their communities.

By integrating sustainable practices and focusing on holistic student development, the college stands out as a model institution in the field of teacher education. Its efforts in fostering an inclusive and resource-rich environment demonstrate a strong commitment to both academic excellence and the broader goals of societal well-being.

Research and Outreach Activities

Sree Narayana Guru Kripa B.Ed College actively promotes research, innovation, and outreach among both teachers and students. The institution offers funding for faculty to pursue research on a variety of topics, fostering a culture of inquiry and exploration.

To further enhance academic collaboration, the college regularly hosts conferences that encourage students and faculty to present their findings and publish their research. Notably, students have been recognized with awards for their presentations at various research conferences, demonstrating their commitment to academic excellence.

Over the past five years, faculty members have contributed to the academic community by publishing research papers and articles in various journals and edited books. This commitment to research enriches the educational environment and supports the college's mission of fostering knowledgeable educators.

In addition to research initiatives, the college actively engages in extension and outreach activities aimed at raising awareness of social issues and instilling a sense of responsibility among students. Notable outreach efforts include active participation in flood relief activities during the Kerala floods of 2018 and various COVID-19 prevention initiatives, showcasing the institution's dedication to serving the community.

Collaboration with various organizations enhances the learning experience for prospective teachers. Partnerships with Government and non Government institutions, International and National organizations, Local Self Government and local skill development centers, align practical knowledge with the academic curriculum guided by the University of Kerala.

These collaborative efforts ensure that students not only gain theoretical knowledge but also practical skills relevant to their future careers in education. By integrating research, innovation, and community outreach, Sree Narayana Guru Kripa B.Ed College prepares its graduates to be effective educators and responsible citizens, equipped to address the challenges of modern society.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SREE NARAYANA GURU KRIPA B.ED. COLLEGE
Address	Sree Narayana Guru Kripa B.Ed. College , Nirmala Bhavan, Pothencode Thiruvananthapuram Kerala
City	Thiruvananthapuram
State	Kerala
Pin	695584
Website	www.sngkcollege.com

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Salini S	919-9567205769	9447439995	-	sngurukripa@gmail.com
IQAC / CIQA coordinator	Priya K.S	944-9400076541	9526032694	-	priyaksjith@gmail.com

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

State	University name	Document
Kerala	University of Kerala	View Document

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

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
NCTE	View Document	29-05-2015	96	

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Sree Narayana Guru Kripa B.Ed. College , Nirmala Bhavan, Pothencode Thiruvananthapuram Kerala	Rural	4.05	20000

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BEd,Education,Bachelor of Education	24	Degree or PG	English	55	55

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				10			
Recruited	0	0	0	0	0	0	0	0	4	6	0	10
Yet to Recruit	0				0				0			

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

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				2
Recruited	0	2	0	2
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	1	1	0	2
M.Phil.	0	0	0	0	0	0	0	1	0	1
PG	0	0	0	0	0	0	2	6	0	8
UG	0	0	0	0	0	0	0	0	0	0

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

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

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
		0	2	0	

Provide the Following Details of Students Enrolled in the College During the Current Academic Year

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	7	0	0	0	7
	Female	48	0	0	0	48
	Others	0	0	0	0	0

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

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		0	0	0	0

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Sree Narayana Guru Kripa B.Ed College, affiliated with Kerala University, aligns closely with the NEP 2020's goals to foster a multidisciplinary, holistic education for students. The institution's mission—to empower students through quality learning for achieving excellence and ultimate liberation—drives its commitment to these goals. While the curriculum is primarily set by the university, limiting design flexibility at the institutional level, Sree Narayana Guru Kripa B.Ed College actively adapts its teaching practices to support the integrated, multidisciplinary ideals of NEP 2020. As an affiliated institution, the college's course structure and recognition are governed by the university and the state government,
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both of which are in the early stages of implementing NEP 2020. In anticipation, however, the college has taken proactive steps to align its Integrated Teacher Education Programme (ITEP) with NEP 2020's multidisciplinary and interdisciplinary standards. This readiness is backed by the institution's managing body, the Sree Narayana Guru Kripa Trust, which supports forward-looking educational practices. The college has been adopting and integrating innovative approaches to broaden the scope of learning within its existing course framework. These initiatives include value-oriented courses and community extension services, both aimed at fostering a holistic, multidisciplinary education. Prospective teachers are encouraged to undertake minor projects that explore various educational topics from multidimensional perspectives, cultivating their understanding and application of interdisciplinary studies. One of the college's signature practices is the inclusion of value-oriented programs that aim to develop well-rounded individuals committed to human prosperity and social responsibility. The Student Empowerment Programme (SEP), a best-practice initiative, exemplifies this commitment by focusing on multifaceted development for student-teachers and the surrounding community. This program encourages student-teachers to engage in community-driven projects, action research, and other experiential learning opportunities, particularly tailored to the needs of the rural area where the college is located. Looking ahead, Sree Narayana Guru Kripa B.Ed College plans to deepen its NEP-aligned offerings through more extensive action research and community-based initiatives. These additions are designed to enhance both the student-teachers' professional skills and their understanding of interdisciplinary applications in real-world settings, ultimately strengthening the college's role as an educational leader in the region. By fostering an environment that supports NEP 2020's core principles, Sree Narayana Guru Kripa B.Ed College stands ready to contribute to a transformative educational landscape, equipping future educators with the knowledge, values, and skills necessary for excellence in a multidisciplinary world.

2. Academic bank of credits (ABC):

The Government of Kerala is in the early stages of

	<p>implementing NEP 2020, with the Kerala Higher Education Council and various universities across the state preparing to revamp the existing academic structure to align with the policy's recommendations. This transitional phase includes thorough planning to ensure that the new structure meets the policy's vision for a more inclusive, flexible, and multidisciplinary educational framework. Sree Narayana Guru Kripa B.Ed College will adapt to these changes accordingly, implementing necessary adjustments to align with the state's revised guidelines. This approach reflects the institution's commitment to offering a quality education that is both progressive and responsive to national educational reforms.</p>
<p>3. Skill development:</p>	<p>As a dedicated professional education institution, Sree Narayana Guru Kripa B.Ed College prioritizes value orientation and vocational competencies within its teacher education programs. In alignment with the National Skill Development Corporation (NSDC), the college offers a range of certificate courses and specialized programs aimed at building essential soft skills and vocational capabilities among student-teachers. These initiatives are a core part of the college's commitment to developing well-rounded, skilled educators. The college's skill enhancement programs include certificate courses in areas such as soft skills training, communication development, and aerobics, each designed to improve intellectual, personal, and professional skills. These courses form part of a broader effort to enrich student-teachers' competencies in key areas essential for their future careers. By equipping students with these skills, the institution not only fosters individual growth but also enhances their readiness to meet the demands of the teaching profession. The Student Empowerment Programme (SEP) is a signature initiative that supports holistic growth in student-teachers. SEP is structured into two primary dimensions: activities focused on student development and those aimed at community development. The student-focused activities encompass skill development workshops, seminars on personality and life skills, and training in technological competencies. These programs are instrumental in nurturing students' professional abilities while instilling values that will benefit their personal lives and teaching careers. SEP also includes an emphasis on community involvement through</p>

	<p>various extension services and ethical training. Programs like “Kaithang” promote humanistic values, encouraging student-teachers to engage meaningfully with the community, fostering a sense of social responsibility and empathy. Additionally, the “Purnavikas” program, unique to the institution, reinforces the college’s commitment to holistic student development. By engaging in these community-oriented projects, student-teachers gain firsthand experience in community building, a vital aspect of their role as educators. Aligned with the NEP 2020 vision, Sree Narayana Guru Kripa B.Ed College integrates skill development and value-based education into its SEP initiatives. By continually adapting the SEP framework to meet evolving educational standards, the institution prepares student-teachers not only as effective educators but also as responsible citizens committed to the values and skills necessary for an enriched personal and professional life.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>Sree Narayana Guru Kripa B.Ed College embraces the Indian Knowledge System (IKS) within its teacher education framework, emphasizing three core outcomes: the creation of new knowledge, the wisdom to apply this knowledge appropriately, and the skills to achieve practical results. The University of Kerala's curriculum, which the college follows, is designed to foster these outcomes through strategic integration of IKS into the teaching and learning process. The curriculum provides a robust structure that facilitates knowledge acquisition and application. Instruction is conducted in both English and the mother tongue, ensuring accessibility for all students and encouraging mastery of concepts in a bilingual setting. Students are also allowed to submit assignments and take exams in either language, promoting inclusivity while preserving India’s linguistic diversity. The institution actively preserves and celebrates India’s rich cultural heritage through a variety of annual events and activities. Celebrations of significant cultural days such as Onam, Malayalam Bhasha Dinam, and other culturally important occasions enrich the students' understanding of Indian traditions and values. These events, along with association activities and cultural fests, encourage students to engage deeply with Indian arts, heritage, and language, fostering a sense of pride and</p>

	<p>connection with their cultural roots. In alignment with NEP 2020, the curriculum incorporates visual and performing arts, reflecting the traditional art forms of India. This emphasis is supported by semester-wise workshops on Art and Aesthetic Education, where student-teachers are introduced to various Indian art forms and their pedagogical applications. These workshops enhance student-teachers' skills in integrating traditional arts into their teaching, helping them appreciate the role of aesthetics in education. To further incorporate IKS in line with NEP 2020's vision, the college organizes specialized workshops on traditional Indian art forms as part of its commitment to Art and Aesthetic Education. By providing experiential learning opportunities in these art forms, Sree Narayana Guru Kripa B.Ed College empowers student-teachers to embrace India's heritage and enriches their classroom practices with cultural depth. Through these diverse initiatives, Sree Narayana Guru Kripa B.Ed College ensures that its prospective teachers are well-versed in the Indian Knowledge System, equipping them to preserve, apply, and promote India's rich traditions and values within their future educational endeavors.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>Sree Narayana Guru Kripa B.Ed College has actively transformed its B.Ed curriculum to align with Outcome-Based Education (OBE), ensuring a focus on competency, adaptability, and social commitment, in line with its institutional vision and mission. The college follows the curriculum framework prescribed by the University of Kerala, emphasizing the development of professionally competent and ethically driven teachers prepared to address challenges in an evolving, knowledge-based society. The OBE framework at Sree Narayana Guru Kripa B.Ed College is structured to achieve both Program Learning Outcomes (PLO) and Course Learning Outcomes (CLO). These outcomes are realized through a blend of academic and practical experiences, including school-based and college-based activities, as well as co-curricular and community-oriented programs. To guide students toward achieving these outcomes, the college focuses on attributes essential to modern teaching, such as: 1. Pedagogical Content Knowledge 2. Adaptability 3. Innovation in Teaching Strategies 4. Technological</p>

	<p>Competency 5. Professional Ethics and Commitment 6. Evaluation Competency 7. Development of Personal and Professional Skills Efforts to Embed OBE in the Teaching-Learning Process The college has implemented several strategies to integrate OBE into the teaching-learning process: Job Fairs: Offering career development opportunities to support students' professional aspirations. Resource Talks and Seminars: Engaging students with current educational trends through expert-led sessions, enhancing their understanding of the contemporary educational landscape. Skill-Based Training Workshops: Organizing workshops to cultivate global educational perspectives and skill-based competencies. Institutional Visits: Providing real-world exposure to complement theoretical learning. Competitive Programs: Hosting activities to foster essential skills and competencies through constructive competition. Innovative Classroom Action Research: Encouraging students to engage in classroom-oriented action research to explore and apply innovative teaching strategies. Aligning with the NEP 2020, the college's OBE approach includes organizing resource talks that cover a multidimensional view of education, from curricular aspects to real-world applications. Conducted as seminars and webinars, these sessions offer prospective teachers the chance to deepen their competencies across various educational facets. The participatory, experiential learning model of these sessions also enhances the engagement and skill-building experience for future teachers, aligning with NEP's emphasis on holistic, interactive education. Through these concerted efforts, Sree Narayana Guru Kripa B.Ed College ensures that its graduates are not only knowledgeable but also capable of contributing positively to the education sector, equipped with a robust foundation in Outcome-Based Education practices.</p>
6. Distance education/online education:	<p>The institution currently does not offer any distance education programs. However, it envisions the potential to expand into distance learning by offering various short-term certificate courses. These courses would provide flexible learning opportunities for a broader range of students, aligning with the institution's commitment to accessible and inclusive education.</p>

Extended Profile

1 Students

1.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
54	51	50	49	45
File Description		Document		
Institutional data in prescribed format		View Document		
Any other relevant information		View Document		
Other Upload Files				
1		View Document		

1.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
55	52	50	50	50
File Description		Document		
Letter from the authority (NCTE / University / R		View Document		
Institutional data in prescribed format		View Document		

1.3

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

2022-23	2021-22	2020-21	2019-20	2018-19
9	10	9	1	3
File Description		Document		
Institutional data in prescribed format		View Document		
Central / State Govt. reservation policy for adm		View Document		

1.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
54	51	50	49	45
File Description		Document		
List of final year students with seal and signat		View Document		
Institutional data in prescribed format		View Document		

1.5

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

2022-23	2021-22	2020-21	2019-20	2018-19
54	51	50	49	45
File Description		Document		
Institutional data in prescribed format		View Document		
Consolidated result sheet of graduating students		View Document		

1.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
54	52	50	50	47
File Description		Document		
Institutional data in prescribed format		View Document		
Enrollment details submitted to the state / univ		View Document		

2 Teachers**2.1**

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

2022-23	2021-22	2020-21	2019-20	2018-19
10	10	8	8	7
File Description		Document		
Institutional data in prescribed format		View Document		
Copy of the appointment orders issued to the tea		View Document		

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

2022-23	2021-22	2020-21	2019-20	2018-19
10	10	8	8	7
File Description		Document		
University letter with respect to sanction of p		View Document		
Any other relevant information		View Document		

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

2022-23	2021-22	2020-21	2019-20	2018-19
28.462	38.998	33.075	29.639	25.515
File Description		Document		
Audited Income Expenditure statement year wise d		View Document		

3.2**Number of Computers in the institution for academic purposes..****Response: 26**

File Description	Document
Invoice bills of purchase of computers	View Document
Copy of recent stock registers	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Planning

1.1.1

Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation.

Response:

The institution follows a structured and systematic approach to ensure effective curriculum planning, review, revision, and adaptation to the local context. The key steps in this process are as follows:

1. Academic Calendar Development: At the beginning of the academic year, an Annual Academic Calendar is prepared, aligned with the University Calendar. It includes decisions made in the institution's curriculum planning meetings. Periodic monitoring, mid-course corrections, and updates are incorporated as needed throughout the year.
2. Syllabus Distribution: The semester-wise syllabus for each subject is distributed to students at the start of the academic session. Information about curricular, co-curricular, and extra-curricular activities is shared promptly and made accessible.
3. Timetable Preparation: Before the start of the academic year, the principal and academic coordinator, in collaboration with the faculty, develop a comprehensive timetable. This timetable, which includes both theoretical and practical classes, is published on the college notice board.
4. Assessment Methods: Internal assessments, such as class tests, mid-semester exams, and model exams, are conducted regularly. These exams evaluate students' progress and their understanding of the curriculum objectives.
5. ICT-Enabled Teaching: The institution integrates ICT tools to enhance curriculum delivery. Traditional classroom instruction is blended with technology to create a learner-centered environment. Teaching methods include ICT-assisted learning, experiential learning, participative learning, and problem-solving techniques.
6. Support for Diverse Learners: Remedial classes are organized for students who need additional support, while advanced learners are encouraged to engage in extra academic work. All students are given the opportunity to practice with previous years' university exam papers.
7. Curriculum Review Meetings: At the end of each academic year, a curriculum planning meeting is held to assess the year's progress and to strategize for the upcoming academic year. Each department plans its activities, both academic and non-academic, for the following year based on the university's prescribed curriculum.
8. Feedback and Improvement: Feedback on curriculum delivery is collected from students each

semester. This feedback is analyzed, and actionable steps are taken to improve teaching and learning outcomes based on the results

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

1.1.2

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

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

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

Response: B. Any 4 of the above

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

1.1.3

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

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

Response: A. All of the above

File Description	Document
Report and photographs with caption and date of teacher orientation programmes	View Document
Report and photographs with caption and date of student induction programmes	View Document
Prospectus for the last completed academic year	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
URL to the page on website where the PLOs and CLOs are listed	View Document
Paste link for additional information	View Document

1.2 Academic Flexibility

1.2.1

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

Response: 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
6	6	6	6	6

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

2022-23	2021-22	2020-21	2019-20	2018-19
6	6	6	6	6

File Description	Document
Data as per Data Template	View Document
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	View Document
Any other relevant information	View Document
Academic calendar showing time allotted for optional / electives / pedagogy courses	View Document
Paste link for additional information	View Document

1.2.2

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

Response: 0.8

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

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

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

1.2.3

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

Response: 40.16

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

2022-23	2021-22	2020-21	2019-20	2018-19
50	50	00	00	00

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

1.2.4

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

through

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

Response: A. All of the above

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

1.2.5

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

Response: 41.37

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

2022-23	2021-22	2020-21	2019-20	2018-19
50	50	1	1	1

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

The curriculum of the institution offers students a comprehensive platform to acquire and demonstrate knowledge, skills, values, and attitudes in various learning areas. To give students a strong foundation in the field of teacher education, the college provides Curriculum and Course Orientation. This orientation equips students with the knowledge, skills, attitudes, and competencies necessary to meet the challenges of the 21st century, shaping them into technologically competent teachers and helping them develop a strong teacher identity. Through the integration of Techno-Pedagogic Content Knowledge (TPCK) Analysis, student teachers are trained to effectively use technology in teaching, applying the concepts and skills they learn to real-world situations.

To build the practical teaching skills needed for various levels of school education, the college organizes a School Induction Programme in Semester I. This programme familiarizes student-teachers with the day-to-day functioning of schools and helps them adjust to the school environment. Additionally, Semester III students receive orientation for Practice Teaching, preparing them for active participation in school activities and helping them develop professional skills, capacities, and teacher sensibilities.

The School Internship programme, coordinated with practicing schools, helps student-teachers apply their learning and broaden their professional capacities. Students also engage in Minor Research Projects, guided by supervisors, and participate in Art Education workshops to understand how art can enhance classroom learning and creativity.

To further develop essential teaching skills, the institution incorporates microteaching into the curriculum, allowing prospective teachers to refine their instructional techniques. The college also encourages students to participate in Socially Useful and Productive Work (SUPW), which enhances practical skills, social awareness, and the value of community involvement. The Community Living Camp is another initiative that focuses on personal development, social-relational skills, democratic living, and opportunities for community service. These programmes collectively shape well-rounded,

professional educators prepared to meet the demands of modern education.

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

1.3.2

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

Response:

Sree Narayana Training College, Nedunganda ensures that students are well-versed with the diversity of school systems. Through its School Induction Programme, student-teachers are given the opportunity to gain firsthand experience of school operations, allowing them to familiarize themselves with the school environment, daily activities, and available learning resources.

The institution follows the curriculum of the University of Kerala, which promotes teacher education as a professional learning experience with a global perspective. It emphasizes the development of 21st-century skills and competencies, enabling teachers to reach students from diverse backgrounds, including those in remote areas with varying interests and abilities. The curriculum also introduces student-teachers to the workings of different education boards and assessment systems.

As part of practice teaching, student-teachers engage with classes following both CBSE and State syllabi, helping them understand pedagogical practices across different boards. Additionally, teachers from various boards are invited to conduct demonstration lessons, giving students insight into different teaching methods. The curriculum fosters value-based education, reflecting the cultural, social, political, and moral foundations of Indian society. This value-oriented learning is further supported by the college's various clubs.

During the School Internship programme, student-teachers participate not only in classroom instruction but also in a range of school activities such as mentoring, preparing timetables, student counseling, evaluating students' learning through assignments and tests, and organizing academic and cultural events. These experiences help student-teachers gain a deeper understanding of the diversity in school systems, as they are exposed to different schools during the third and fourth semesters.

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

1.3.3

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

Response:

Sree Narayana Guru Kripa B.Ed College, Pothencode, provides a diverse range of curricular, co-curricular, and extra-curricular learning experiences to ensure the holistic development of every prospective teacher. The college aims to build a strong foundation of professional acumen by offering various activities that emphasize the interconnectedness of learning experiences, thereby enhancing the professional competency of the learners. Throughout the academic year, all activities are aligned with the institution's vision and mission, promoting value-based quality education through purposeful and value-oriented learning experiences.

The institution puts significant effort into helping students understand the interconnected nature of different learning engagements, preparing them effectively for their future professional roles. The teaching and learning experiences provided to the students focus on fostering strong teacher-student interactions. Most of the activities are designed to cater to the diverse needs of students, ensuring individual attention is given to enhance their skills and competencies. Practical experiences, including teaching practices and skill development sessions, are integrated to develop technical competencies as a part of overall professional development in the modern educational context.

The School Internship, a crucial component of the 'Engagement with the Field' area, is conducted in two phases. It enables students to develop a wide range of perspectives, professional capacities, teacher sensibilities, and essential skills, preparing them for the real-world challenges of the teaching profession.

Engaging in research projects is another key aspect of the teacher education program at Sree Narayana Guru Kripa B.Ed College. The institution provides proper guidance and evaluation strategies, encouraging students to undertake Minor Research Projects as part of their curricular work. This process nurtures a spirit of inquiry and enhances the research skills of both students and faculty. During the final semester, students complete and submit innovative research reports in pedagogic and educational subjects, contributing to policy-making and the broader educational landscape.

The importance of professionalism and professional ethics is instilled in students through various forms

of classroom instruction, aiming to provide quality education and cultivate strong values. Faculty members at the college emphasize building a value-based, society-centered, and ethically sound professional culture among students. By serving as role models, the faculty demonstrate the true spirit of professionalism, guiding students to understand the essence of being a dedicated and responsible teacher.

Sree Narayana Guru Kripa B.Ed College has also successfully organized numerous webinars on contemporary issues and multiple perspectives, keeping student teachers updated and informed. These sessions broaden their knowledge base, helping them stay relevant and competitive in the field of education.

The college has consistently seen notable achievements in students qualifying for teaching eligibility tests, including NET, SET, C-TET, and K-TET. This accomplishment is a testament to the quality of training and guidance provided at Sree Narayana Guru Kripa B.Ed College, Pothencode, fostering future educators who are competent, ethical, and well-prepared for their professional journey.

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

1.4 Feedback System

1.4.1

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

Structured feedback is obtained from

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

Response: A. All of the above

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

1.4.2

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

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

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

Response: 98.44

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

2.1.2

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

Response: 1021.56

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

2022-23	2021-22	2020-21	2019-20	2018-19
28	23	36	30	35

File Description	Document
Final admission list published by the HEI	View Document
Data as per Data Template	View Document
Copy of letter issued by State Govt. or Central Govt. indicating the reserved categories (Provide English version)	View Document
Any other relevant information	View Document
Admission extract submitted to the state / university authority about admissions of SC, ST, OBC students every year	View Document

2.1.3

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

Response: 1.58

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

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

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

2.2 Honoring Student Diversity

2.2.1

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

Response:

To effectively identify the diverse learning needs and readiness of students entering our professional education program, the college implements a comprehensive assessment process during the initial stages. Various initiatives are organized to cater to the different categories of students with unique requirements.

One of the primary tools used is the Entry Level Teacher Attitude Scale (TAS), administered by faculty specializing in Educational Psychology. This assessment gauges the students' readiness and attitude toward the teaching profession. Additionally, the college invites eminent professors and subject experts to deliver motivational talks, inspiring students to aspire to be exceptional teachers.

As part of an ice-breaking session, student teachers are encouraged to introduce themselves. This activity not only fosters familiarity among peers and instructors but also helps faculty identify students' skills and any potential inhibitions they may have. Understanding each student's socioeconomic background is another crucial aspect; this allows teachers to provide targeted counseling and support, addressing both economic and social challenges.

The beginning of the academic year includes a Parent-Teacher Association (PTA) meeting, where subject teachers engage in informal conversations with parents. This interaction provides deeper insights into the students' backgrounds and personal circumstances.

To assess the academic competence of student teachers, optional subject instructors conduct content knowledge tests. The results guide the implementation of tailored remedial strategies aimed at enhancing students' subject mastery. Additionally, talent hunt programs are organized as part of the ice-breaking activities, allowing students to showcase their diverse skills and abilities.

These comprehensive programs and assessments during the initial phase of the course enable teachers to understand students on personal, social, and academic levels, ensuring that each student is adequately prepared to succeed in the professional education course.

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

2.2.2

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

- 1. Mentoring / Academic Counselling**
- 2. Peer Feedback / Tutoring**
- 3. Remedial Learning Engagement**

4. Learning Enhancement / Enrichment inputs**5. Collaborative tasks****6. Assistive Devices and Adaptive Structures (for the differently abled)****7. Multilingual interactions and inputs****Response:** A. Any 5 or more of the above

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

2.2.3

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

Response: As an institutionalized activity in accordance with learner needs

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

2.2.4

Student-Mentor ratio for the last completed academic year

Response: 7.71**2.2.4.1 Number of mentors in the Institution****Response:** 7

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

2.3 Teaching- Learning Process

2.3.1

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

Response:

The teaching approach at our college incorporates a diverse range of methodologies to meet the varying needs of student teachers. The choice of instructional mode is carefully determined by factors such as the content being taught, the objectives of the lesson, the complexity of the material, and the individual learning preferences of students. Each topic outlined in the syllabus also indicates the recommended teaching modes, allowing teacher educators to either adopt these methods or adapt to more suitable alternatives.

A blend of different teaching strategies may be employed to effectively convey concepts. This selection process is always grounded in a logical rationale. For instance, experiential learning is emphasized during the pre-practice teaching phase and throughout internships, providing hands-on experiences that enhance learning. Techniques such as discussions, demonstrations, and criticism classes allow student teachers to engage with real classroom situations and develop essential teaching skills.

Micro-teaching sessions serve as simulated environments where students can practice various teaching techniques. These sessions are recorded for later review, enabling student teachers to reflect on their strengths and areas for improvement, aided by immediate feedback from peers and educators. Additionally, seminars, assignments, and debates foster participatory learning, encouraging students to collaboratively prepare and present topics from the syllabus. Such interactions often include constructive discussions that clarify doubts, with the teacher educator providing valuable insights.

While planning lessons for internships, opportunities for brainstorming and problem-solving arise naturally, facilitating the development of critical skills. During the pandemic, classes transitioned to online platforms, where micro-teaching, discussion lessons, demonstrations, and criticism classes continued via tools like Google Meet. The institution had already been practicing blended learning, which proved beneficial during this time, allowing both teacher educators and students to adapt effectively.

Furthermore, student teachers actively utilize ICT during their internships and in preparatory phases, integrating technology into their seminar presentations. Skills such as video recording and script writing

are integral to the syllabus, ensuring that students acquire these competencies. The Capacity Building Program mentioned in the syllabus aims to enhance students' communication, soft skills, and problem-solving abilities, thereby enriching their overall educational experience.

Virtual tours were introduced as an alternative to field trips, which were restricted during the pandemic, enabling students to learn about various locations and conduct virtual explorations. The institution employs multiple teaching modes for different subjects and topics, adapting to the evolving educational landscape and ensuring that students gain knowledge and skills in an engaging and effective manner.

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

2.3.2

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

Response: 81.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
7	7	7	7	7

File Description	Document
Data as per Data Template	View Document
Any other relevant information	View Document
Link of LMS	View Document

2.3.3

Students are encouraged to use ICT support (mobile-based learning, online material, podcast,

virtual laboratories, learning apps etc.) for their learning including on field practice..

Response: 101.85

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

Response: 55

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

2.3.4

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

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

Response: B. Any 3 of the above

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

2.3.5

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

The institution provides effective and comprehensive mentoring to students for the development of professional attributes. Students from diverse cultural and socioeconomic backgrounds, each with different skill sets, are grouped together to facilitate mutual growth. Under the guidance of a faculty mentor, students benefit not only educationally but also socially and skillfully, making their academic journey smoother.

The groups are formed randomly, and students with varying abilities work together under their assigned mentor, who is a teacher educator. This collaborative approach encourages peer support, where students help each other in cognitive and skill-based activities. Together, they participate in activities such as SUPW (Socially Useful Productive Work), arts, and other co-curricular programs. Students who may struggle with communication or other academic and extracurricular areas receive help from their peers to improve their performance.

Every year, a retreat program is organized, where students engage in team-building activities. These experiences foster a sense of accomplishment and boost their confidence to excel further. Mentors also provide guidance in building professional relationships with colleagues and authorities, emphasizing the importance of humility, respect, and courtesy. In many cases, mentors take on a counselor's role, helping students manage personal challenges and guiding them toward living a balanced, stress-free life. Mentors advise students on ways to reduce anxiety and fear in both their personal and academic lives.

In addition, the college arranges sessions with psychologists and seminars on mental health and stability. These interactions give students an opportunity to seek personalized advice and maintain emotional well-being. Many students come from difficult family circumstances, such as poverty, broken homes, or families with issues like alcoholism or substance abuse. Mentoring and personal counseling from teacher educators help students navigate these problems and find emotional reconciliation.

Mentors also assist students in career planning, and various career guidance programs are conducted to help them focus on their future professional paths. Placement drives are held as part of these efforts, where nearby schools assess the skills of student teachers and offer job opportunities. The students who are selected often receive financial benefits, helping them address their economic challenges. To enhance students' knowledge base, mentoring also includes cognitive activities such as discussions and debates on current educational issues. Through these interactions, student teachers learn more about each other's strengths and weaknesses, which fosters personal growth and character development. This holistic mentoring process helps students overcome personal and academic challenges, while building their professional and interpersonal skills for future success.

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

2.3.6

Institution provides exposure to students about recent developments in the field of education through

- 1. Special lectures by experts**
- 2. 'Book reading' & discussion on it**
- 3. Discussion on recent policies & regulations**
- 4. Teacher presented seminars for benefit of teachers & students**
- 5. Use of media for various aspects of education**
- 6. Discussions showcasing the linkages of various contexts of education- from local to regional to national to global**

Response: A. Any 5 or more of the above

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

2.3.7

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

Response:

The teaching-learning process at Sree Narayana Guru Kripa B.Ed College is systematically designed and implemented to ensure the development of creativity, innovation, critical thinking, empathy, and life skills in students. Two case studies are presented to illustrate how teachers effectively cultivate these qualities in students through their teaching methods, and the positive impact it has on the students.

CASE- 01

Ms. Bismina S won "Second prize" for the paper titled "Development of a Package for Enhancing Human Rights Awareness Among Secondary School Students" at the National Seminar on Revitalization

of Teacher Education System for a Self-Reliant India, organized by Fathima Memorial Training College, Kollam, in December 2022.

Ignition : During their teacher education program, student-teachers were encouraged to develop projects on socially, academically, and contextually relevant topics to enhance their skills and knowledge. Ms. Bismina S., a second-year B.Ed. student at Sree Narayana Guru Kripa B.Ed College, Pothencode, Thiruvananthapuram, was motivated to address a significant issue she observed among secondary school students. She noticed a lack of awareness about human rights, which are essential for fostering respect, dignity, and equality among individuals. Driven by this observation, Ms. Bismina decided to explore the development of a teaching package aimed at enhancing human rights awareness among secondary school students.

Extension : Ms. Bismina S. conducted a preliminary survey to assess the level of human rights awareness among secondary school students at Govt. Model Higher Secondary School, Venjaramoodu, Trivandrum. The survey revealed a concerning lack of knowledge about fundamental human rights among the students. In consultation with her supervising teacher, Dr. Salini S., Principal of Sree Narayana Guru Kripa B.Ed College, they developed an action plan to create a comprehensive educational package on human rights.

The methodology adopted was a survey cum experimental method with a single group pre-test and post-test design. A sample of 34 students was selected for the study. Ms. Bismina prepared a well-structured questionnaire to measure students' awareness before and after using the human rights package. The package included detailed information on five essential human rights: the right to education, the right to information, the right to life, the right to equality, and the right to freedom of speech and expression.

The pre-test results indicated a very low awareness of human rights among the students. After implementing the package, a post-test was conducted, which showed significant improvements in the students' understanding and awareness of their rights. The findings demonstrated that the digital package was effective in educating students about human rights, making the learning process engaging and accessible.

Culmination : The successful outcomes of her research motivated Ms. Bismina S. to present her findings on an esteemed platform. She participated in the National Seminar on Revitalization of Teacher Education System for a Self-Reliant India, organized by Fathima Memorial Training College, Kollam, in December 2022. Her paper titled "Development of a Package for Enhancing Human Rights Awareness Among Secondary School Students" was highly appreciated and earned her "Second prize" at the seminar. This recognition underscored her dedication and the practical significance of her research in promoting human rights education among secondary school students.

CASE- 02

Mr. Sarath S and Team Won "Third Prize" in the Skit Competition at the Kerala University Youth Festival 2023.

Ignition: During their B.Ed. program at Sree Narayana Guru Kripa B.Ed College, student-teachers were encouraged to participate in cultural activities that promote creativity, empathy, and critical thinking. Mr.

Sarath S., a second-year student, was particularly interested in social issues related to employment, such as job insecurity, low wages, and lack of adequate rest. After multiple discussions with his team, they decided to highlight these challenges through a skit, addressing the insecurities faced by employees in different job environments. This topic was timely and relevant, reflecting the everyday struggles of workers, which inspired the team to bring it to the forefront of the Kerala University Youth Festival.

Extension: Under the guidance of their mentor, the team worked meticulously to create a skit that effectively portrayed the harsh realities faced by employees. Their performance focused on key issues like insufficient wages, excessive working hours, and the mental and physical strain experienced by workers in uncertain job conditions. The skit was structured to balance humor with impactful moments, ensuring the message reached the audience in a meaningful and relatable way.

At the Kerala University Youth Festival held in Ambalapuzha in 2023, the skit was performed in front of a large audience. Competing with numerous other talented teams, Mr. Sarath and his group delivered a powerful performance that resonated with both the judges and the audience. Their well-crafted portrayal of job-related insecurities earned them Third Prize in the competition.

Culmination: The success of Mr. Sarath S. and his team demonstrated the impact that thoughtful, socially-conscious performances can have. Their skit not only garnered recognition at a prestigious event but also sparked conversations about the pressing issues facing employees in the modern workplace. By blending creativity with empathy, the team effectively used theater to address real-world problems, leaving a lasting impression on the audience and affirming the role of art in raising social awareness.

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

2.4 Competency and Skill Development

2.4.1

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

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

Response: B. Any 6 or 7 of the above

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

2.4.2

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

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

Response: B. Any 6 or 7 of the above

File Description	Document
Reports and photographs / videos of the activities	View Document
Documentary evidence in support of each selected activity	View Document
Data as per Data Template	View Document
Attendance sheets of the workshops/activities with seal and signature of the Principal	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.4.3

Competency of effective communication is developed in students through several activities such as

- 1. Workshop sessions for effective communication**
- 2. Simulated sessions for practicing communication in different situations**
- 3. Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’**
- 4. Classroom teaching learning situations along with teacher and peer feedback**

Response: A. All of the above

File Description	Document
Details of the activities carried out during last completed academic year in respect of each response indicated	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.4.4

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

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

Response: A. All of the above

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

2.4.5

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

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

Response: A. All of the above

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

2.4.6

Students develop competence to organize academic, cultural, sports and community related events through

- 1.Planning and scheduling academic, cultural and sports events in school**
- 2.Planning and execution of community related events**
- 3.Building teams and helping them to participate**
- 4.Involvement in preparatory arrangements**
- 5.Executing/conducting the event**

Response: C. Any 3 of the above

File Description	Document
Report of the events organized	View Document
Photographs with caption and date wherever possible	View Document
Documentary evidence showing the activities carried out for each of the selected response	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.4.7

A variety of assignments given and assessed for theory courses through

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

Response: A. Any 4 or more of the above

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

Other Upload Files

1	View Document
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2.4.8

Internship programme is systematically planned with necessary preparedness..

Response:

The institution ensures a well-structured approach to planning and executing the Internship Program, which is a vital component of the Teacher Education Program. Initially, the assigned teacher educator collaborates with the District Education Officer (DEO) through the college Principal to secure permissions from nearby schools for the internship. This educator also engages with school heads to gather information on their requirements for student teachers.

A comprehensive list of students and schools is compiled, taking into account the school's needs in terms of student numbers and subjects, the college's logistical considerations, and the preferences of the student teachers. Once approval is obtained from the DEO, students are assigned to various schools, and their respective principals are informed. The authorities receive a list of assigned students, along with an overview of the internship details, which serves to orient them about any changes in the curriculum.

To prepare the student teachers, the college conducts an orientation that emphasizes professional conduct, classroom preparation, interaction with school principals and teachers, the execution of school-based practicals, and assessment strategies. This orientation also highlights the significance of modern instructional techniques, aiming to equip them to become effective and proficient educators.

Additionally, student teachers are educated on how to build a professional rapport with their mentor teachers, ensuring a productive relationship rooted in professionalism and collaboration. They receive guidance on assessing students, peer evaluations, and self-assessment techniques. This orientation fosters their integration into the school environment, allowing them to participate in various activities such as providing midday meals, and engaging in arts and sports programs.

Students are also briefed on essential aspects such as discipline, punctuality, dress code, and involvement in the daily activities of the school. They are made aware that their conduct will be continuously monitored and evaluated. Clear expectations are set regarding the respectful treatment of teachers, who are regarded as mentors, and any personal or academic issues should be discussed with them. Students are encouraged to leverage the expertise of their mentors, gaining insights into teaching strategies and classroom management.

Furthermore, prior to conducting their lessons, students must obtain consent from their respective teachers for their lesson plans and ensure that their teaching aids are approved for use. During orientation, students are informed that they will be observed by their teacher educator three times, while their classes will be monitored daily by the school's teachers.

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

2.4.9

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

Response: 9

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

Response: 6

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

2.4.10

Nature of internee engagement during internship consists of

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

Response: A. Any 8 or more of the above

File Description	Document
Wherever the documents are in regional language, provide English translated version	View Document
School-wise internship reports showing student engagement in activities claimed	View Document
Sample copies for each of selected activities claimed	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.4.11

Institution adopts effective monitoring mechanisms during internship programme.

Response:

Sree Narayana Guru Kripa B.Ed. College adopts a comprehensive and structured approach to monitor student-teachers during their internship. The monitoring process spans from the initial induction phase through to the completion of the second phase of the internship. This ensures that student-teachers are guided, evaluated, and improved at each stage of their teaching experience.

Induction Phase: The process begins with an induction program where student-teachers spend a week in school without any formal teaching responsibilities. During this period, teacher educators observe the students' adaptability to the school environment, interaction with students, and classroom management skills. Reports are made based on these observations, and feedback is provided for improvement before they transition to formal teaching.

Internship Phase I: In the first phase of the internship, monitoring is more structured. Each student-teacher's classroom performance is observed three times by their subject-specific teacher educators and once by a general faculty member. The observations follow a detailed observation schedule that evaluates lesson planning, teaching strategies, class management, and student engagement. Feedback is given verbally, and student-teachers are guided on how to refine their teaching methods. Classroom performance is also continuously monitored by the school's teachers and principal, who offer additional feedback and support.

Peer and Self-Evaluation: Peer evaluation plays a key role in fostering collaborative learning. Student-teachers evaluate each other's classes based on predefined criteria, promoting constructive feedback in a non-intimidating environment. Self-evaluation, done through reflective diary writing at the end of each teaching day, allows student-teachers to critically assess their own lesson plans, teaching strategies, and classroom dynamics. This self-reflection helps in identifying areas for improvement and enhancing the overall teaching experience.

Internship Phase II: In the second phase, the monitoring becomes even more intensive. Each student-teacher is observed three times by optional teachers and once by general faculty. As in the first phase, the

observations are criteria-based, and feedback is provided to ensure continuous improvement. School authorities, including the principal and subject teachers, remain actively involved in monitoring and guiding the students.

Physical Education and Health Education Monitoring: The Director of Physical Education observes the Physical Education and Health Education classes during both phases of the internship. Their feedback, based on a criteria-based schedule, helps student-teachers improve their performance in these subjects.

Conscientization Program: During the internship, student-teachers are also required to organize a conscientization program focusing on relevant social, cultural, and health issues. This program is closely monitored by school authorities and offers a platform for student-teachers to acquire skills in event organization and social engagement, benefiting both the student-teachers and the school community.

By integrating multiple levels of observation, peer feedback, self-reflection, and criteria-based assessments, College ensures that student-teachers develop a holistic understanding of teaching, learning, and classroom management during their internship, fostering their growth as competent educators.

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

2.4.12

Performance of students during internship is assessed by the institution in terms of observations of different persons such as

- 1. Self**
- 2. Peers (fellow interns)**
- 3. Teachers / School* Teachers**
- 4. Principal / School* Principal**
- 5. B.Ed Students / School* Students**

(* 'Schools' to be read as "TEIs" for PG programmes)

Response: B. Any 4 of the above

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

2.4.13

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

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

Response: A. All of the above

File Description	Document
Format for criteria and weightages for interns' performance appraisal used	View Document
Five filled in formats for each of the aspects claimed	View Document
Any other relevant information	View Document
Any additional Link	View Document

2.5 Teacher Profile and Quality**2.5.1**

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

Response: 100

File Description	Document
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	View Document
English translation of sanction letter if it is in regional language	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.5.2

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

Response: 23.26

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

Response: 2

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

2.5.3

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

Response: 0.8

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

Response: 8

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

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

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

Response:

At Sree Narayana Guru Kripa B.Ed College, our faculty is committed to continuous professional development, ensuring they stay updated with the latest trends, issues, and policies in the field of education. These efforts are primarily achieved through:

In-House Discussions on Current Developments and Issues in Education:

Regular in-house discussions are organized among faculty members to deliberate on recent advancements in education, emerging pedagogical strategies, and new research in the field. These discussions provide a platform for teachers to share insights, reflect on current issues, and collectively brainstorm innovative approaches to teaching. In addition, the faculty frequently engages in dialogue about the challenges faced by students and how the latest educational developments can address these issues effectively.

Sharing Information with Colleagues and Other Institutions:

Faculty members actively engage in the sharing of information not only within the college but also with other educational institutions. Through webinars, workshops, and conferences, they exchange knowledge on new policies, regulations, and best practices. This network of collaboration with other institutions helps foster a deeper understanding of the educational landscape, enabling teachers to align their methods with national and global standards. Furthermore, sharing policy changes and new regulations ensures that all educators remain compliant with the latest guidelines set by the educational boards and governing bodies.

These initiatives have proven to be essential in maintaining a culture of learning and growth among teachers, allowing them to stay informed and adapt to the evolving educational environment. This constant engagement with both internal and external communities enhances the quality of education provided at the institution and contributes to the professional development of the faculty.

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

2.6 Evaluation Process**2.6.1**

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

Response:

The Continuous Internal Evaluation (CIE) system at Sree Narayana Training College is a robust and structured mechanism designed to provide ongoing assessment of student learning, both in theoretical and practical aspects. This approach ensures that students are continuously engaged in the learning process and are provided with ample opportunities for improvement based on regular feedback.

The evaluation process begins with mandatory mid-semester and model exams, conducted for all students in each semester. These exams are scheduled well in advance, with prior notification provided to ensure students are adequately prepared. The papers are evaluated promptly, and the evaluated answer sheets are returned to students for review, followed by a thorough discussion of the question paper. This discussion session helps students gain a deeper understanding of the points they missed, enhancing their grasp of the subject matter. The marks obtained in these exams are given significant weightage during internal evaluations, contributing to the overall assessment of their performance.

In addition to theoretical exams, student teachers are evaluated based on their participation in training programs such as discussion lessons, micro-teaching sessions, criticism classes, school induction programs, and internships. The performance of student teachers during these programs is closely monitored by both optional and core subject teachers. Evaluations are carried out using an observation schedule with set criteria, ensuring that students receive comprehensive feedback. This continuous evaluation not only monitors the students' teaching performance but also provides opportunities for them to improve after each feedback session.

Throughout the two phases of the School Internship program, student teachers undergo multiple observations by both their optional subject teachers and core paper teachers. Feedback is provided not only through written observation schedules but also through verbal suggestions. This iterative process allows student teachers to refine their teaching methods and classroom management skills continuously. The Principal of the college, along with the mentor teachers from the schools, also play an active role in this evaluation, ensuring a holistic assessment of the student's development.

The Lesson Plans created by student teachers are reviewed and approved by the mentor teachers at the schools, who also observe the delivery of these lessons during internship phases. This provides a real-time evaluation of both the planning and execution of their teaching. The mentor teachers' observations contribute to the internal assessment marks, further emphasizing the importance of practical teaching experience.

Beyond teaching practice, student teachers are also evaluated on various practical tasks listed in the syllabus, such as record-keeping, video scripting, editing, shooting, blog creation, and ICT integration. These tasks are evaluated on an ongoing basis throughout the semesters. Assignments, seminars, and capacity-building activities also contribute to the internal evaluation. For digital projects like ICT-integrated materials, evaluations are conducted digitally, ensuring a comprehensive assessment of their technical competencies.

Extra-curricular activities like Socially Useful Productive Work (SUPW), Art and Aesthetics, Sports, and participation in community engagement initiatives like the Community Living Camp are also given due weightage in the CIE. Teachers responsible for these areas, including the Director of Physical Education,

evaluate the students systematically, ensuring that their contributions are recognized across academic, practical, and extracurricular dimensions.

In essence, the CIE system ensures a well-rounded evaluation of student teachers, promoting continuous growth and improvement through regular feedback. This approach fosters a culture of continuous learning and reflection, which is essential for future educators.

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

2.6.2

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

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

Response: C. Any 2 of the above

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

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

In our Institution, we ensure that the evaluation process is transparent, unbiased, and objective. Every effort is made to conduct evaluations, including practical works, internal exams, and class observations, systematically and fairly by the respective subject and general education teachers. Continuous monitoring and criteria-based assessments ensure that the evaluation process remains free from subjectivity, adhering strictly to predefined norms.

To maintain transparency, internal marks are uploaded through a three-tier system involving the Lecturer, Head of Department (HoD), and finally the Principal. This ensures that all evaluations are verified at multiple levels before being finalized.

The college has an effective grievance redressal mechanism in place to address any examination-related concerns. Once internal marks are consolidated, they are displayed on the notice board for students to review. If any student feels that their marks are not fairly awarded, they can file a complaint with the Principal. The Principal forwards the concern to the respective teacher, who then discusses the criteria and allocated marks with the student. If there is a justified need for change, the teacher revises the marks and resubmits them to the Principal, after which the updated marks are published again.

In cases where the student is not satisfied with the resolution, the grievance is forwarded to the Grievance Redressal Committee for further review. Additionally, students are free to use the suggestion box to express dissatisfaction with the internal examination mechanism anonymously. Regular meetings are held by the Principal and the faculty in charge to monitor the overall examination procedure and ensure that the grievance redressal system functions smoothly.

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

2.6.4**The Institution adheres to academic calendar for the conduct of Internal Evaluation****Response:**

At Sree Narayana Guru Kripa B.Ed College, we strictly adhere to the academic calendar for the smooth conduct of internal evaluations. The academic calendar not only outlines the schedule for internal exams

but also integrates other curricular and co-curricular activities, ensuring that all events are well-coordinated. Every effort is made to follow the calendar closely, although minor adjustments may be required in cases of unexpected holidays or government-declared emergencies.

The academic calendar includes the tentative dates for internal exams—both theoretical and practical—discussion of question papers, distribution of marks, submission of practical works, internal marks display, and the final uploading of marks to the university website. Teachers ensure that portions are completed on time so that students can adequately prepare for exams. Adhering to the academic calendar helps minimize stress for both students and faculty, ensuring that internal assessments are conducted smoothly and efficiently.

The college also follows the calendar for internships, school induction programs, and practicals. Occasionally, adjustments are needed when these activities coincide with school events like arts festivals or sports days. In such cases, the schedule is adjusted accordingly, and days missed during internships are compensated. Despite these occasional changes, the academic calendar serves as a solid framework for ensuring that all programs are completed on time.

Even during the pandemic, Sree Narayana Guru Kripa B.Ed College made significant efforts to adhere to the academic calendar. While certain modifications were necessary—such as rescheduling internships, field trips, and community-based activities—the college remained proactive in maintaining continuity. Online classes were conducted as per the schedule, and events like field trips and community living camps were adapted to digital formats. The college also organized a web conference in collaboration with the Board of Studies, University of Kerala, and key stakeholders to address the challenges of curricular activities during the pandemic.

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

2.7 Student Performance and Learning Outcomes

2.7.1

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

Response:

At our institution, teaching and learning activities are carefully aligned with Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs), ensuring students acquire essential professional and personal attributes for successful teaching careers. The educational process focuses on enhancing cognitive skills while building professional competencies crucial for modern educators.

Students' intellectual abilities and content knowledge are assessed through a blend of internal and external examinations, along with practical tasks in core and optional subjects. These assessments track their progress in mastering essential teaching skills. To further enrich their learning, students are encouraged to undertake Minor Research Projects, which foster creativity, critical thinking, and analytical abilities. These projects help students explore innovative ideas that can influence educational policy and practices.

The institution emphasizes the practical application of teaching techniques. Microteaching sessions allow students to refine their skills in classroom management, instructional strategies, and lesson planning. The School Induction and Internship programs provide hands-on experience in real school environments, helping students bridge the gap between theory and practice. These programs immerse student teachers in school operations, molding them into effective educators.

The institution organizes conscientization programs, community living camps, and extension activities to raise awareness of social, intellectual, and environmental issues. Participation in flood relief, COVID-19 initiatives, and visits to old age homes fosters humanitarian values and social consciousness. These experiences help develop a value system rooted in Indian cultural, social, and moral foundations.

Students also have ample opportunities to enhance their technical and professional skills. Awareness programs, concept mapping exercises, and digital tools such as ICT-based lessons enable students to integrate pedagogical knowledge with modern technology. These tools improve their ability to communicate effectively using both verbal and non-verbal means. Additionally, students are encouraged to organize events, present academic papers, and participate in various competitions, which develop leadership, collaboration, and multitasking skills—key qualities for future educators.

Beyond academics, the institution offers programs that promote personal growth and well-being. Students participate in leadership training, motivational workshops, and confidence-building exercises, focusing on life skills, mental health awareness, and emotional resilience. Yoga and meditation sessions are conducted regularly to promote self-awareness, mental hygiene, and emotional stability. This holistic approach ensures students are equipped to handle the demands of the teaching profession.

Art education and theater practices are integrated into the curriculum to nurture creativity and aesthetic appreciation. These activities, along with other experiential learning opportunities, prepare students to face the challenges of 21st-century education. Ultimately, the institution's teaching and learning processes aim to develop well-rounded, professional attributes in student teachers, ensuring they are equipped to excel in an evolving educational landscape.

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

2.7.2

Average pass percentage of students during the last five years**Response:** 94.38**2.7.2.1 Total number of students who passed the university examination during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
48	50	49	45	43

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

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

At our institution, all student-centered activities are aligned with the Programme Learning Outcomes (PLO) and Course Learning Outcomes (CLO) to ensure that students acquire both professional and personal attributes required for their future roles as educators. The performance of students is continuously monitored, focusing on both their cognitive development and the acquisition of professional skills. Intellectual competency is assessed through internal and external examinations, practical assignments, and tasks associated with core and optional subjects. These assessments are designed to measure not only content knowledge but also the practical competencies necessary for the teaching profession.

In order to foster the development of the skills and competencies outlined in the PLOs and CLOs, a variety of curricular, co-curricular, and extracurricular activities are organized. These activities allow students to apply theoretical knowledge and strengthen their content expertise while also preparing them for real-world teaching challenges. Minor Research Projects are an essential part of this process, enabling students to explore innovative topics that have the potential to influence policy-making and educational practices. Through these projects, student teachers develop critical thinking, creativity, and research

skills, which are crucial for professional growth.

To further enhance students' teaching abilities and professional development, we conduct capacity-building programs. These programs are designed to help students recognize their potential, develop their unique skills, and foster creativity and innovation. Microteaching sessions, for instance, provide students with the opportunity to practice key teaching techniques in a supportive environment, helping them gain confidence and mastery in classroom management, lesson planning, and instructional delivery. The School Induction and Internship programs serve as the practical backbone of their training, offering hands-on experience in real classroom settings and helping them understand the dynamics of a school environment.

In addition to academic and professional training, students are also exposed to social, intellectual, and environmental issues through various sensitization programs, community living camps, and extension activities. These initiatives aim to raise awareness of societal challenges and encourage students to engage in meaningful social work. Participation in programs like flood relief efforts, COVID-19 relief activities, and visits to old age homes nurtures humanitarian values and fosters a deep sense of social responsibility. Through these activities, students develop a value system grounded in the cultural, social, political, and moral frameworks of Indian society.

File Description	Document
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.7.4

Performance of outgoing students in internal assessment

Response: 100

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

Response: 54

File Description	Document
Record of student-wise /programme-wise/semester-wise Internal Assessment of students during the last completed academic year	View Document
Data as per Data template	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.7.5

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

Response:

At our institution, a systematic approach is followed to assess and address the learning needs of student teachers, ensuring that they develop the necessary skills for professional success. This begins with an Entry Level Test, which helps to determine the initial competencies and gaps in knowledge. This is supplemented by continuous interaction with faculty, participation in curricular and co-curricular activities, and ongoing evaluation that enables faculty to understand the evolving needs of each student.

To meet these learning needs, the college adopts a variety of instructional strategies, including seminars, assignments, and both the theoretical and practical aspects of education. These strategies focus on enhancing cognitive, metacognitive, and communication skills, as well as ICT proficiency, essential for modern-day teaching. For example, paper presentations, blogging, and the preparation of video lessons improve communication and technological skills, while lesson planning, concept mapping, micro-teaching, and criticism classes help to sharpen pedagogic and teaching skills.

Students are also exposed to State and National level seminars and conferences, which provide them with opportunities to enhance their cognitive and communicative abilities. Webinars and workshops organized by the institution further strengthen their leadership and managerial skills, while participation in community-based activities, such as pandemic relief efforts, instills a sense of social responsibility.

Extracurricular activities, including field trips, community extension projects, camps, and SUPW (Socially Useful Productive Work), contribute to the holistic development of students, equipping them with valuable social skills and helping them build resilience. These experiences, combined with add-on courses, ensure that students are not only academically sound but also socially committed and mentally resilient.

The effectiveness of this comprehensive approach is clearly reflected in the students' performance in various assessment tasks. University evaluations, both internal and external, assess teaching skills, lesson planning, ICT integration, and evaluation techniques. The consistently high pass rates, with a 100% pass rate in practical exams over the past five years, demonstrate that the institution successfully caters to the identified learning needs of its students. As they complete the course, students display significant

improvement in their cognitive, teaching, ICT, communication, and social skills. They emerge as confident, competent, and compassionate educators, well-prepared to contribute to the education system and society as a whole.

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

2.8 Student Satisfaction Survey

2.8.1

Online student satisfaction survey regarding teaching learning process

Response:

Criterion 3 - Research and Outreach Activities

3.1 Resource Mobilization for Research

3.1.1

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

Response: 1.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
03	03	0	0	0

File Description	Document
Sanction letter from the funding agency	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
Link for additional information	View Document

3.1.2

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

Response: 0.05

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

2022-23	2021-22	2020-21	2019-20	2018-19
0.13	0.125	0	0	0

File Description	Document
Sanction letter from the funding agency	View Document
Income expenditure statements highlighting the research grants received, duly certified by the auditor	View Document
Any additional information	View Document
Link for additional information	View Document

3.1.3

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

- 1. Seed money for doctoral studies / research projects**
- 2. Granting study leave for research field work**
- 3. Undertaking appraisals of institutional functioning and documentation**
- 4. Facilitating research by providing organizational supports**
- 5. Organizing research circle / internal seminar / interactive session on research**

Response: D. Any 1 of the above

File Description	Document
Sanction letters of award of incentives	View Document
Institutional policy document detailing scheme of incentives	View Document
Income-Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	View Document
Documentary proof for each of the claims	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

3.1.4

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

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

Response: A. All of the above

File Description	Document
Reports of innovations tried out and ideas incubated	View Document
Documentary evidences in support of the claims for each effort	View Document
Details of reports highlighting the claims made by the institution	View Document
Copyrights or patents filed	View Document
Any additional information	View Document
Link for additional information	View Document

3.2 Research Publications

3.2.1

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

Response: 0.47

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

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

File Description	Document
First page of the article/journals with seal and signature of the Principal	View Document
E-copies of outer jacket/content page of the journals in which articles are published	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

3.2.2

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

Response: 0.35

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

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

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

3.3 Outreach Activities

3.3.1

Average number of outreach activities organized by the institution during the last five years..**Response:** 18.2**3.3.1.1 Total number of outreach activities organized by the institution during the last five years.**

2022-23	2021-22	2020-21	2019-20	2018-19
48	16	10	13	4

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

3.3.2**Percentage of students participating in outreach activities organized by the institution during the last five years****Response:** 100**3.3.2.1 Number of students participating in outreach activities organized by the institution during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
54	51	50	49	45

File Description	Document
Report of each outreach activity with seal and signature of the Principal	View Document
Event-wise newspaper clippings / videos / photographs with captions and dates	View Document
Any additional information	View Document
Link for additional information	View Document

3.3.3

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

Response: 36.55

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

2022-23	2021-22	2020-21	2019-20	2018-19
48	16	10	13	4

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

3.3.4

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

Response:

The institution actively organizes community extension practices under the programme “**Samanwayam**,” recognized as a best practice of the college. These initiatives aim to sensitize students to social issues and encourage them to contribute to community development. Key organizing units include:

Samanwayam – Best Practice of the Institution

This program consists of four clubs—**Legal Club, Eco Club, Media Club, and Women's Club**—which lead various outreach activities. These include awareness programs, community surveys, campaigns, and food donations, consistently incorporating sensitivity towards social issues.

Club Activities

The activities organized by these clubs focus on social awareness and extend support to the community. Regular extension services and campaigns address issues such as legal awareness, environmental sustainability, media literacy, and women's rights.

Community Living Camp

During the community living camp, students participate in extension services like street plays, food donations, campaigns, and flash mobs. These activities raise awareness on various social issues within the community.

National Service Scheme (NSS)

The NSS unit was established in the college in 2022, marking the first instance in teacher education institutions in Kerala. The state-level inauguration of this unit was held at the college, reinforcing its commitment to community service.

Flood Relief (2018, 2019)

The institution supported flood victims in Pathanamthitta, providing essential items like clothes, utensils, and provisions. Counseling sessions were also arranged for the affected families. The “**Kaithangu**” initiative further assisted by distributing provision kits to those in need.

Corona Awareness Programme (2020-21)

During the pandemic, the college distributed corona kits and conducted awareness programs to educate the community on safety measures and preventive actions.

Sensitizing Programmes and Women's Issues

- **Social Awareness:** Workshops were organized on topics like mental health, environmental issues, and gender sensitivity to educate and empower students.
- **Skill Development:** Skills workshops were held to prepare students for active engagement in community services.

Self-Defense Training

Kung fu classes were conducted to equip students with self-defense skills, enhancing their safety, confidence, and well-being.

Gender Awareness Talks

Talks on gender awareness were organized to promote equality and understanding, helping students develop a respectful attitude toward diverse identities.

Awareness Campaigns

- **Art Exhibitions:** Students expressed social issues through art exhibitions that brought attention to

local challenges, fostering creative solutions.

Collaborations

The college partnered with local organizations, such as Santhigiri, to address community needs. Students actively participated in these programs, gaining hands-on experience in planning and execution.

Community Events

Cultural events were hosted to celebrate diversity, allowing students to explore different cultures and perspectives, promoting inclusivity and understanding.

Educational Field Trips

Field trips were organized to give students firsthand experience of social issues, helping them understand community challenges and broadening their perspectives.

Conscientization Programmes

Programs included:

- Practical sessions on internet banking and basic money transactions
- Health and hygiene awareness initiatives
- School-level campaigns on menstrual hygiene and road safety

Through “**Samanwayam**” and its various activities, the institution cultivates a spirit of social responsibility and community engagement among students, preparing them to make meaningful contributions to society.

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

3.3.5

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

Response: 25

3.3.4.1 Total number of awards and honours received for outreach activities from government/

recognized agency during the last five years.

2022-23	2021-22	2020-21	2019-20	2018-19
10	11	2	1	1

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

3.4 Collaboration and Linkages

3.4.1

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

Response: 3

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

2022-23	2021-22	2020-21	2019-20	2018-19
9	3	0	2	1

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

3.4.2

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

Response: 10

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

Response: 10

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

3.4.3

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

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

Response: C. Any 3 or 4 of the above

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

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

Response:

Sree Narayana Guru Kripa B.Ed. College, situated in Pothencode, is fully equipped with modern facilities and learning resources aimed at achieving academic excellence in line with its vision, mission, and strategic plans. Its facilities and resources offer students comprehensive and high-quality educational experiences.

The administrative block is meticulously designed, housing essential facilities such as the Principal's room, Office room, Administrative Office, Staff room, IQAC room, and Smart classrooms. Additionally, the campus features a multipurpose hall/auditorium, seminar halls, IT lab, method labs, co-operative store, SUPW room, library, washrooms, restrooms, playground, and garden. Classrooms are spacious, well-furnished, and ventilated, providing students with comfortable environments conducive to learning and overall development.

Classes are scheduled for optimal utilization of the available physical infrastructure. The college adheres to NCTE norms, with fully functional, well-equipped IT labs and departmental laboratories. Each section of students has separate classrooms and facilities, fostering a conducive learning environment. Facilities are shared between faculties, encouraging collaboration and resource optimization. The campus is Wi-Fi enabled, accessible to both faculty and students.

The institution's library, with its vast collection of knowledge resources and a browsing center, plays a vital role in the intellectual pursuits of students and faculty members. The library accommodates up to 35 users. Outdoor and indoor sports facilities, including a multipurpose auditorium with ICT amenities, cater to various college functions, seminars, conferences, workshops, literary and cultural activities, and community-based events.

Adequate infrastructure is in place for outdoor activities like football, cricket, athletics, as well as indoor games and extracurricular activities. Sree Narayana Guru Kripa B.Ed. College continually endeavors to enhance its infrastructure to create an optimal teaching-learning environment.

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

4.1.2

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

Response: 14.29

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

Response: 2

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

Response: 14

File Description	Document
Geo-tagged photographs	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link to relevant page on the Institutional website	View Document

4.1.3

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

Response: 14.64

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

2022-23	2021-22	2020-21	2019-20	2018-19
16.03	1.77	0.32	1.45	3.22

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

The college library serves as a vital center for student life. The central library houses over 4,835 volumes, including magazines, journals, theses, research projects, newspapers, CDs, and more. It has a reprographic center, an OPAC, and is fully computerized. The reading area is well-equipped to accommodate up to 35 students at once, providing a relaxing setting for studying. It remains open on all working days, and both teachers and students maintain a visitor log. A dedicated rack displays newly arrived books and periodicals.

The college has set up a digital library, providing users with access to a vast range of materials and an almost limitless array of options. Through the internet, e-books, e-journals, and other resources available in the digital library, students can broaden their research. Libsoft is used to computerize and automate the library through the Integrated Library Management System (ILMS). The library has created a database of its collection using the software. Students and faculty members use the central library's online public access catalog (OPAC) to search for books by title, author, subject, and other criteria. All active books are updated in the library software database, and the OPAC is available for students and faculty members.

The library provides access to e-journals, and through the e-ShodhSindhu service, online access to full-text databases from reputed publishers is possible. Newly arrived books are displayed for two weeks on a display stand. At the beginning of each academic year, user orientation is provided to inform students about the various facilities, services, and resources available in the library. Students are given library membership immediately after the admission process. The library also offers reprographic and internet services, and Wi-Fi is available throughout the facility. All electronic resources can be accessed both locally on campus and remotely via Web OPAC. Remote access to the e-library resources is available around the clock.

The library building is centrally located, well-designed, and maintains a conducive atmosphere for learning. It has provisions for both individual and group study, with adequate space for browsing and

relaxed reading. The library subscribes to highly reputed journals, as well as magazines and newspapers for general reading. It also houses a rich reference collection, including the Encyclopedia Britannica, specific subject encyclopedias, yearbooks, dictionaries, and other resources for reference. The collection includes project reports, doctoral theses, and dissertations on a wide range of topics. Additionally, the library is equipped with the latest journals, and provisions have been made to allow downloading and printing of material from these resources.

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

4.2.2

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

Response:

Sree Narayana Guru Kripa B.Ed. College has a fully functional, well-equipped library. The college owns a digital library system that provides students and teachers with remote access to a vast number of e-resources. The OPAC facility allows for easy browsing of books and subscribed e-resources from anywhere at any time. The college uses Libsoft, an integrated, multi-user, user-friendly library management software package that encompasses all aspects of effective library management. Libsoft is a Windows/web-based software that runs in any Windows environment and has an excellent graphical user interface. This software covers all areas of library management, ensuring efficient information management while providing members with convenient access to resources at their fingertips. Faculty and students use the digital library to access various library resources, including e-books, e-journals, e-newspapers, e-theses, e-resources for online courses, career sites, and e-content. In addition to the digital library system, the college has been a member of N-list since 2010, allowing teachers and students to access e-resources at any time.

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

4.2.3

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

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

Response: D. Any 1 of the above

File Description	Document
Data as per Data template	View Document
Any additional information	View Document

4.2.4

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

Response: 0.36

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

2022-23	2021-22	2020-21	2019-20	2018-19
0.33	0.21	0.07	0.91	0.29

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

4.2.5

Percentage per day usage of library by teachers and students (foot falls and login data for online

access) during the latest completed academic year

Response: 11.92

4.2.5.1 Number of teachers and students using library for Month 1(not less than 20 working days) during the last completed academic year

Response: 56

4.2.5.2 Number of teachers and students using library for Month 2 (not less than 20 working days) during the last completed academic year

Response: 104

4.2.5.3 Number of teachers and students using library for Month 3 (not less than 20 working days) during the last completed academic year

Response: 155

4.2.5.4 Number of teachers and students using library for Month 4 (not less than 20 working days) during the last completed academic year.

Response: 205

4.2.5.5 Number of teachers and students using library for Month 5 (not less than 20 working days) during the last completed academic year.

Response: 243

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

4.2.6

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

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

Response: D. Any 1 of the above

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

4.3 ICT Infrastructure

4.3.1

Institution updates its ICT facilities including Wi-Fi

Response:

A well-equipped IT/Computer lab is also operational in the college. The computer lab is furnished with branded PCs and is supported by 500 Mbps leased lines for internet connectivity. It also offers a wide range of licensed system and application software. The entire campus is connected via LAN Messenger, and the internet facility helps students and faculty carry out their academic and other work. A computer assistant is available to support students and faculty with their queries.

The college also has a functional computer lab with excellent IT equipment. The computer lab, equipped with branded PCs and 500 Mbps leased lines, offers a large selection of licensed system and application software. The entire campus is connected through LAN Messenger, facilitating academic and other work for both teachers and students. A computer assistant is available for support.

The campus also has Wi-Fi connectivity, providing unrestricted access to all employees and students. Each department is equipped with computers and other relevant accessories. With the college's G Suite account, online learning has become more convenient. Most official work is completed using ICT, and training is provided to everyone on using ICT in teaching and learning processes. During the pandemic, specific ICT training was organized to enhance digital skills. Students are encouraged to create their own blogs.

The classrooms are equipped with desktop computers, LCD projectors, Wi-Fi, and other amenities. The college's digital library provides easy access to knowledge resources. E-learning resources, such as Shodhganga and the N-List database, are available, along with an e-book and PowerPoint digital library on YouTube, audio and video clips, and electronic journals. The institution also offers a reprographic center to meet the academic document printing and photocopying needs of faculty members, research scholars, and students. The reprographic center extends its working hours beyond class timings to support students in obtaining materials even after their scheduled classes.

The ICT facilities are routinely maintained by the college, and regular updates are conducted. Computers undergo routine formatting, and with the assistance of a computer operator, the college handles the formatting internally.

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

4.3.2

Student – Computer ratio for last completed academic year

Response: 2.08

File Description	Document
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

4.3.3

Internet bandwidth available in the institution

Response: 200

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

Response: 200

File Description	Document
Receipt for connection indicating bandwidth	View Document
Bill for any one month during the last completed academic year indicating internet connection plan, speed and bandwidth	View Document
Any other relevant Information	View Document
Link for additional information	View Document

4.3.4

Facilities for e-content development are available in the institution such as

1. Studio / Live studio
2. Content distribution system
3. Lecture Capturing System (LCS)
4. Teleprompter
5. Editing and graphic unit

Response: D. Any 1 of the above

File Description	Document
List the equipment purchased for claimed facilities along with the relevant bills	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document
Link to videos of the e-content development facilities	View Document
Link to the e-content developed by the faculty of the institution	View Document

4.4 Maintenance of Campus and Infrastructure

4.4.1

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

Response: 31.18

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

2022-23	2021-22	2020-21	2019-20	2018-19
32.44	7.14	3.35	2.41	3.21

File Description	Document
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

4.4.2

Systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. are in place

Response:

Sree Narayana Guru Kripa B.Ed. College, Pothencode, is a well-established Teacher Education Institution contributing to society and the nation. The institution has established transparent and robust procedures for the utilization and maintenance of all physical, academic, and support facilities, which are well-communicated to all concerned stakeholders. Although the college has an efficient management representative to support and monitor its functioning, the management decentralizes all academic and administrative matters by constituting various committees composed of teachers and student representatives, each with specific objectives to achieve the college's vision. For maintaining and utilizing physical and academic resources, a well-prepared plan is in place. A committee, headed by the Principal, oversees this, with teaching and non-teaching staff assigned specific responsibilities to monitor day-to-day activities.

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

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

Response: A. All of the above

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

5.1.2

Available student support facilities in the institution are:

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

- 9.Canteen**
10.Toilets for girls

Response: B. Any 7 of the above

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

5.1.3

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

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

Response: B. Any 5 of the above

File Description	Document
Upload any additional information	View Document
Samples of grievance submitted offline	View Document
Institutional guidelines for students' grievance redressal	View Document
Data as per Data Template for the applicable options	View Document
Composition of the student grievance redressal committee including sexual harassment and ragging	View Document
Paste link for additional information	View Document

5.1.4

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

- 1. Monetary help from external sources such as banks**
- 2. Outside accommodation on reasonable rent on shared or individual basis**
- 3. Dean student welfare is appointed and takes care of student welfare**
- 4. Placement Officer is appointed and takes care of the Placement Cell**
- 5. Concession in tuition fees/hostel fees**
- 6. Group insurance (Health/Accident)**

Response: B. Any 3 or 4 of the above

File Description	Document
Upload any additional information	View Document
Report of the Placement Cell	View Document
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	View Document
Data as per Data template	View Document
Paste link for additional information	View Document

5.2 Student Progression

5.2.1

Percentage of placement of students as teachers/teacher educators

Response: 24.9

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

2022-23	2021-22	2020-21	2019-20	2018-19
22	12	11	10	7

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

5.2.2**Percentage of student progression to higher education during the last completed academic year****Response:** 33.33**5.2.2.1 Number of outgoing students progressing from Bachelor to PG.**

Response: 9

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

Response: 9

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

File Description	Document
Upload any additional information	View Document
Documentary evidence in support of the claim	View Document
Details of graduating students and their progression to higher education with seal and signature of the principal	View Document
Data as per Data Template	View Document
Data as per Data Template	View Document
Paste link for additional information	View Document

5.2.3**Percentage of students qualifying state/national level examinations during the last five years (eg: NET/SLET/ TET/ CTET)****Response:** 61.85**5.2.3.1 Number of students qualifying in state/ national level examinations (eg: NET/SLET/ TET/**

CTET) during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
51	30	27	24	22

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

5.3 Student Participation and Activities**5.3.1****Student council is active and plays a proactive role in the institutional functioning****Response:**

The Student Council at Sree Narayana Guru Kripa B.Ed. College, Pothencode, plays a dynamic and essential role in fostering an engaging, supportive, and enriching campus environment for students. The council's activities focus on promoting student welfare, enhancing the academic experience, and fostering a sense of community and belonging among students. Acting as a liaison between students and the administration, the council encourages open communication and representation, ensuring that student voices are heard, concerns are addressed, and new ideas are implemented.

One of the key contributions of the council is organizing a variety of events that promote cultural engagement, physical activity, and academic growth. Every year, the council hosts the much-anticipated Arts and Sports Festivals, two significant events that bring together students from all departments. These events are designed to build camaraderie, relieve academic stress, and offer platforms for students to display their talents, encouraging both creativity and healthy competition. The cultural events celebrate diversity, with students showcasing their skills in music, dance, drama, and literature. Through these activities, students experience a deeper sense of cultural appreciation and find outlets for self-expression.

The council also recognizes the importance of sports and physical well-being in student life. By organizing various indoor and outdoor sports competitions, the council promotes the values of teamwork, discipline, and resilience. These sports events not only encourage physical fitness but also foster a spirit of sportsmanship and perseverance among students, which are essential qualities for their personal and professional lives.

Beyond extracurricular activities, the council plays a crucial role in supporting students academically.

The council facilitates numerous workshops, seminars, and guest lectures on topics relevant to current trends in education, providing students with valuable learning opportunities. These events connect students with experienced educators and professionals, offering them insights into new teaching methodologies, digital tools, and educational developments. Additionally, the council oversees the publication of the college magazine, which provides a creative platform for students to share their ideas, achievements, and artistic expressions. This publication encourages the development of writing and communication skills and serves as a record of the college's vibrant student life.

The council's role as an advocate for students is another vital function, as it helps to address various concerns and improve student welfare. By maintaining open channels of communication with the administration, the council represents the collective interests of the student body, ensuring that feedback is gathered and appropriate action is taken on issues related to academics, facilities, and campus policies. This advocacy strengthens the students' connection to the college and enhances their overall experience.

In addition to campus-focused activities, the Student Council emphasizes social responsibility through its outreach and community service initiatives. These efforts encourage students to develop empathy, civic responsibility, and a commitment to social change. Whether through awareness programs, community engagement, or charity events, the council instills values of compassion and service in students, promoting a well-rounded educational experience.

The Student Council at Sree Narayana Guru Kripa B.Ed. College stands as a vibrant force that actively enhances the campus experience.

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

5.3.2

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

Response: 11

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

2022-23	2021-22	2020-21	2019-20	2018-19
24	7	8	10	6

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

5.4 Alumni Engagement

5.4.1

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

Response:

The Alumni Association plays an active role in the academic life of Sree Narayana Guru Kripa B.Ed. College, offering a range of support activities that enhance the curriculum. Alumni regularly conduct talks and workshops on relevant educational topics, contributing their expertise in fields such as motivational strategies, classroom management, and digital teaching methodologies. Examples from recent sessions include:

- Motivational Class by Deepa Jayaprakash, Principal, Santhigiri HSS, focusing on resilience and personal growth.
- Personality Development sessions by alumni like Vanditha Babu, which highlight skills essential for professional and personal success.
- Life Skills Development workshops that offer practical guidance to students, preparing them to excel in diverse teaching environments.
- Career Development session taken by Bismina S highlights the innovations happening in the career world.

These interactions not only enrich students' knowledge but also provide them with perspectives on real-world applications of their education, thereby improving their readiness for the teaching profession.

Infrastructure Contributions

The Alumni Association has made numerous contributions to the college's infrastructure, enhancing facilities to support the learning environment. Alumni donations include essential items like seating for classrooms, furnishings for common areas, and technological upgrades. These contributions reflect the alumni's dedication to their alma mater and their desire to provide students with the best resources for their educational journey.

Mentorship and Moral Guidance

Alumni members serve as mentors and role models, sharing experiences and offering guidance on professional conduct, ethical responsibilities, and career planning. They emphasize qualities such as integrity, perseverance, and responsibility, which are vital for a successful career in teaching. These mentorship sessions offer students support as they prepare to enter the workforce, equipping them with both practical skills and a strong ethical foundation.

The Alumni Association of Sree Narayana Guru Kripa B.Ed. College, Pothencode, stands as a testament to the enduring connection between the college and its alumni. Through events like Alumni Day, academic and moral support initiatives, and contributions to infrastructure, the association significantly enhances the quality of education at the college. This collective dedication not only strengthens the institution's mission but also ensures a legacy of commitment and excellence that will inspire future generations. The ongoing involvement of alumni exemplifies the college's core values of community, integrity, and academic excellence, leaving a lasting impact on both the institution and its students.

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

5.4.2

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

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

7. Placement advice and support**Response:** B. Any 4 or 5 of the above

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

5.4.3**Number of meetings of Alumni Association held during the last five years****Response:** 7**5.4.3.1 Number of meetings of Alumni Association held during the last five years**

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

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

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

The Alumni Association of Sree Narayana Guru Kripa B.Ed. College, Pothencode, was established in 2014, supporting the institution founded in July 2006. The association has become a significant pillar of the college, bringing together members who have ventured into teaching and various other fields. The active participation of alumni in the college's activities strengthens the bond between past and present students and contributes to the institution's overall growth.

Roles and Contributions of the Alumni Association

1. Motivating Students

- Awards and Recognition: Alumni members have instituted several awards to acknowledge the achievements of students, which are distributed on Merit Day each year. The awards include:
 - College Topper
 - Best Outgoing Student
 - Psychology Topper
 - Topper in English Language
- These awards serve as an inspiration for students, boosting their confidence and motivating them to set higher goals. Newly enrolled students also attend the award distribution, where they are encouraged to excel by witnessing the achievements of their seniors.
- Motivational Session: On March 12, 2023, the Alumni Association organized a session on "How to Become a Successful Teacher" at the college auditorium. This session encouraged student teachers to stay focused, overcome challenges, build resilience, and learn from others.

2. Involvement in Curriculum Development

- For the academic year 2023-2024, a meeting was conducted on May 25, 2023, involving all stakeholders, including faculty, practice teaching school heads, employers, experts, students, and alumni members. This meeting ensured a comprehensive approach to planning and implementing the curriculum, emphasizing the collaborative spirit of the institution.

3. Organization of Activities Beyond the Classroom

- Executive Meeting and Alumni Day Celebration: An executive meeting of the Alumni Association was held on September 10, 2022, to finalize arrangements for the Annual Alumni Day Celebrations on October 8, 2022.
- Alumni Day Event: The celebration commenced at 10:30 am, with a welcome address by Sri. Ajith Raj R. L., Working President of the Alumni Association, and the session

presided over by Dr. Salini S., Principal of SNGK. The event was filled with nostalgia as participants shared memories, followed by a photo session, lunch, and cultural programs performed by students and alumni. The day's activities concluded at 4 pm.

The Alumni Association of Sree Narayana Guru Kripa B.Ed. College continues to play a crucial role in the institution's regular functioning. By serving as resource persons, motivating students, and participating in curriculum development and extracurricular activities, alumni members contribute significantly to the college's growth. Their ongoing support helps rejuvenate the current students, encouraging them to follow a path of excellence and success.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Vision

Quality educational experience to empower the students for shaping the future world
 Excellence, integrity, leadership and empowerment through quality education
 Accelerate learning experience based on individualised student need
 Transforming students through enriched empowered experiences
 Through education refine person, renovate society

Mission

The attainment of liberation through quality learning experience
 Empower the students to achieve excellence

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

6.1.2

Institution practices decentralization and participative management

Response:

Sree Narayana Gurukripa B.Ed College practices a decentralized and participatory management approach in both academic and administrative activities. The institution has established various committees and

cells to ensure smooth operations, with roles distributed among the Governing Council, Management Committee, staff, and students.

Governing Council and Management Committee

At the governing level, the Management Committee oversees the infrastructure and compliance with the norms of affiliating bodies, working towards the institution's goals. Responsibilities are shared between the Management Committee and the Principal, ensuring that decisions are made collectively. The Principal, along with teaching and non-teaching staff, leads the institution's operations, maintaining communication with the Management.

Principal's Role in Decentralization

The Principal plays a pivotal role by delegating responsibilities to staff and students. Through consultation with various committees, including the Internal Quality Assurance Cell (IQAC), Staff Council, and the College Council, the Principal ensures that all activities are planned and executed based on collective decisions. The institution also follows the guidelines of UGC, NCTE, the Higher Education Council, and the University, forming cells to meet specific regulatory requirements. Key committees and cells include:

- **Internal Quality Assurance Cell (IQAC)**
- **College Council**
- **Student Council**
- **Parent-Teacher Association (PTA)**
- **National Service Scheme (NSS)**
- **Internal Curriculum Committee**
- **Examination Cell**
- **Admission Committee**
- **Purchase Committee**

These bodies facilitate the active participation of faculty, staff, students, and other stakeholders, ensuring the institution functions smoothly.

Faculty-Level Decentralization

Faculty members are actively involved in various committees and are nominated to the IQAC and other bodies by the Principal and Governing Body. The reconstitution of committees each year ensures that all faculty members get exposure to different responsibilities, fostering their professional growth. Faculty-led clubs and committees include:

- **Eco Club**
- **Media Club**
- **Women's Club**
- **Legal Cell**
- **Energy Cell**

The Academic Coordinator oversees academic planning, including semester activities, curricular planning, and internal and external examinations. Additionally, staff advisors coordinate extracurricular

events, often in collaboration with the College Union.

Student Participation and Development

The college emphasizes the holistic development of student-teachers by involving them in various institutional activities. Students participate in decision-making processes, including IQAC meetings and other committee activities. They are entrusted with managing and monitoring curricular and extracurricular events, ensuring the effective use of resources. Through this active participation, students develop organizational skills, leadership, and a sense of responsibility.

Sree Narayana Gurukripa B.Ed College's model of decentralization and participatory management ensures that all stakeholders, from the Management Committee to students, contribute to the institution's success. This approach fosters a collaborative environment where responsibilities are shared, enabling efficient governance and holistic development of all participants.

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

6.1.3

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

Response:

The institution maintains complete transparency in its financial, academic, and administrative functions by clearly defining its vision, mission, objectives, and procedures, and disseminating them at all levels.

Transparency in Academic Functioning

- The annual academic plan is prepared in advance, communicated, and displayed by the respective bodies.
- The college strictly adheres to the academic calendar, which details various activities in advance.
- Admission procedures follow the rules and regulations of affiliating universities and state governments.
- The entire academic structure is clearly explained to all students during an orientation programme conducted by the Principal.

- The credits for each programme and expected outcomes are clearly specified.
- The Internal Curriculum Committee ensures proper monitoring of students' progress, performance, and fairness in evaluation.

Transparency in Administrative Functioning

- Appointments and promotions/placements are undertaken with utmost transparency. All posts are advertised openly, and applications are processed promptly.
- Issues, if any, are addressed by placing them before governing councils such as the Staff Council and Governing Body.

Transparency in Financial Functioning

- The college operates under the direct payment system of Sree Narayana Guru Kripa Trust. Salaries of teaching and non-teaching staff are paid through the Trust, both online and offline, with records maintained and submitted to audit parties as required.
- Student fees are collected using printed receipts, and e-grants and other scholarships are awarded to students online.
- The college maintains bill books, cash books, and contingency registers. Periodic audits by Sree Narayana Guru Kripa Trust are conducted to ensure maximum transparency in accounts.
- Academic and administrative audits are performed internally by the Internal Quality Assurance Cell (IQAC).

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

6.2 Strategy Development and Deployment

6.2.1

The institutional Strategic plan is effectively deployed

Response:

An International Conference on the theme of “Innovations in Education, Research, and Peace Building” was organized by Sree Narayana Guru Kripa B.Ed. College, Pothencode.

An International Conference on the theme of Innovations in Education, Research, and Peace Building was held by Sree Narayana Guru Kripa B.Ed. College, Pothencode, in association with AIRIO Global and the Kerala Higher Education Council from the 26th to the 27th of May 2022. The conference was attended by delegates from different parts of India and abroad, representing various universities, colleges, teacher education institutions, and non-governmental organizations. This international conference highlighted the presentation of new trends, advances, and innovations in all areas of peace education. It brought together leading professionals, academicians, and universities from around the world. Papers were invited on the following subthemes:

- 1.The school education system as a means of social transformation
- 2.The concept of peace education in the educational scenario
- 3.The relevance of non-formal education in empowering people
- 4.The role of media in strengthening peace in society
- 5.Research and innovations in higher education
- 6.Emerging trends in research

Duties Assigned for Faculty

The following faculty members are assigned respective responsibilities as part of the International Conference on the theme of Innovations in Education, Research, and Peace Building, organized by Sree Narayana Guru Kripa B.Ed. College, Pothencode:

- 1.Dr. Dhanya C. S. – Convenor
- 2.Miss Bismina S. – Compering
- 3.Dr. Christopher C. S. – Stage arrangement, food and accommodation, and conveyance
- 4.Smt. Priya K. S. – Reception
- 5.Smt. Aswathy L. – Refreshments and hall arrangement
- 6.Smt. Vimala Kumari Amma S. – Refreshments and technical support

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document
Link to the page leading to Strategic Plan and deployment documents	View Document
Link for additional information	View Document

6.2.2

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

Response:

Appointment and Governance Structure

Appointment of Teaching Faculty

Mode of Appointment: Appointments for teaching faculty are conducted according to the regulations set by the University Grants Commission (UGC) and in compliance with the norms of Kerala University and the National Council for Teacher Education (NCTE).

Appointment of Administrative Staff

Mode of Appointment: Administrative staff members are appointed by the management in adherence to the Kerala Service Rules.

Governance Structure

Governing Body: The college's governing body comprises the Manager, who acts as the employer, and a Management Committee that oversees various responsibilities within the institution.

Leadership and Management

Principal's Role:

Under the leadership of the Principal, the college operates effectively with the support of:

Staff Council

College Council

Administrative Staff

Internal Quality Assurance Cell (IQAC)

Academic Coordinator

IQAC Functions:

The IQAC plays a crucial role in implementing strategic plans and quality initiatives within the institution. Regular meetings are held to ensure the participation of all members and to facilitate collaboration across different departments.

Academic and Administrative Initiatives:

The IQAC is responsible for taking initiatives in both academic and administrative aspects of the college. The Internal Curriculum Committee, led by the Academic Coordinator, oversees academic activities. The Staff Advisor is tasked with managing the activities of the Student Council.

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

6.2.3

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

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

Response: B. Any 5 of the above

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

6.2.4

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

Response:

The Community Living Camp at Sree Narayana Gurukripa B.Ed. College was organized as a part of the curricular activities for second-year students, demonstrating the college's commitment to holistic education through both academic and co-curricular initiatives. The Principal, in collaboration with the Internal Quality Assurance Cell (IQAC), guided the various governing bodies responsible for executing these functions. The Staff Council played a crucial role in the decision-making process, assigning the Staff Advisor the task of organizing the camp during a meeting held on 8th December 2021. The camp was scheduled from 13th to 17th December 2021, with the Staff Advisor planning various activities in consultation with the college union and student representatives. The camp was inaugurated on 13th December at the college auditorium, with activities distributed among student groups under the leadership of faculty members. These activities included awareness programs, community extension services, field visits, campaigns, and recreational activities, all carried out collaboratively by teachers and students. The camp concluded on 17th December with a valedictory ceremony, which featured evaluations and a report presentation, reflecting the successful implementation of the planned activities and the active participation of both students and faculty.

File Description	Document
Minutes of the meeting with seal and signature of the Principal	View Document
Any additional information	View Document
Action taken report with seal and signature of the Principal	View Document
Link for additional information	View Document

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

Sree Narayana Guru Kripa B.Ed College implements various welfare schemes to support both teaching and non-teaching staff. These initiatives include government-mandated benefits and additional assistance designed to enhance the well-being of all employees. The college ensures that staff members have access to the following welfare measures:

Government Schemes

- Provident Fund
- Gratuity
- Communication of Pension
- Maternity Leave
- Earned Leave Increment
- Health Fund Scheme
- Permission to Attend Faculty Development Programs (including refreshing and orientation courses for teachers)
- Training Programs for Non-Teaching Staff

Additional Financial Support

1. Career Advancement: Financial assistance is provided for staff to attend workshops and conferences.
2. Children's Education: Support for the education of children of non-teaching staff members.
3. Festival Celebrations: Festival advances are available to domestic staff to help celebrate various occasions.
4. Medical Treatment: Financial assistance is offered to domestic staff for medical treatment and healthcare needs.

These welfare measures reflect the institution's commitment to the well-being and professional growth of its staff, fostering a supportive and conducive working environment.

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

6.3.2

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

Response: 48.84

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

2022-23	2021-22	2020-21	2019-20	2018-19
8	7	3	1	2

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

6.3.3

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

Response: 7

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

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

File Description	Document
List of participants of each programme	View Document
Data as per Data Template	View Document
Brochures / Reports along with Photographs with date and caption	View Document
Any additional information	View Document
Link for additional information	View Document

6.3.4

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

Response: 13.95

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

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

File Description	Document
Data as per Data Template	View Document
Copy of Course completion certificates	View Document
Any additional information	View Document
Link for additional information	View Document

6.3.5

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

Response:

Sree Narayana Guru Kripa B.Ed College, Pothencode, adheres to the regulations laid down by the University Grants Commission (UGC) regarding minimum qualifications for the appointment of teachers and academic staff. The institution also follows the UGC guidelines for maintaining standards in higher education as per the UGC regulations of 2018, along with any amendments made thereafter.

Performance Appraisal System for Teaching Staff:

1. All teaching staff are evaluated annually through confidential reports and a performance appraisal system. The annual confidential report is prepared by the Principal.
2. Faculty members are assessed based on an annual self-assessment using the Performance Based Appraisal System (PBAS) prescribed by the University of Kerala.
3. Promotions and placements of faculty members follow the PBAS guidelines under the UGC Career Advancement Scheme (CAS).
4. The PBAS proforma, completed by faculty members, is verified by the Internal Quality Assurance Cell (IQAC) and the Principal, and then forwarded to the University of Kerala for further verification. As an aided institution, the Management issues a placement order for faculty members, signifying consent from the appointing authority.
5. The PBAS covers a comprehensive evaluation of the faculty, including their involvement in teaching and learning, participation in organizational and academic activities, research contributions, and other professional skills.
6. Faculty members eligible for promotion are required to appear before a screening cum selection committee.

Performance Appraisal System for Non-Teaching Staff: The college follows a systematic performance appraisal process for non-teaching staff, focusing on their roles, efficiency, and contributions to administrative and support services. Their performance is reviewed annually by the Principal and IQAC,

ensuring a smooth functioning of the institution's administrative operations.

Performance Appraisal System for Non-Teaching Staff

Non-teaching staff are evaluated annually through confidential reports and performance appraisals. The annual confidential report assesses their efficiency, roles, and contributions to the institution's administrative functions.

1. The performance appraisal documents submitted by the non-teaching staff are reviewed and received by the Principal.
2. Placement and promotion of non-teaching staff are conducted in accordance with the rules and regulations outlined in the Kerala Service Rules.
3. The confidential reports for both teaching and non-teaching staff are forwarded by the Principal to the Manager, who issues the placement orders for the employees.

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

6.4 Financial Management and Resource Mobilization

6.4.1

Institution conducts internal or/and external financial audit regularly

Response:

Our institution practices transparent financial administration through clearly well-defined internal and external audits by professionals. The internal auditors observe the income and expenditure related to the institution and its demands, while the external auditors scrutinize the documentation related to the income and expenditure

Process of Internal Financial Audit :- Internal audits are regularly conducted by the principal, members of the planning and purchasing teams, and management members. Initially, the institution issues receipts for student fees, which are subsequently verified by the clerk under the principal's supervision. Monthly

administrative expenses are reviewed by the principal, clerk, and management, who cross-check receipts, bills, and vouchers to ensure accuracy. For stock purchases related to laboratories, the library, uniforms, sports equipment, and other necessities, a systematic process is followed: the principal and staff council prepare a requirement report, which is forwarded to management and discussed in the management committee before purchasing the necessary items. Major, long-term investments, such as significant installations, building construction, and renovations, are based on proposals from the principal and undergo inspection by the internal audit committee. The institution is committed to maintaining high standards of quality, consistently managing resources effectively to meet objectives, regardless of the budget granted and utilized.

Process of the external audit :- The accounts of the college are audited by chartered accountant regularly as per the government rules. The auditor ensures that all payments are duly authorized after the audit, the report is sent to the management for review. Any queries, in the process of audit would be attended immediately along with the supporting documents within the prescribed time limits. Any query or explanation asked by the CA are explained. There are no objections reflected as such in the report yet. The audited statement is signed by the chartered accountant.

File Description	Document
Report of Auditors of last five years signed by the Principal	View Document
Any additional information	View Document
Link for additional information	View Document

6.4.2

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

Response: 0

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

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

File Description	Document
Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

6.4.3

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

Response:

Our institution has its own strategies for the mobilization of the fund and the optimal utilization by adopting the norms assigned by the affiliating university. The mobilization of the fund is essential for the growth of our institution towards the interest of the local community. At present, our institution is not mobilizing funds from government agencies, non-government agencies, and other statutory bodies. The source of income for our institution is students' tuition fees.

Within the collected fees by the student-teachers, our institution utilizes that in an effective and efficient manner for student development, technical development, infrastructural development, and maintenance. Every year, the head of the institution with the staff prepares a financial planning for the upcoming academic year by scrutinizing all the decisions or approvals taken in the meetings of different committees/cells. The proposed financial plan is further carried over to the management for approval by the head of the institution. While preparing the financial plan the need and significance given to all the aspects of expenses like staff salary, traveling, printing & stationary, student welfare, staff welfare, university registration, internet, daily wages, website, electricity, telephone charges, stationaries, outreach activities, guest lectures, monitory assistance, bank charges, advertisement, festival expenses, annual day, maintenance of assets, augmentation, library, digitalization, faculty development programmes, sports, and cultural activities. On receipt of approval and allocation of funds, the decision-making body of the institution utilizes the fund. Internal auditing will compare the income and utilization in tune with the budget and follow up on the variances. The mobilization and utilization of funds are reviewed and necessary mid-course corrections are taken by the head of the institution.

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

6.5 Internal Quality Assurance System

6.5.1

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

Response:

The Internal Quality Assurance Cell (IQAC) of Sree Narayana Guru Kripa B.Ed College focuses on imparting quality education through innovative and comprehensive educational policies. It plays a crucial role in overseeing all aspects of the institution's functioning. The following tasks are regularly performed by the IQAC to ensure quality assurance:

- 1.Improvement Measures in Teaching: The IQAC provides regular inputs based on student feedback to enhance the teaching-learning process for all concerned stakeholders.
- 2.Best Practices and Extension Activities: The cell offers guidance on best practices and extension activities aimed at enhancing community service involvement among students and staff.
- 3.Feedback Analysis: The IQAC analyzes student feedback to identify areas for improvement and to inform decision-making.
- 4.Action Taken Reports: The cell prepares and evaluates action taken reports to monitor the implementation of recommendations made based on feedback.
- 5.Performance Based Appraisal System (PBAS): The IQAC oversees the implementation of the PBAS as part of the Career Advancement Scheme (CAS) for faculty members, ensuring a fair appraisal process.
- 6.New Programs: The IQAC recommends the introduction of new programs in line with government policies to enhance academic offerings.
- 7.Academic and Administrative Audit Reports: The cell conducts audits to assess the academic and administrative functions of the institution, ensuring compliance with quality standards.
- 8.Webinars and Seminars: The IQAC organizes webinars and seminars aimed at quality enhancement, facilitating professional development and knowledge sharing among faculty and

staff.

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

6.5.2

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

Response:

The Internal Quality Assurance Cell (IQAC) of Sree Narayana Guru Kripa B.Ed College focuses on enhancing the quality of education through innovative and comprehensive educational policies. The IQAC plays a significant role in reviewing and improving various aspects of the institution's functioning. The following tasks are regularly performed by the IQAC for quality assurance:

- 1.Improvement Measures in Teaching: The IQAC implements improvement measures based on regular inputs gathered from student feedback, ensuring that teaching methodologies align with student needs.
- 2.Suggestions from Academic and Administrative Audits: The IQAC provides consistent recommendations for improvement derived from academic and administrative audits, promoting a culture of continuous enhancement.
- 3.Best Practices and Community Services: Inputs for best practices and extension activities are provided to enhance community services among students and staff, fostering social responsibility.
- 4.Regular Discussions: Suggestions received from students and staff are discussed in regular IQAC meetings, ensuring a collaborative approach to quality enhancement.
- 5.Annual Quality Assurance Report: The IQAC prepares and submits an Annual Quality Assurance Report that reflects the institution's performance and quality initiatives undertaken throughout the year.
- 6.Student Feedback Analysis: A thorough analysis of student feedback is conducted to identify areas of improvement and celebrate successes, guiding future actions.
- 7.Action Taken Reports: The IQAC prepares Action Taken Reports to document the

implementation of suggestions and strategies aimed at enhancing the teaching-learning process.

8. Performance-Based Appraisal System (PBAS): The IQAC monitors and evaluates the Performance-Based Appraisal System for faculty members, facilitating their career advancement in line with institutional and regulatory standards.
9. Implementation of New Programs: The IQAC ensures that new programs are implemented in accordance with government policies, promoting relevant and timely educational offerings.
10. Academic and Administrative Audit Reports: Regular audits are conducted to evaluate academic and administrative processes, leading to actionable insights for improvement.
11. Organization of Webinars and Seminars: The IQAC organizes webinars and seminars focused on quality enhancement, providing faculty and students with opportunities for professional development and knowledge exchange.

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

6.5.3

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

Response: 10.8

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

2022-23	2021-22	2020-21	2019-20	2018-19
17	13	8	10	6

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

6.5.4

Institution engages in several quality initiatives such as

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

Response: B. Any 3 of the above

File Description	Document
Supporting document of participation in NIRF	View Document
Data as per Data Template	View Document
Consolidated report of Academic Administrative Audit (AAA)	View Document
Any additional information	View Document
Link to the minutes of the meeting of IQAC	View Document

6.5.5

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

Response:

Sree Narayana Guru Kripa B.Ed College focuses on continuous enhancement of its academic and administrative frameworks through a series of quality initiative programs. These initiatives are developed in consultation with the management and the Internal Quality Assurance Cell (IQAC) of the institution to ensure sustained improvement.

Incremental Improvement in the Academic Domain

One of the key areas of development is the upgradation of library resources. The college is integrating the digital library management software 'Web School' into its existing library infrastructure. This software will automate the cataloging of books, journals, and other resources, making them easily searchable for both students and faculty. A notable feature is the integration of e-resources, which will allow access to e-books, academic papers, and online journals, enabling remote access. Additionally, the software can manage inventory, track due dates, process overdue fines, and generate automated reminders for returning books. With individual accounts, students and staff can check book availability and manage their borrowing history online. Upgrading to this system will streamline library management, enhance user experience, and increase engagement with library resources.

Incremental Improvement in Holistic Development

Recognizing the vital role of teacher training colleges in shaping the next generation of educators, Sree Narayana Guru Kripa B.Ed College has introduced "Purna Vikas," a comprehensive model for the holistic development of its students. This program encompasses physical, mental, and cultural aspects of student growth.

For physical development, the college has incorporated several programs, including yoga sessions thrice a week and "Dancepiration," a classical dance program designed to provide physical and mental relief. Alongside yoga and dance, the institution also emphasizes sports, featuring a mixed cricket team and a shuttle badminton team. Plans are underway to introduce a Tadikonda team, with training provided by an international Tadikonda player. Last year, the college successfully organized an inter-collegiate shuttle badminton tournament, which saw participation from 22 teacher training institutions.

In addition to sports, the college promotes a healthy lifestyle by organizing talks on nutrition and well-being once every three months, and displaying informative posters on healthy habits throughout the campus. The institution also fosters social interaction and community engagement by encouraging students to conduct educational sessions for local self-help groups, like Kudumbasree, on topics such as financial literacy, human rights, responsibilities, health, and hygiene. Students actively participate in health check-up camps, collaborative programs with DIET, vegetable gardening projects, youth festivals, and motivational classes.

By meticulously planning a calendar of activities, Sree Narayana Guru Kripa B.Ed College ensures a balanced integration of these diverse programs without compromising the regular academic curriculum. This holistic approach creates a dynamic learning environment, promoting personal growth and preparing students to become exemplary educators.

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

Institution has a stated energy policy streamlining ways of energy conservation, use of alternate sources of energy for meeting its power requirements

Response:

Sree Narayana Guru Kripa B.Ed College has made significant strides in streamlining its energy policy and implementing effective energy conservation measures. The institution recognizes the importance of sustainability and actively promotes practices that conserve energy while utilising alternative energy sources to meet its power requirements. Central to these efforts is the Energy Conservation Cell, chaired by Principal Dr. Salini S., with Dr. Roobina Sonia, Assistant Professor in Mathematics, serving as the Coordinator. The cell also includes Dr. Dhanya, Assistant Professor in English, and Mrs. Priya KS, Assistant Professor in Physical Science, who contribute to various initiatives aimed at enhancing energy awareness and efficiency.

One of the notable achievements of the institution is the installation of LED bulbs throughout the campus. This transition to energy-efficient lighting has significantly reduced electricity consumption, thereby lowering the overall carbon footprint of the institution. To foster a culture of energy conservation among students and staff, the college implements various awareness programs. Each year, on December 14, National Energy Conservation Day is celebrated with informative classes and activities that promote understanding of energy conservation practices. For instance, on January 11, 2021, the college prepared and presented a video on energy conservation, highlighting its significance and practical applications. A session on Energy Conservation was conducted in our college on May 24, 2023. The class was conducted by All India Women's Conference (AIWC), TVM Branch, sponsored by Energy Management cell, Govt. Of Kerala. Such initiatives serve to educate the college community about the importance of energy efficiency and inspire behavioural changes.

The physical structure of the college has also been designed to promote energy efficiency. The buildings are equipped with natural ventilation and lighting, which reduce the need for artificial lighting and climate control. This architectural consideration not only enhances the learning environment but also minimises energy consumption. By optimising the use of natural resources, the college significantly reduces its reliance on traditional energy sources.

In addition to these physical and structural initiatives, Sree Narayana Guru Kripa BEd College actively encourages behavioural change among its students and staff. Practical instructions are provided to students on how to conserve energy in their daily routines, such as switching off lights and electronic devices when not in use. This behavioural shift is crucial for instilling a sense of responsibility towards energy conservation in future educators.

The institution demonstrates a strong commitment to energy conservation through its comprehensive energy policy and practical initiatives. The establishment of the Energy Conservation Cell, coupled with the adoption of LED lighting, the installation of bio bins, and the promotion of awareness programs, reflects the college's proactive approach to sustainability. By integrating energy-efficient practices and

fostering a culture of conservation, the college not only meets its power requirements sustainably but also serves as a model for other educational institutions.

File Description	Document
Institution energy policy document	View Document
Any additional information	View Document
Link for additional information	View Document

7.1.2

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

Response:

The institution is dedicated to maintaining a clean and sustainable campus through efficient waste management practices. The college aims to reduce waste generation, promote recycling, and ensure proper disposal methods in line with environmental standards. The institution focuses on segregating waste at the source, recycling materials, and converting organic waste into useful resources. Waste management in the college is structured around three primary categories: paper waste, plastic waste, and food waste.

1. Paper Waste: Paper waste includes items such as office paper, notebooks, newspapers, and other paper-based materials generated across the college, especially in classrooms and administrative offices. Paper waste is collected in designated paper waste bins located in classrooms, offices, and common areas. The collected paper is then sent to an authorised recycling agency to ensure it is repurposed and does not contribute to landfill waste.

2. Plastic Waste :Plastic waste consists of items such as plastic bottles, wrappers, and other non-biodegradable plastic materials commonly used by students and staff, especially in the canteen and around high-traffic areas. Plastic waste is collected in separate plastic waste bins placed in strategic locations like the canteen and corridors. The waste is then collected by the Haritha Karma Sena of the ward, which handles the disposal and recycling at the Pothencode Panchayat collection centre, ensuring environmentally friendly disposal.

3. Food Waste: Food waste includes leftover food from the college canteen and any other biodegradable waste generated on campus. This waste is organic and can be repurposed through natural processes. Food waste is collected in designated bins placed in the canteen and garden areas. The collected waste is processed in the college's biobins plant to produce manure for the garden. Additionally, some food waste is sent for animal feed, particularly for pigs, contributing to a circular waste management model.

4. E-waste management: The institution has implemented an effective e-waste management system as part of its sustainability initiatives. The system ensures proper collection and disposal of electronic waste generated within the college premises. The collected e-waste, which includes outdated electronic devices, batteries and other electronic components, is systematically gathered and handed over to authorised

vendors for safe recycling or disposal. By collaborating with vendors, the institution ensures that the e-waste is handled in an eco-friendly manner , reducing the negative impact on the environment.

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

7.1.3

Institution waste management practices include

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

Response: C. Any 2 of the above

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

7.1.4

Institution has water management and conservation initiatives in the form of

- 1. Rain water harvesting**
- 2. Waste water recycling**
- 3. Reservoirs/tanks/ bore wells**

4. Economical usage/ reduced wastage**Response:** B. Any 3 of the above

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

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

The Institution is fully committed to establishing a hygienic, sustainable, and clean environment that enhances the standard of living for both students and staff. Recognizing the vital role of cleanliness and environmental stewardship, the college implements a comprehensive range of initiatives aimed at promoting hygiene, maintaining green cover, and ensuring a pollution-free campus. By integrating education, responsibility, and active participation, the institution not only creates a visually appealing campus but also instil a sense of environmental consciousness among its community members. This commitment to cleanliness and sustainability reflects the institution's vision of nurturing not just academically proficient individuals, but also responsible citizens who care for their surroundings.

- Student-led cleanliness drives were organised, with NSS volunteers leading collective efforts to maintain campus cleanliness.
- Strategically placed waste bins facilitated waste segregation for paper, plastic, and food waste, ensuring effective waste management.
- The institution regularly conducted workshops and seminars on the importance of cleanliness and hygiene, fostering a culture of responsibility among students and staff.
- Sanitary pad incinerators have been established in the college to ensure the safe and environmentally friendly disposal of sanitary pads.
- Friendly competitions between departments are conducted to maintain cleanliness and reward the winning team with recognition or prizes.
- Regular tree-planting events engaged students and faculty, enhancing the green cover on campus

and promoting environmental conservation.

- Eco-clubs maintained gardens, lawns, and flower beds, ensuring the campus remained green and well-kept.
- The college utilised compost and vermicompost produced from food and garden waste as organic fertilizers, reducing reliance on chemical fertilizers.
- Energy-efficient lighting, such as LED bulbs, was installed across the campus to reduce energy consumption and minimise pollution.
- The use of natural lighting and ventilation in classrooms and offices was encouraged to further lower electricity usage.
- A rainwater harvesting system was introduced to collect and store rainwater for gardening, conserving water resources.
- Health and wellness programs focused on sanitation, personal hygiene, and mental well-being were conducted regularly, educating students and staff about healthy lifestyles.
- Medical camps were organised in collaboration with KIMS Health Care to address the health needs of the campus community and promote preventive health measures.

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

7.1.6

Institution is committed to encourage green practices that include:

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

Response: C. Any 3 of the above

File Description	Document
Videos / Geotagged photographs related to Green Practices adopted by the institution	View Document
Snap shots and documents related to exclusive software packages used for paperless office	View Document
Income Expenditure statement highlighting the specific components	View Document
Circulars and relevant policy papers for the claims made	View Document
Any additional information	View Document
Link for additional information	View Document

7.1.7

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

Response: 0.92

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

2022-23	2021-22	2020-21	2019-20	2018-19
0.13	0.15	0.11	0.91	0.13

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

7.1.8

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

Response:

The college utilises maximum possible local resources for the benefit of students.

Santhigiri Ashram is a spiritual centre and pilgrimage site, located in Pothencode, near the campus. Santhigiri Ashram, being a significant spiritual and social research centre, offers a unique opportunity for the students of our college to engage in a variety of educational and personal development activities. As a spiritual hub, the ashram can provide students with insights into holistic living, ethical values, and mental well-being, which can complement their academic curriculum. By organising visits to the ashram, students can participate in meditation and mindfulness sessions, which will help them manage stress and improve focus, essential traits for future educators. Additionally, the ashram's emphasis on scientific research and social welfare projects presents an opportunity for students to learn about sustainable practices, community service, and social responsibility.

Representatives from Santhigiri Ashram conduct classes for students that could provide a profound and transformative experience. These sessions could focus on the integration of spiritual wisdom with modern education, helping students to cultivate a balanced outlook on life and teaching. SNGK B. Ed college each year invites the representatives of Santhigiri Ashram for Yoga Classes during community living camp. Our students organise various cultural programs during Santhigiri Fest in different years.

Awareness classes on fire safety were conducted to educate the community on emergency preparedness, while a program organised by the State Institute for the Mentally Challenged at Pothencode Grama Panchayat highlighted the importance of mental health awareness. Furthermore, the Pathway - Social Life Wellness Programme aimed to enhance community well-being, and a Kung Fu self-defence workshop was held at the college, equipping students with essential skills for personal safety. In each year the nearest gas agency organised an informative session for the students. The class covered important safety measures, best practices in using gas appliances, and tips on energy conservation.

These initiatives reflect a strong commitment to community service and awareness in various aspects of social welfare and personal development. The college has a collaboration with Ashraya Mothers Home. The college was in collaboration with Karunya Buds School, Lekshmi Vilasam High School, Pothencode, BNV College of Teacher Education. NSS volunteers organised various programs for Karunya Buds School and donated gifts for the inmates.

The college organised a program namely "Manassinoppam" for the psychological well being of students of nearby schools.

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

7.1.9

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

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

Response: A. All of the above

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

7.2 Best Practices**7.2.1**

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

Response:

Sree Narayana Guru Kripa B. Ed College has launched various initiatives aimed at the holistic development of its students, encouraging them to cultivate a comprehensive outlook in both their

professional and personal lives. Various activities includes:

PODCAST

The institution organised an innovative podcast named “ Njangaloodoppam” , organised by the Media club, held every Friday to promote the artistic talents of students. Functioning much like an FM radio show, this platform provides students with an opportunity to showcase their creativity, voice, and skills. The podcast not only fosters a dynamic environment for artistic expression but also extends its outreach to different parts of Kerala, allowing students to connect with a broader audience. This initiative enriches student engagement while enhancing their confidence and communication abilities.

K- TET ORIENTATION CLASS

Our college organised a K-TET orientation class. Mr. Priya. K. S, acted as the convenor of the class. The class conducted evening sessions from 3 to 4 PM twice in a week. The class was handled by the faculties of our institution and resource persons from various training colleges.

COMMUNICATIVE ENGLISH CLASSES

Sree Narayana Guru Kripa B. Ed College recently organised a Communicative English Program aimed at enhancing the language skills of students. The program was coordinated by Dr. Dhanya. C S, Assistant Professor in English, who designed sessions to improve students' speaking, listening, and writing abilities in English. The initiative provided practical, interactive learning experiences, with a focus on fluency, pronunciation, and everyday communication. Participants actively engaged in group discussions, role-playing, and presentations, contributing to the program's success in fostering confidence and proficiency in communicative English.

DIGITAL LIBRARY- Our institution offers a well equipped digital library providing students and faculty with access to a wide range of ebooks, academic journals and online resources. This digital platform enhances research and learning opportunities, allowing easy access to educational materials from various disciplines, supporting the academic growth and development of the student- teachers.

File Description	Document
Photos related to two best practices of the Institution	View Document
Any additional information	View Document
Link for additional information	View Document

7.3 Institutional Distinctiveness

7.3.1

Performance of the institution in one area of distinctiveness related to its vision, priority and thrust

Response:

The institution is dedicated to foster all round development of its student teachers through a range of distinctive programmes. The college's Poornavikas initiative focuses on the holistic growth of students, encouraging both personal and professional development. Arang promotes artistic expression, giving students the opportunity to explore their creative potential through drama and other art forms. Additionally, Manassinoppam supports the psychological well-being of students, ensuring they receive the emotional and mental health care necessary for a balanced life. These programs reflect the college's commitment to nurturing well-rounded individuals prepared for future challenges.

ABOUT MANASSINOPPAM

SNGK B. Ed College is committed to the holistic development of future educators and actively engages in outreach programs. As part of this endeavour, the college faculties regularly conduct psychology sessions in our college, notably "Manassinoppam." Smt. Vimala Kumari Amma S, Assistant Professor and Head of the Department of Educational Psychology, acted as the convenor of the program. The sessions aim to enhance the psychological well-being of students and equip them with coping mechanisms to manage academic and personal challenges.

OBJECTIVES OF THE PROGRAM

- To raise awareness about mental health and its importance among students.
- To equip students with stress management techniques for handling academic pressures.
- To develop students' emotional intelligence for better self-regulation and interpersonal relationships.
- To build self-esteem and confidence in students through targeted activities.
- To create a supportive environment for open discussion of psychological concerns.
- To promote peer support and collaborative learning through group activities.

METHODOLOGY

- The psychology sessions are structured into various modules focusing on different aspects of mental health:
- **Stress Management:** Techniques such as deep breathing, mindfulness, and time management are introduced to help students cope with academic pressures.
- **Emotional Intelligence:** Students are taught to identify and regulate their emotions, improving interpersonal relationships and decision-making skills.
- **Self-Esteem Building:** Activities to boost confidence and self-worth are incorporated, helping students to develop a positive self-image.

- Peer Interaction: Group activities and discussions encourage collaborative learning and peer support.
- The sessions are interactive, incorporating presentations, role-plays, and Q&A segments to ensure students are fully engaged.

ARANG

The institution actively promoted drama among students, fostering their creative and expressive skills. The college collaborates with the Haske Foundation, which focuses on art and literature, and provides valuable training sessions led by Mr. Kidan Bodi, a renowned figure in drama training. Our students enthusiastically participate in various university arts and drama competitions, consistently achieving remarkable results. Most recently, our students won the drama competition organised by KUCTE Kariavattam, reflecting the high calibre of talent nurtured at our college.

POORNAVIKAS

Sree Narayana Guru Kripa B. Ed College has introduced a class called Poornavikas, which is designed to promote the holistic development of prospective teachers. The program aims to nurture the mental, emotional, and physical aspects of students, ensuring they grow into well-rounded individuals who are prepared to meet the demands of both their personal and professional lives. This initiative reflects the college's commitment to fostering balanced and capable future educators.

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

5. CONCLUSION

Additional Information :

Sree Narayana Guru Kripa B.Ed. College, Pothencode, is a well-established teacher education institution committed to societal and national development. The college has instituted transparent and effective procedures for the maintenance and utilization of its physical, academic, and support facilities, ensuring clarity among all stakeholders.

The management employs a decentralized approach for academic and administrative operations through various committees comprised of faculty and student representatives. These committees focus on specific objectives aligned with the institution's vision, promoting collaborative governance.

To maintain and utilize its resources effectively, the college has developed a comprehensive management plan overseen by a dedicated committee led by the Principal. This committee includes both teaching and non-teaching staff, responsible for monitoring daily operations and ensuring resource efficiency.

Key Maintenance Procedures:

- Infrastructure requests are channeled through the college council to management based on priority and budget.
- Annual maintenance occurs in April and May, with regular cleaning scheduled throughout the year.
- A complaint register allows departments to report maintenance issues, which are then addressed by the maintenance committee.
- Classrooms, laboratories, and offices are secured after hours, and faculty members ensure the preservation of equipment.

Library and Laboratory Management:

- Book purchases are approved by subject teachers and the Principal, with a robust registration process for students.
- Laboratories are supervised, and safety rules are prominently displayed, ensuring compliance during practical sessions.

Technology and Classroom Protocol:

- Strict protocols govern computer lab usage, including a sign-in register and restrictions on personal storage devices.
- Classrooms are allocated for different subjects and exams according to the internal examination committee's directives.

Community Engagement: The college auditorium is available for community activities, fostering outreach initiatives. Overall, the institution's systematic approach to facility management enhances the learning environment while promoting sustainability and community involvement.

Concluding Remarks :

Sree Narayana Guru Kripa B.Ed. College is a distinguished institution in teacher education, exemplifying a profound commitment to academic integrity, community service, and holistic development. With a legacy of 17 years, the college operates under a transparent governance framework that emphasizes decentralization and inclusivity. Through various committees, faculty and students actively engage in the institution's mission, ensuring collaborative efforts toward educational excellence.

The college's dedication to academic achievement is reflected in its impressive over 98% pass rates at the University level, alongside remarkable accomplishments in teacher eligibility tests. The highly qualified faculty cultivates a high standard of teaching and learning, supported by a robust feedback system that allows the institution to adapt to student needs effectively.

A strong emphasis on research and innovation characterizes the college's approach, with funding opportunities for faculty and encouragement for student participation in conferences. These initiatives have resulted in numerous awards, fostering a culture of academic inquiry. Additionally, the active alumni network contributes to continuous collaboration and community engagement, particularly during critical events like the Kerala floods and COVID-19 relief efforts.

While the college faces challenges such as limited academic flexibility and staffing shortages, it embraces opportunities for growth through expanded collaborations and enhanced skill development programs. Its commitment to inclusivity, especially for differently-abled students, and eco-friendly practices further exemplifies its dedication to social responsibility. The college is awarded with A+ Grade by Haritha Kerala Mission, Government of Kerala in demonstrating exemplary and efficient practices adhering green protocol in the fields of waste management, water security, energy and biodiversity conservation in the campus.

In conclusion, Sree Narayana Guru Kripa B.Ed. College represents a balanced approach to teacher education, harmonizing rigorous academic standards with impactful outreach initiatives. As it navigates the evolving educational landscape, the college remains steadfast in its mission to develop educators who are not only academically competent but also socially conscious and committed to their communities.