



YEARLY STATUS REPORT - 2023-2024

Part A	
Data of the Institution	
1.Name of the Institution	Fathima Memorial Training College, Pallimukku,
• Name of the Head of the institution	Dr Anitha N
• Designation	Principal
• Does the institution function from its own campus?	Yes
• Alternate phone No.	04742727368
• Mobile No:	9496378789
• Registered e-mail ID (Principal)	fathimabed@gmail.com
• Alternate Email ID	ambilishyam28@gmail.com
• Address	Fathima Memorial Training College Pallimukku, Vadakkevila P O kollam 691020
• City/Town	Kollam
• State/UT	Kerala
• Pin Code	691010
2.Institutional status	
• Teacher Education/ Special Education/Physical Education:	Teacher Education
• Type of Institution	Co-education

• Location	Urban				
• Financial Status	Self-financing				
• Name of the Affiliating University	University of Kerala				
• Name of the IQAC Co-ordinator/Director	Dr Mini K S				
• Phone No.	9495655748				
• Alternate phone No.(IQAC)	047427272368				
• Mobile (IQAC)	9074136943				
• IQAC e-mail address	fathimaiqac07@gmail.com				
• Alternate e-mail address (IQAC)	drminiajith@gmail.com				
3.Website address	https://fmtcpallimukku.com/				
• Web-link of the AQAR: (Previous Academic Year)	nil				
4.Whether Academic Calendar prepared during the year?	No				
• if yes, whether it is uploaded in the Institutional website Web link:					
5.Accreditation Details					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	A	3.19	2012	03/07/2012	04/07/2017
6.Date of Establishment of IQAC			01/01/2009		
7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNTT etc.					
Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount	
Nil	Nil	Nil	Nil	Nil	
8.Whether composition of IQAC as per latest			No		

NAAC guidelines	
<ul style="list-style-type: none"> • Upload latest notification of formation of IQAC 	No File Uploaded
9.No. of IQAC meetings held during the year	3
<ul style="list-style-type: none"> • Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? 	Yes
<ul style="list-style-type: none"> • (Please upload, minutes of meetings and action taken report) 	View File
10.Whether IQAC received funding from any of the funding agency to support its activities during the year?	No
<ul style="list-style-type: none"> • If yes, mention the amount 	
11.Significant contributions made by IQAC during the current year (maximum five bullets)	
<p>1.Two day National Seminar Conducted in collaboration with vidhyabhyasa vikasa kendram 2 Innaguration of palliative care unit 3.Awareness class for the marginalized sections of neighbour hood regarding various sections 4.Vocational Training for Kudumbasreeunit 5.Special Tutition for the economically backward students of the teaching practice schools</p>	
12.Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year (web link may be provided).	
Plan of Action	Achievements/Outcomes
Enhancement of ICT among B.Ed Students	Prepration of PPT,E-content,Digital Text,Videos ,Digital Albums etc
13.Whether the AQAR was placed before statutory body?	Yes
<ul style="list-style-type: none"> • Name of the statutory body 	

Name of the statutory body	Date of meeting(s)
Fathima Memorial Educational Trust	11/04/2024

14. Whether institutional data submitted to AISHE

Year	Date of Submission
2022-2023	27/02/2024

15. Multidisciplinary / interdisciplinary

(a) To be a teacher education Institution par excellence Striving professionally empower the prospective teachers in the art and science of teaching and be competent enough to synergize the challenges of the changing world (b) The institution provides six optional subjects and 9 core subjects along with physical education, visual arts, performing arts & yoga the 9 core subjects consist of educational philosophy, Education Technology. There is perfect blend of course modules with mandatory lab assignments and group projects for practical implementation of theoretical knowledge. Students of humanities subjects are experiencing the scientific flavour their core subjects and develop STEM graduate skills to become professionals in their teaching and technical fields, that are dynamic Education philosophy enables students of Arts and Science to develop philosophical outlook to learning process. Educational psychology deals with the scientific learning theories that can be adopted to the learning process. How to incorporate technology with one's subject is dealt within educational technology (c) The institution follows every day assembly in the morning before the class. The National Pledge and Pledge against violence towards women inculcate good values to students. The students are taken to visit old age homes, the college union honours senior citizens on International Day of Older Persons, distribution of food packets in the district hospital in Kollam district, charitable programmes by students on FO founders day, donating blood to the needy patients, donating stationery kits to students of near by school, observance of nationally important days, celebrating national festivals, Palliative service by our students to near by patients, cleaning the grounds of village office, Ayurveda hospital and market road as extension service that inculcate selfless service and moral values among students Solar waste management, plastic free environment of college and the green campus provide effective environmental education to students (d) (e) (f) The curriculum Arts, Sports, Health Education and Yoga for the wellness of

students mental and physical development multidisciplinary approach of the curriculum provide subject association activities, yoga classes, wellness programme, science clubs and literary clubs. In addition to this we are planning to conduct Certificate Courses in Hindi Sanskrit & Yoga to promote multidisciplinary and interdisciplinary approach of the college

16. Academic bank of credits (ABC):

The implementation of the Academic Bank of Credits (ABC) into the curriculum is expected to be highly beneficial for students, allowing them the flexibility to pursue their courses of their choice. The institution has completed its registration under the ABC initiative. The college has actively encouraged student enrollment and the successful completion of Academic Bank Credit, demonstrating its commitment to fostering credit-based learning opportunities. The institution remains enthusiastic and fully prepared to participate in the ABC.

17. Skill development:

(a) The institution provides capacity building programmes in stress Management, Leadership qualities, Communicative Skill, Personality Development (b) Vocational education also integrated into the main stream education by providing classes in Socially Useful Productive Work. Here the students learn making of bags, purses, mats, soaps, lotions, detergents, pens, flower vases, cakes, chocolates, cookies, etc (c) Value based education provided to students by conducting Assembly with Thought for the Day that provide moral values, National Days are observed with talks seminars, patriotic songs and messages, National Pledge is taken by students and staffs everyday. National festivals, birthday of national personalities are celebrated. Constitutional awareness is provided through speeches by eminent persons, Pledge against violence towards women, meditation and yoga classes to calm the minds of students inculcate non-violence, peace, truth and love in students (d) (i) nil (ii) The institution provides Awareness Classes on financial and economic matters to students, Money saving mentality is developed through classes of SEBI (Security and Exchange Board of India) veteran in collaboration with FEVICRYL our students learn Fabric painting puppet making, clay jewellery, flora and fauna painting etc students are trained in culturing also as part of curriculum (e) Students prepare PPT presentation, Digital profile album, videos, Blog, Digital Text & E-content. They also practice blended teaching and learning. Students take ICT oriented classes also during the teaching practice in school

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

Indian Knowledge System The Bhartiya way is sustainable and strives for the welfare of all. It is important that we regain the comprehensive knowledge system of our heritage and demonstrate the 'Indian way' of doing things to the world. This requires training generations of scholars who will demonstrate and exemplify to the world a way of life so unique and peculiar to our great civilization. It promotes indigenous knowledge systems. IKS is a systematic method of transferring knowledge from one generation to the next. It includes knowledge from ancient India, such as Vedic literature, the Upanishads, and the Vedas. IKS also includes tribal knowledge, traditional learning methods, and knowledge of mathematics, philosophy, architecture, medicine, and more. The NEP, 2020 recognizes this rich heritage of ancient and eternal Indian knowledge and thought as a guiding principle. The Indian Knowledge Systems comprise of Jnan, Vignan, and Jeevan Darshan that have evolved out of experience, observation, experimentation, and rigorous analysis. This tradition of validating and putting into practice has impacted our education, arts, administration, law, justice, health, manufacturing, and commerce. This has influenced classical and other languages of Bharat, that were transmitted through textual, oral, and artistic traditions. "Knowledge of India" in this sense includes knowledge from ancient India and, its successes and challenges, and a sense of India's future aspirations specific to education, health, environment and indeed all aspects of life. In order to realize these goals of NEP 2020, a number of activities have been undertaken by the Ministry of Education, Regulatory Bodies (UGC & AICTE) and HEIs to reach out to public through various mechanisms: Establish institutional support mechanisms through the establishment of the IKS centers which will be catalysts for initiating research, education, and outreach activities in various parts of the country. Provide initial seed funding for the establishment of IKS Centers in various HEIs. Dedicated research grants may be proposed through NRF in the future to boost IKS. Provide avenues for student internships/apprenticeships and provide counselling to IKS learners. IKS-related research proposals. Universities in all States/UTs may introduce learner credits or IKS electives in all courses for imbuing learners across all disciplines with traditional knowledge and pride. UGC has already made it mandatory to include 5% of the total credits in the curriculum related to the IKS courses. The IKS Division has brought together leading thinkers and practitioners of various knowledge domains to develop Vision 2047 documenting a roadmap for establishing thriving Bh?rat?ya Gnana Parampar?..

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

The institution has taken efforts to transform the curriculum based on appropriate Outcome Based Education. Programme Learning Outcomes (PLO) and Course Learning Outcomes (CLO) for all courses are prepared in tune with the spirit of NEP 2020. Mapping of PLOs with CLOs are done. The teaching learning and assessment of students are in alignment with the learning outcomes. IQAC organised faculty development programmes on Curriculum aspects based on Outcome Based Education. All the faculties are trained in OBE. During student induction programme, students are given an orientation on PLOs and CLOs which are published in the website.

20.Distance education/online education:**Extended Profile****1.Student**

2.1	219
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Number of students on roll during the year	
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File Description	Documents
Data Template	View File

2.2	240
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Number of seats sanctioned during the year	
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File Description	Documents
Data Template	View File

2.3	21
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Number of seats earmarked for reserved categories as per GOI/State Government during the year:	
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File Description	Documents
Data Template	View File

2.4	100
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Number of outgoing / final year students during the year:	
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File Description	Documents
Data Template	View File
2.5 Number of graduating students during the year	100
File Description	Documents
Data Template	View File
2.6 Number of students enrolled during the year	100
File Description	Documents
Data Template	View File
2. Institution	
4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	600000
4.2 Total number of computers on campus for academic purposes	40
3. Teacher	
5.1 Number of full-time teachers during the year:	22
File Description	Documents
Data Template	View File
Data Template	View File
5.2 Number of sanctioned posts for the year:	26
Part B	
CURRICULAR ASPECTS	
1.1 - Curriculum Planning	

1.1.1 - Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation. Describe the institutional process of planning and/or reviewing, revising curriculum and adapting it to the local context in not more than 100 - 200 words

The institution gives emphasis to the program specific outcomes of the B.Ed programme as mentioned in the curriculum of the University of Kerala. Curriculum planning is done to equip the prospective teachers with adequate knowledge ,Competencies and skills to face the upcoming challenges in life. The steps followed by the institution for planning and/or reviewing revised curriculum and adapting it to the local context are as following.

- An in house curriculum planning meeting is conducted prior to the commencement of the academic year. Curriculum planning is the combined effort of both the Management and the faculty of the institution.
- Due consideration is given to the university calender for preparing the annual Academic Calender of the institution and midcourse corrections are done whenever necessary.
- Curriculum planing focuses on the holistic development of the prospective teachers and moulding them to a techno-pedagogically competent teachers.
- Time table is constructed by incorporating the decisions made in the curriculum planning. It is made available to the students later.
- Proper provisions were made in the time table to internalise appropriate theoretical and practical aspects .Semester wise internal tests and model examinations are conducted to evaluate the performance of students.
- Feedback from stakeholders ensure effective necessary modifiacations.

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

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

B. Any 5 of the above

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

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

A. All of the Above

**students through Website of the Institution
Prospectus Student induction programme
Orientation programme for teachers**

File Description	Documents
Data as per Data Template	View File
URL to the page on website where the PLOs and CLOs are listed	https://fmtcpallimukku.com/wp-content/uploads/2024/12/1.1.3plo2.pdf
Prospectus for the academic year	View File
Report and photographs with caption and date of student induction programmes	View File
Report and photographs with caption and date of teacher orientation programmes	View File
Any other relevant information	No File Uploaded

1.2 - Academic Flexibility

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

1.2.1.1 - Number of optional / elective courses including pedagogy courses offered programme-wise during the year

6

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

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

1

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

1

File Description	Documents
Data as per Data Template	View File
Brochure and Course content along with CLOs of value-added courses	View File
Any other relevant information	View File

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

15

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

15

File Description	Documents
List of the students enrolled in the value-added course as defined in 1.2.2	View File
Course completion certificates	View File
Any other relevant information	View File

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

Three of the above

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

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

2

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

5

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

1.3 - Curriculum Enrichment

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

Fathima Memorial Training College provides enrichment programmes to

equip the prospective teachers to be professionally competent, adaptable and socially committed. To gain fundamental understanding of the field of teacher education, the institution organizes Student Induction Programme. It familiarizes the B.Ed program to the student teachers and enable them to adjust and feel comfortable with the curriculum and the institution. School Induction Programme organised by the college gives primary experiences of the functioning of the school. Procedural knowledge is gained through Micro teaching lesson plan preparation, discussion, demonstration and criticism classes. Lesson planning mastery is achieved. Student teachers are provided with the opportunity to observe the demonstrating teachers' abilities and methods used for teaching. School Internship arrangements are done by the institution to make the student teachers capable to extrapolate from what one has learnt and apply acquired competencies. Hands on experience is gained which enhances the teaching skills. It enables them to become reflective practitioners. Conscientization programme done in schools helps them to successfully face the challenges in future. Minor research project highlights the importance of research in education. Capacity building Programme, SUPW and Community living camp organised by the college aims at developing communication, vocational skills etc.

File Description	Documents
List of activities conducted in support of each of the above	View File
Documentary evidence in support of the claim	View File
Any other relevant information	View File
Photographs indicating the participation of students, if any	View File

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

Fathima Memorial Training college familiarizes students with the diversities in school system. The School Induction programme is conducted to provide the student-teachers an opportunity to have primary experiences with the day-to-day functioning of the school and learning facilities.

The institution implements the curriculum of the University of Kerala by making teachers roles extend beyond the classroom and to make the instructional content engaging, relevant, and meaningful to students' lives in addition to ICT literacy. The functioning of various Boards of School Education such as CBSE, ICSE and the State Board and the different systems of assessment are familiarized to the students.

During School Internship the students teachers actively participate in various activities. This prepares them well during the third and fourth semesters.

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

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

Fathima Memorial Training college, strives to professionally empower the prospective teachers in the art and science of teaching. Curricular and co-curricular activities experiences are provided to meet the diverse needs of student teachers. Multidisciplinary approach is followed by the institution through the inclusion of Art education, Yoga, Sports and Health education along with the curricular activities. Arts fest organised in the College develops the aesthetic sense . Community engagement activities and services like Charity works, cleaning drives, free food supply, economic aid distribution to the needed and Palliative care services are carried out in the institution. Athletic meet and tournaments ensures the physical development of student teachers. Conscientization talks and programmes makes the student teachers more thoughtful and conscious about the various prevailing issues which enables to mould them to a socially committed individuals. Green Muffler Program, Community garden project organised by the college aims at promoting favourable

attitude towards sustainable development. Pen, soap, lotion making etc (SUPW)develops the vocational ,entrepreneurial skills of the student teachers. The products are distributed to the nearby hospitals and health centres. Micro Teaching, School internship, community living camp, capacity development programmes, techno pedagogical practices, minor research project etc makes them ready for the Professional field.

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

1.4 - Feedback System

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

Four of the above

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

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

Feedback collected and analysed

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

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile**2.1.1 - Enrolment of students during the year**

111

2.1.1.1 - Number of students enrolled during the year

111

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

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

69

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

69

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

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

0

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

0

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

2.2 - Honoring Student Diversity

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

In the beginning of the academic year orientation programme was organised for the student teachers. After the induction the concerned teachers collect information regarding different learning needs .The college conducts entry level test for identifying different learning needs of students in terms of professional education programme .The assessment is done as part of the orientation programme offered in the first week after admission. The teaching aptitude and attitude towards teaching profession of the student teachers are tested through the entry level test. The list of students are given to the concerned mentor teachers along with their brief biodata to orient them as per their different learning needs .Different training according to their interest are given throughout the year

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

<p>2.2.2 - Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through Mentoring / Academic Counselling Peer Feedback / Tutoring Remedial Learning Engagement Learning Enhancement / Enrichment inputs Collaborative tasks Assistive Devices and Adaptive Structures (for the differently abled) Multilingual interactions and inputs</p>	<p>Six/Five of the above</p>
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File Description	Documents
Data as per Data Template	View File
Relevant documents highlighting the activities to address the student diversities	View File
Reports with seal and signature of Principal	View File
Photographs with caption and date, if any	View File
Any other relevant information	View File

<p>2.2.3 - There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students No Special effort put forth in accordance with learner needs Only when students seek support As an institutionalized activity in accordance with learner needs Left to the judgment of the individual teacher/s Whenever need arises due to student diversity</p>	<p>Four of the above</p>
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File Description	Documents
Relevant documents highlighting the activities to address the differential student needs	View File
Reports with seal and signature of the Principal	View File
Photographs with caption and date	View File
Any other relevant information	View File

2.2.4 - Student-Mentor ratio for the academic year

10:1

2.2.4.1 - Number of mentors in the Institution

15

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

2.3 - Teaching- Learning Process

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

Teachers employ a diverse array of teaching methods embracing experiential learning, participative approaches, problem-solving techniques, brainstorming sessions, focused group discussions, online platforms and more to enrich the learning experience. Experiential learning involves actively engaging in experiences and reflecting on them to acquire knowledge, skills, and values. Participative learning encourages students to actively contribute to the learning process, creating a collaborative environment where everyone's ideas, perspectives, and knowledge are valued. Problem-solving methodologies cultivate critical thinking, creativity and resilience by guiding learners through structured approaches to tackle

challenges and find effective solutions. Brain storming fosters creativity, collaboration and open-mindedness by providing a space where individuals can freely share ideas without judgement or immediate critique. This technique encourages participants to think outside the box, explore a wide range of possibilities and consider unconventional approaches. Focused group discussions enable in-depth exploration of specific topics by bringing together individuals with diverse viewpoints and expertise to share insights, debate ideas and deepen understanding. The online mode facilitates flexible and accessible learning by allowing individuals to engage with content from anywhere at any time, making education more adaptable to diverse schedules and needs. These methods cater to the unique requirements of different courses, aiming to engage students effectively in learning various subject areas.

File Description	Documents
Course wise details of modes of teaching learning adopted during the academic year in each programme	View File
Any other relevant information	View File

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

11

File Description	Documents
Data as per Data Template	View File
Link to LMS	Nil
Any other relevant information	View File

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

111

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

2.3.4 - ICT support is used by students in various learning situations such as Understanding theory courses Practice teaching Internship Out of class room activities Biomechanical and Kinesiological activities Field sports	Four of the above
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File Description	Documents
Data as per Data Template	View File
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	View File
Geo-tagged photographs wherever applicable	View File
Link of resources used	https://www.blogger.com/blog/posts/5038772788035314126 https://online.fliphtml5.com/dluhr/ibwn/#p=1 https://online.fliphtml5.com/dluhr/tgcj/#p=9
Any other relevant information	View File

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

In our institution ,mentoring is integral to fostering essential professional attributes among students.Teachers actively guide students in developing team work skills by encouraging collaborative

projects and group discussions, emphasizing respect for diverse perspectives. This approach prepares students to work effectively in varied team environments. Mentoring also focuses on instilling professionalism in interactions, helping students learn to conduct themselves appropriately with colleagues and authorities. Additionally, the teacher provides advice to balance personal and academic related stress by sharing strategy for effective time management and prioritisation. To provide continuous personal and professional growth, students are encouraged to stay updated on recent advancement in their fields through workshop, seminar and discussions. These mentoring efforts aim to equip students with knowledge and skills that are valuable not only for their future career but also for life as a whole.

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

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

Five/Six of the above

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

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

The teaching learning process is crucial in nurturing creativity, innovativeness, intellectual and thinking skills, empathy and life skills among B.Ed and M.Ed students. Through critical thinking exercises, case studies and real life classrooms scenarios, students develop problem-solving skills and intellectual skills to adapt theoretical knowledge to practical situations. Collaborative tasks and interactive discussions build essential life skills such as communication, collaboration and time management which are indispensable for classroom management. Reflective practices, mentoring and feedback foster personal growth and adaptability instilling among students a mind set of life long learners. Altogether teacher learning process in B.Ed and M.Ed programmes is designed to develop future teachers who are not only knowledgeable but also compassionate, adaptable and equipped to inspire their own students' holistic development.

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

2.4 - Competency and Skill Development

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

All of the above

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

<p>2.4.2 - Students go through a set of activities as preparatory to school- based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as Formulating learning objectives Content mapping Lesson planning/ Individualized Education Plans (IEP) Identifying varied student abilities Dealing with student diversity in classrooms Visualising differential learning activities according to student needs Addressing inclusiveness Assessing student learning Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement</p>	<p>Eight /Nine of the above</p>
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File Description	Documents
Data as per Data Template	View File
Reports and photographs / videos of the activities	View File
Attendance sheets of the workshops / activities with seal and signature of the Principal	View File
Documentary evidence in support of each selected activity	View File
Any other relevant information	No File Uploaded

<p>2.4.3 - Competency of effective communication is developed in students through several activities such as Workshop sessions for effective communication Simulated sessions for practicing communication in different situations Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’ Classroom teaching learning situations along with teacher and peer feedback</p>	<p>All of the above</p>
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File Description	Documents
Data as per Data Template	View File
Details of the activities carried out during the academic year in respect of each response indicated	View File
Any other relevant information	No File Uploaded

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

All of the above

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

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

All of the above

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

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

All of the above

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

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

All of the above

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

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

The institution plans the Internship Programme systematically with all the necessary preparations. These plans and preparations play a key role in the Teacher Education Programme. The list of student teachers with the sanction letter from DEO is being sent to respective schools. The details about Internship Programme is informed to the school authorities which in turn becomes a good orientation for them about the changes in the B..Ed curriculum. Student teachers are given orientation from the institution regarding Peer Evaluation, Self Reflection, School Based Activities etc and the ways of assessment. They are also equipped with the knowledge of using modern instructional strategies and various technological skills. Student teachers are expected to maintain a good relation with the Mentor Teachers at school. They are directed to observe teachers classes and learn different strategies of teaching. They are also given awareness about how to assess their students, evaluate each others work and evaluate themselves. Student teachers are informed that they are evaluated by the Teacher Educators, School Authorities, College Principal and School Principals as well. Students are instructed to be a part of the school in conducting various programmes including academic and cultural events

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

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

2.4.9.1 - Number of final year students during the academic year

100

File Description	Documents
Data as per Data Template	View File
Plan of teacher engagement in school internship	View File
Any other relevant information	View File

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

Three/Four of the above

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

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

Internship programme is a crucial component of Teacher Education that offers the Prospective Teachers hands- on teaching experience. Effective and systematic monitory is required to ensure each student teacher, acquire the desired objectives during each phase of internship, the student teachers are observed twice by their Optional teachers and once by General Teachers as well. Moreover the Principal of the institution also make visit to different school

where the student teacher are practicing. They are also continuously observed by the subject teacher of their schools. They monitor the efforts put in by the trainee and observe their performance in the class peer evaluation is had on an observation schedule. After every lesson the student teachers are supposed to do self-reflection and prepare that a report. The teacher educator and the school mentor evaluate the student teachers based on the different criteria in the evaluation sheet. Physical education and Health education classes are also observed by the Physical Education director and makes comments and given due to weightage.

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

2.4.12 - Performance of students during internship is assessed by the institution in terms of observations of different persons such as Self Peers (fellow interns) Teachers / School* Teachers Principal / School* Principal B. Ed Students / School* Students (* 'Schools' to be read as "TEIs" for PG programmes)

Three of the above

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

2.4.13 - Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include Effectiveness in class room teaching Competency acquired in evaluation process in schools Involvement in various activities of schools Regularity, initiative and commitment Extent of job readiness

Four of the above

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

2.5 - Teacher Profile and Quality

2.5.1 - Number of fulltime teachers against sanctioned posts during the year

24

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

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

6

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

2.5.3 - Number of teaching experience of full time teachers for the during the year

24

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

24

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

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

Teacher educator makes consistent efforts to stay professionally updated to ensure quality training to future teachers.They activitely engage in workshops,seminars,conferences to learn about the latest trends and advancements in education.They also attend many online courses and higher studies to open their expertise.Regular participation in academic excericises and professional networks help them to exchange ideas and stay informed about recent developments..Rrfective practice,where teachers analyze and adopt their methods based on classroom experiences ensure their continuous growth.All these efforts collectively help the teacher educators remain competent,innovative and responsible to the needs of their students.

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

2.6 - Evaluation Process

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

The institution follows a well-structured Continuous Internal Evaluation (CIE) system to assess student learning systematically in each semester as per the curriculum. CIE encompasses both theory and practical evaluations. Mandatory components include mid-semester exams and model exams, with scores contributing significantly to the internal assessment. For student teachers, continuous evaluation extends beyond exams to their performance in activities such as discussion classes, demonstration and criticism sessions, the School Induction Program, and two phases of internship. A team comprising optional and core paper teachers, the Principal, and school mentor

teachers evaluates students' teaching skills. Additionally, all practical work assigned in the syllabus is meticulously assessed by the respective subject teachers, ensuring quality and adherence to standards. Through consistent guidance and support, students are encouraged to maintain high standards in their work. This comprehensive approach ensures continuous monitoring and holistic evaluation, fostering the professional and academic growth of the students.

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

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

Five of the above

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

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

The mechanism for grievance redressal related to examination is designed, operationally effective. It ensures that students can

express concerns about marks through a structured process. Here's how the mechanism works:

- **Initial Display of Marks:** After finalizing the internal marks, the teacher in charge of the examination consolidates the marks list and displays it on the notice board.
- **Student Complaint:** If a student feels the marks given are not just, they can make a complaint to the principal.
- **Complaint Investigation :**The principal forwards the complaint to the concerned teacher responsible for the paper.The teacher discusses the marks with the student, showing the criteria used for evaluation and the marks allotted to each criterion.If any changes are made after this discussion, the teacher resubmits the marks to the principal.
- **Re-display:** The teacher in charge of the examination consolidates the marks again and publishes the revised list on the notice board.
- **Further Complaint:** If the complaint persists after the teacher-student discussion, the principal forwards the complaint to the grievance redress committee for further action.
- **Suggestion Box:** Students have the freedom to use a suggestion box to express dissatisfaction with the internal examination mechanism.
- **Oversight by Authorities:** The principal and faculty in charge periodically monitor the overall process through meetings with the internal examination committee to ensure its effectiveness.

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

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

The institution follows the academic calendar for conducting Internal Evaluations by integrating a detailed schedule of all relevant activities. The academic calendar outlines the timing and sequence of internal evaluations, including both theoretical and practical exams. It specifies the tentative dates for the internal exams, discussion of question papers, distribution of marks, submission of practical works, internal mark display, and the

signing and uploading of internal marks on the university website. Any adjustments to the tentative schedule are discussed and rescheduled during staff meetings to ensure flexibility and coordination. Adherence to the academic calendar helps to alleviate stress for both teachers and students, promoting a smooth and organized internal evaluation process. Additionally, the calendar includes schedules for school inductions, internships, and teacher educator visits, ensuring that these activities are completed on time and maintaining the integrity of the educational process. This systematic approach enables efficient and timely internal evaluations, supporting a seamless flow of academic activities within the institution.

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

2.7 - Student Performance and Learning Outcomes

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

The institution ensures the alignment of stated Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) with the teaching-learning process through a systematic approach. Faculty members design curriculum and lesson plans that explicitly connect instructional strategies, learning activities and assessments with the desired outcomes. This alignment is further supported through the use of curriculum mapping tools, which ensure that each course contributes to the broader PLOs. Assessment methods are aligned with CLOs, allowing for the measurement of student progress in achieving specific learning objectives. Regular feedback mechanisms, such as internal examinations, teacher evaluations and peer reviews help to monitor the effectiveness of this alignment and inform continuous improvement. Through these strategies, the institution ensures that the teaching-learning process consistently supports the achievement of both PLOs and CLOs, fostering meaningful learning experiences for student teachers.

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

2.7.2 - Pass percentage of Students during the year

File Description	Documents
Data as per Data Template	View File
Result sheet for each year received from the Affiliating University	View File
Certified report from the Head of the Institution indicating pass percentage of students program-wise	View File
Any other relevant information	View File

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

The progressive performance of student teachers, along with their attainment of Professional and personal attributes in line with the Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs), is systematically monitored through a combination of formative and summative assessments. These assessments include classroom observations, reflective journals, peer reviews and mentor evaluations. Subject competency is assessed through assignments, seminar presentation and internal examinations. Teacher quality acquisition is ensured by continuous practical sessions either in college or in school. Different phases of internship help to monitor the teaching competency of student teachers continuously and understand the progress needed by the students. The monitoring helps the college stay in line with expected outcomes and help our students achieve them. Feedback from these assessments is used to identify and strength areas for improvement, guiding the students' development. Additionally, the results are analysed to refine teaching strategies ensuring that future cohorts are better supported in their professional growth and preparedness for their teaching careers.

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

2.7.4 - Performance of outgoing students in internal assessment

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

112

File Description	Documents
Number of students achieving on an average 70% or more in internal assessment activities during t	View File
Record of student-wise / programme-wise / semester-wise internal assessment of students during the year	View File
Any other relevant information	View File

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

Assessment tasks and student performance reflect how well their initially identified learning needs are addressed. Continuous evaluation identifies gaps in communication, teaching, and cognitive skills, allowing targeted interventions like value-added courses to improve them. Students lacking effective communication skills benefit from seminars, competitions, and webinars, which enhance their confidence and cognitive abilities. The internship program, structured in phases, allows students to apply theoretical knowledge, developing their teaching skills through practical experience. Activities involving the local community further refine social and organizing skills, ensuring a holistic approach to development. Capacity-building programs play a vital role in shaping B.Ed. students into effective and competent educators. These programs are designed to enhance their teaching abilities, communication skills, leadership qualities, and overall professional

growth. Programs focusing on technology integration in education familiarize them with digital tools and e-learning platforms, which are essential in modern teaching. Additionally, community engagement initiatives, such as organizing local events or social outreach programs, develop their social and organizational skills. By the end of the program, students exhibit significant growth across various dimensions—cognitive, emotional, and social—demonstrating that their learning needs were effectively catered to. This comprehensive training helps them to become capable educators, ready to shape future generations with competence and enthusiasm.

File Description	Documents
Documentary evidence in respect to claim	View File
Any other relevant information	View File

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

<https://docs.google.com/spreadsheets/d/14C6pGYMUzS8SiJ5lmaTosFHBw6sB3KM86YufIHkQJjA/edit?resourcekey=&gid=1233453803#gid=1233453803>

RESEARCH AND OUTREACH ACTIVITIES

3.1 - Resource Mobilization for Research

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

0

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

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

0

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

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

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

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

Two of the above

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

3.2 - Research Publications

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

0

File Description	Documents
Data as per Data Template	No File Uploaded
First page of the article/journals with seal and signature of the Principal	No File Uploaded
E-copies of outer jacket/contents page of the journals in which articles are published	No File Uploaded
Any other relevant information	No File Uploaded

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

0

File Description	Documents
Data as per Data Template	No File Uploaded
• First page of the published book/chapter with seal and signature of the Principal	No File Uploaded
E-copies of outer jacket/contents page of the books, chapters and papers published along with ISBN number in national / international conference-proceedings per teacher	No File Uploaded
Any other relevant information	No File Uploaded

3.3 - Outreach Activities

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

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

51

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

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

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

213

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

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

213

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

213

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

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

The institution takes initiatives for organising Community Extension practices to sensitize students towards various social issues and encouraging them to contribute towards the development of the community. The outreach activities of the college are usually carried out by six optional departments, different clubs and the NSS unit of the college. The major out reach activities which influence and sensitize students to social issues and contribute to community development are

1. Club Activities

2. Community Living Camp

3. National Service Scheme

4. Green Muffler Programme

Club Activities: The activities of Nature Club, Literary Club and Energy Club of the college organised outreach activities such as awareness programmes through Mime, Blood Donation, Health Check up, Food Donation etc.

Community Living Camp: During the community living camp a flash mob based on various issues in societies and beach cleaning activity was done by students as extension service to the community.

NSS: The first NSS unit of FMTC organised many social services activities during the academic year 2023-2024, like Sramadhan, Blood Donation, Planting herbs, Lotion Making, Podhichor Vidharanam (Food Packet Distribution) etc.

Green Muffler Programme: It is an innovative initiative aimed at promoting environmental sustainability in urban area. Saplings were distributed to the teacher trainees for planting in the teaching practice school grounds in the presence of the school authorities.

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

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

0

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

3.4 - Collaboration and Linkages

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

Nil

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

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

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

0

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

3.4.3 - Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes Local community based activities Practice

Three/Four of the above

teaching /internship in schools Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education Discern ways to strengthen school based practice through joint discussions and planning Join hands with schools in identifying areas for innovative practice Rehabilitation Clinics Linkages with general colleges

File Description	Documents
Data as per Data Template	View File
Report of each activities with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

The Fathima Memorial Training College believes that the teaching learning process presupposes a suitable infrastructural matrix where it can thrive and make perpetual headway. The physical and instructional infrastructure augments the quality of both teaching and learning by providing efficacy, accuracy, pace and positive psycho-physical conditions. The college is situated at Pallimukku in Kollam District very close to NH 47. It possesses 20000 sqmeters of exclusive well demarcated land. There are three buildings in the campus. The main building consists of Principal's room, Chairman's Room, Visitor's Room, IQAC Room/Research Room, Office Room, and Auditorium with seating capacity of 250. In the auditorium there is a performance stage which is well equipped with an LCD projector sound and Light system, back drop and curtains and special effect equipment in order to enhance the overall performance experience. The class rooms are spacious, furnished and well ventilated to provide students with comfortable and conducive learning environment. There is open access of Wi Fi connectivity to all staff and students of the college. Adequate infrastructure provided to the students for indoor and outdoor game like chess, carrom board, football, badminton, athletics etc. The institution always focuses on improving infrastructure to support diverse learning needs.

File Description	Documents
List of physical facilities available for teaching learning	View File
Geo-tagged photographs	View File
Any other relevant information	View File

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

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

3

File Description	Documents
Data as per Data Template	View File
Geo-tagged photographs	View File
Link to relevant page on the Institutional website	https://fmtcpallimukku.com/infrastructure/
Any other relevant information	No File Uploaded

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

103900

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

4.2 - Library as a Learning Resource

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

The use of library helps the teacher trainees discover themselves by independent study. The Fathima Memorial Training College has a very

spacious and well equipped library.

Location of the library

Reading : 22x25(51.09) Sq.Meters

Reference Book : 18x11(23.96) Sq.Meters

Text Books:0.83 Sq.Meters

Book Search Facility:1.67 Sq.Meters

CD : 1 Almirah

Book Bank :1 Almirah

Periodicals:1.67 Sq.Meters

Computer Section:6.68 Sq.Meters for 4 Computers

Photo Copy Section,Career Corner,New Arrivals Display

System Working:Dewey decimal classification is used in the library.it also maintains an open access system.working time:9 AM to 4 PM

Books issued to students:The library is computerised .The software used is LIBSOFT,OPAC system is made use of.The software can manage all library routines like book accession,journal accession,classification based on DDC membership,Circulation and information retrieval.The software is systematically checked with various working conditions.

LIBRARY RESOURCES

Number of books and titles as on 01-11-2024

No.of books-10839

No.of titles-5644

No.of reference books-904

No.of theses-272

The library is equip with 9 National level journal,and 11 NCTE journals .There are 3 periodicals 1 national newspaper and 2

regional news paper. There are 85 subject and educational cd 's in the library ,photo copy facility and OPAC also available in the library. The library also maintain various registers

File Description	Documents
Bill for augmentation of library signed by the Principal	View File
Web-link to library facilities, if available	https://fmtcpallimukku.com/infrastructure/
Any other relevant information	View File

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

NIL

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

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

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

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

Rs 36711.5/-

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

4.2.5 - Per day usage of library by teachers and students during the academic year**4.2.5.1 - Number of teachers and students using library for Month one (not less than 20 working days) during the academic year****192**

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

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

Two of the above

obtained as and when teachers recommend Documents are obtained as gifts to College

File Description	Documents
Data as per Data Template	View File
Any other relevant information	View File

4.3 - ICT Infrastructure

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

Fathima Memorial Training College continuously boosts its ICT facilities to ensure that students, faculty and staff remain at the forefront of technological advancements and ensure efficient functioning. Our institution recognizes the importance of providing students with comprehensive and supportive learning environment and has heavily invested in developing state of the existing ICT facilities. There are different digital technological facilities available in the college. There are 6 smart classrooms and one digitally equipped auditorium in the college. A well-equipped Technology Lab functioning in the college with LCD Projector, Computer and Laptop adequately supported by 500 MPPs leased lines for internet connectivity. The college has successfully implemented the latest software updates in all the PCs. Additionally cyber security software has been upgraded to ensure enhanced protection against malware and viruses. These updates aim to provide students with a seamless and secure computing experiences supporting academic excellence and digital literacy. There is open access of Wi-Fi connectivity to all students and staff of the college. The students are given special training in blog creation and e-content development. The college has an official account on Facebook and Instagram which provides space for students, faculty and alumni to connect, share and stay updated.

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

4.3.2 - Student – Computer ratio during the academic year

30 : 30

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

4.3.3 - Available bandwidth of internet connection in the Institution (Leased line) Opt any one:

D. 50 MBPS - 250MBPS

File Description	Documents
Receipt for connection indicating bandwidth	View File
Bill for any one month during the academic year indicating internet connection plan, speed and bandwidth	View File
Any other relevant Information	No File Uploaded

4.3.4 - Facilities for e-content development are available in the institution such as Facilities for e-content development are available in the institution such as Studio / Live studio Content distribution system Lecture Capturing System (LCS) Teleprompter Editing and graphic unit

File Description	Documents
Data as per Data Template	No File Uploaded
Link to videos of the e-content development facilities	Nil
List the equipment purchased for claimed facilities along with the relevant bills	No File Uploaded
Link to the e-content developed by the faculty of the institution	Nil
Any other relevant information	View File

4.4 - Maintenance of Campus and Infrastructure

4.4.1 - Expenditure incurred exclusively on maintenance of physical and academic support facilities during the year (INR in Lakhs)

Rs 3237172/-

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

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

Fathima Memorial Training College is a renowned Teacher Education Institution which is dedicated in producing highly qualified and passionate educators. The institution provides a range of physical, academic and support facilities to enhance the learning experience. For maintaining and utilizing the physical and academic resources the college has an efficient management system by constituting various committees which are headed by the Principal. The details of maintaining and utilizing physical/academic resources are the following.

- ? Ensuring the resources are cleaned regularly, repaired, calibrated and upgraded.
- ? Reserving the resources in advance to ensure availability
- ? Maintaining a comprehensive inventory of resources to track resources utilization.
- ? Arranging the repair and replacement of damaged resources after reporting to the relevant authorities.

PROCEDURE ADOPTED FOR THE REPAIR AND MAINTENANCE

1. The annual maintenance of the resources is done after the thorough inspection at the end of every academic year in the month April/May.
2. A register is maintained in the office to track the equipment taken for maintenance outside and ensures that it is returned in working condition.
3. In case of urgent maintenance the equipment which is needed for everyday functioning, the repair is done immediately after getting the permission of the Principal.

File Description	Documents
Appropriate link(s) on the institutional website	https://fmtcpallimukku.com/infrastructure/
Any other relevant information	View File

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

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

All of the above

File Description	Documents
Data as per Data Template	View File
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	View File
Sample feedback sheets from the students participating in each of the initiative	View File
Photographs with date and caption for each initiative	View File
Any other relevant information	View File

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

Nine or more of the above

File Description	Documents
Geo-tagged photographs	View File
Any other relevant information	No File Uploaded

5.1.3 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees

A. All of the above

File Description	Documents
Data as per Data Template for the applicable options	View File
Institutional guidelines for students' grievance redressal	View File
Composition of the student grievance redressal committee including sexual harassment and ragging	View File
Samples of grievance submitted offline	View File
Any other relevant information	No File Uploaded

5.1.4 - Institution provides additional support to needy students in several ways such as Monetary help from external sources such as banks Outside accommodation on reasonable rent on shared or individual basis Dean student welfare is appointed and takes care of student welfare Placement Officer is appointed and takes care of the Placement Cell Concession in tuition fees/hostel fees Group insurance (Health/Accident)

Two of the above

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

5.2 - Student Progression

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

Number of students placed as teachers/teacher educators	Total number of graduating students
3	108

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

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

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

9

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

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

52

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

5.3 - Student Participation and Activities

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

Student council elected representatives as per the rules and regulations directed by university of kerala.They workin a single mind along with the staff advisor for student expression,assistance in daily affairs,activities etc. They act for the advancement of the college along with the administrators and conduct various programmes in the college for the academics well as co-curricular activities,Some of the activities they conduct in the college are ,National teachers day,Independence day Onam celebration ,kerala piravi dinam ,Freshers day .In addition to these programmes the union is conducted arts day celebration and five day residential camp which includes personality development programme and many more.

File Description	Documents
Copy of constitution of student council signed by the Principal	View File
List of students represented on different bodies of the Institution signed by the Principal	View File
Documentary evidence for alumni role in institution functioning and for student welfare	View File
Any other relevant information	View File

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

19

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

5.4 - Alumni Engagement

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

An Alumni association's role in an institution is to maintain communication and connection between the institution and its Alumni .One of the primary duties of an Alumni association is to keep in touch with the institution and provide necessary support for enhancing the quality of the institution. This regular communication fosters a sense of belonging. In our college Alumni is established in 2008 ,the members of Alumni association were very strong in organizing and participating in various activities which enrich the curriculum as well as various other activities. Every year Alumni association conducts Alumni day in the month of October. On the day various merit awards are given to the B.Ed and M.Ed students

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

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

All of the above

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

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

1

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

5.4.4 - Alumni Association acts as an effective support system to the institution in motivating students

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

Alumni is an inevitable part of the institution. The association support the institution by organising orientation talks ,induction programme,awaraness programme etc.The Alumni association take initiative to organize Merit Day for giving awards for best performer for each optional subject. Alumni association also sponsors students who are socially and educationally backward and provide necessary academic support for them. The institution organizes the conscientization talks for B.Ed ,M.Ed students. 'Essential qualities of an effective teacher in the era of systematic changes' ,A talk was delivered by our Alumni Sri. Balakrishnan M, Principal, MPSCollege, Amaravati, Maharashtra and former B.Ed social science student 2005-06 batch). The resource person talk to about the essential qualities of a teacher necessary for success in classroom.

Orientation Talk was organised by the institution on the topic 'Springs from Intense Feelings: Developing a Teacher - Trainees Space and Prospects in Student Services' on 13 th November 2023. Resource Person was Dr. Antony Joseph, administrative Officer, Department of Student Services, MG University, Kottayam.

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

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

The Fathima Memorial Training College has sustainable practices for governance leadership and management .The guiding principals are those of participation and transparency .The leadership rests with a successful team .The college believes that the vision should be explicitly expressed, clearly understood and supported by all concerned. It should guide the decisions the institution has to accomplished. The management, principal, staff, and students together

with their active participation and co-operation ,establish a strong communication and that results in the smooth functioning of the institution.Descisions are taken first at the managment level when administarive level,academiclevel and student level .The effective ledership of the head of the institution plays and important role in all these aspects

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

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

In the process of decentralisation ,Represnting the ,Management (FathimaMemorial Educational Trust) - The director in charge of the institution takes care of the matters related to budgetting ,Infrastructure Maintenance ,appointment of staff accounts and audits.Proper guidance is given to the Principal who is solely responsable for acadameic activities .The teacher educators are given charge of different commitees.The different duties assigned to the faculty members as a part of decentralization are -

Staff Advisor - Vice Principal and HOD M.Ed department - Dr.Mini K S

Conduct college union elections,give proper guidance and instructions to the union members in conducting various co-curricular activities and other academic and community related activity in a disciplined manner

Staff Secretary - Mrs Sangeetha R - Senior faculty B.Ed department Her duty is co-ordinate and conduct all the academic programmes and inform the needs and requirements of faculty members to the management and principal.All the optional subject teachers are given duty to conduct and evaluvate all the curricular programmes based on their subjects,as per the instructions given by university of kerala .Programmes related to arts and sports are conducted by the

concerned departments .

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

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

Being a self financing, University of Kerala affiliated institution the college does not receive any financial support from the university and government .The source of the revenue needed for running the institution is the money collected from students in the form of a tuition fee ,as decided by the goverment of kerala and management association ,approved by university of kerala.The parents and students are informed about the fee details at the time of admission and fee payment throughonline mode only.Fee receipt signed by the principal,are given at the time of payment itself.Our institution beliefs in the optimal use of financial and other economic resources at our disposal .The institution keeps transparency in its management of finance .The institution maintains its finanacial managment system fully computerised.The administartive set up is very helpful in financial management and in providing infrastructure.The principal is playing animportant role in maintenance of transparency in financial ,academic and administrative functions

File Description	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	View File
Any other relevant information	View File

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic plan is effectively deployed Describe one activity successfully implemented based on the strategic plan with details of deployment strategy, during the year in not more than 100 - 200 words

The process of strategic development and deployment is fundamental

to creating and running the institution by setting specific goals, objectives, and methodical by involving all concerned. The institution takes much care in using technology for collecting and integrating data on academic and administrative matters. The institutional strategic plan effectively deployed is in the field of art education during last academic years. Creation and exhibition of different kinds of paintings - Pot painting, Fabric painting, Palm leaf painting and clay modeling and formation of a music band named "REVSTAR" and music club. In the NEP of 2020 a prominent place is given to art education. The students those who are talented in performing and visual arts are identified after the self introduction and talents day programme conducted in the college. They are given special training by the art education faculty members. In the performing arts our specialization is music and in the visual arts our specialization is painting. Various activities are conducted such as exhibitions, music competitions, drawing competitions, painting competitions, beautification of campus of teaching practice school, beautification of college campus etc are carried out under strategic plan. Also experts in the fields are invited to the college for giving information about latest developments in these fields.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	https://fmtcpallimukku.com/wp-content/uploads/2024/11/PLANT.pdf
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

Being a self-financing college, affiliated to the University of Kerala, this college is managed and funded by the Fathima Memorial Educational Trust (FMET), Pallimukku Kollam. Various institutional bodies are functioning in the college for the effective and efficient development of the institution. The effective and efficient functioning of these institutional bodies are visible in the administrative set up of the institution. The important institutional bodies are the management, Principal, Staff, Non-teaching staff, PTA, Alumni, Ward member, Counsellor, RMO Health Centre and Circle Inspector of nearest police station. The management consists of Chairman, Secretary and Directors. Regarding all matters concerned

with the academic and non-academic programmes the management conducts their meeting at first .The principal in the meeting with the staff and student representatives collect their requestesand needsthey want to implement .In the meetinfg of the principal and management,proper decisions are taken and implemented according to needs of students and faculty .

File Description	Documents
Link to organogram on the institutional website	https://fmtcpallimukku.com/organogram/
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

Five/Six of the above

File Description	Documents
Data as per Data Template	View File
Screen shots of user interfaces of each module	View File
Annual e-governance report	View File
Geo-tagged photographs	View File
Any other relevant information	View File

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

The important commitees and cells functioning in this institutionare

- Placement cell
- Women cell
- Anti narcotic cell
- Anti sexual harassment cell
- Anti ragging cell

- Grievance cell
- Internal marks complaint cell
- SC/ST Greivance redressel cell
- Research Development commitee
- Public relation cell
- PTA commitee
- Former Students Association(FSA) All the details about the different commitees and cells are given in the website .Each cell is having a co-ordinator and members. Coordinator is the faculty member and students as members .It is the duty of the concerned faculty member to co0ordinate the duties and fnctions of each cell and conduct of various programmes and give report to the principal.After consulting coordinator ,principal takes necessary actions regarding particular complaints.

File Description	Documents
Minutes of the meeting with seal and signature of the Principal	View File
Action taken report with seal and signature of the Principal	View File
Any other relevant information	View File

6.3 - Faculty Empowerment Strategies

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

Our college is a self financing college affiliated to the University of Kerala,fully under the guidance and leadership of the management. Unity and co-operation of the staff members are the key factors of smooth functioning of the institution. Our management is keeping a very good relationship with the whole staff of the college.They encourage the staff members to continue their research works ,academic development programmes, participation in the national and international seminars,workshops and conferences. They conduct meetings with the teaching and non-teaching staff separately and discuss their problems and find out suitable solutions. They are also giving financial help toour economically backward staff members.Special considerations given to the non teaching staff by dividing their duties on rotation basis on holidays .As it is a self financing college,all financial matters are done by the management only.

File Description	Documents
List of welfare measures provided by the institution with seal and signature of the Principal	View File
List of beneficiaries of welfare measures provided by the institution with seal and signature of the Principal	View File
Any other relevant information	View File

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

8

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

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

1

File Description	Documents
Data as per Data Template	View File
Brochures / Reports along with Photographs with date and caption	View File
List of participants of each programme	View File
Any other relevant information	View File

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

14

File Description	Documents
Data as per Data Template	View File
Copy of Course completion certificates	View File
Any other relevant information	View File

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

Fathima Memorial Training College Pallimukku, has a Performance Appraisal System for both teaching and non teaching staff members. It shows the professional development and academic growth of faculty members during every academic year. It gives the details of various academic programmes, attended such as seminars, conferences, workshops etc. and various training programmes. It also includes their contribution to the institution, to the society, to the various curricular and non curricular programmes, their achievements during the period. In the case of non teaching staff, their attitude towards the students of the institution, with their co-workers and their contribution to the administrative fund are mentioned. The Performance Appraisal Report is verified by the principal and IQAC co-ordinator and encourage the staff members to improve their professional growth.

File Description	Documents
Proforma used for performance appraisal for teaching and non-teaching staff with seal and signature of the Principal	View File
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	View File
Any other relevant information	View File

6.4 - Financial Management and Resource Mobilization

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

Being a self-financing institution ,our management is the only funding agency. The source of income is the tuition fee collected from the students .Our management ,the Fathima Memorial Educational Trust provides necessary cash for day to day affairs of the institution .For safe guarding these assets the details of this cash and its expenditure are kept in accounts.This is furthur counter checked by the principal and monthly expenditure statement is sent to the Trust Office .The accountant,Sri Shekar R is incharge of the internal audit.There is an external auditing also..

File Description	Documents
Report of Auditors of during the year signed by the Principal.	View File
List of audit objections and their compliance with seal and signature of the Principal	View File
Any other relevant information	View File

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

Being a self financing institution ,our management is the only funding agency .

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal	View File
Copy of letter from the NGO / Individual / Philanthropists stating the Fund / Donation given	View File
Any other relevant information	View File

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

Our institution believes in the optimal use of financial and other economic resources at our disposal. The institution keeps transparency in its management of finance. Being a self-financing institution, affiliated to the university of Kerala, the college does not receive any financial support from the state government, central government, university grants commission (UGC) and RUSA. The source of the revenue needed for running the institution is the money collected from students in the form of tuition fees, both in the case of B.Ed & M.Ed courses. Out of 100 students of B.Ed course, we have 50% merit and 50% management seats. For M.Ed, we have 50 seats sanctioned by national council for teacher education and 40 seats sanctioned by the university of Kerala. 20- Merit seats & 20- Management Seats. Among the merit seats there are SC/ST/OEC & Fisherman category seats. No fees is collected from these students of reservation category.

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

6.5 - Internal Quality Assurance System

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

Basically our institution believes in quality culture that has its impact in the academic excellence .This college is giving prime importance for quality maintenance and enhancement .Our institution has been taking bonafide steps to ensure quality of work at all levels by developing a system of conscious ,consistant and catalytic action to improve the academic and administrative performance.The institution has already established an Internal Quality Assurance Cell(IQAC) on 28/11/2009 with Principal Smt . ANITHA N as its head.The institution has steadfast eagerness to evaluate its goals and objectives .Hence ,every institutional activity is designed and exeuted in such a way that they fulfill the objectives or goals.Our institution evaluates the degree of achievements through the proper functioning of IQAC and Academic Monitoring Cell(AMC).This is through the continuous evaluation techniques,preparing AQAR (Annual Quality Assurance Report) ,Analysing the activities at the end of the semsters ,course end examination results,evaluating the status of the placement ,admission to higher studies by trainees and analysing the feebback from students ,teacher educators,parents,alumini ,teachers of teaching practice schools ,stakeholders etc.The institution ensures the quality of the academic activities mainly through Academic Monitoring Cell(AMC),

File Description	Documents
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	View File
Any other relevant information	View File

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

Internal Quality Assurance Cell of our institution plays an important role in the overall development of our students and teachers.The institution reviews its teaching learning process periodically through the proper functioning of IQAC.The process adopted by the institution for reviewing teaching learning process is

- Through the proper functioning of IQAC and Academic Monitoring

Cell(AMC)

- Analysing the feedback from students, teacher educators, parents and teachers of the teaching practice schools and other stakeholders.
- Through continuous evaluation techniques.
- Analysing the semester end and course end examination results.
- Studying the placement and admission to higher studies by trainees.
- Preparing the AQAR
- ICT training for teacher trainees
- Giving guidelines to arrange activities that would help teacher educators gain academic and professional excellence.
- Monitoring the various quality measures of the institution.
- Giving guidelines in framing/ updating the mission and objectives of the college.

File Description	Documents
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	View File
Any other relevant information	View File

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

28

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

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

Four of the above

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

File Description	Documents
Data as per Data Template	View File
Link to the minutes of the meeting of IQAC	https://fmtcpallimukku.com/wp-content/uploads/2024/12/Anitha-Tr-1.pdf
Link to Annual Quality Assurance Reports (AQAR) of IQAC	NIL
Consolidated report of Academic Administrative Audit (AAA)	View File
e-Copies of the accreditations and certifications	View File
• Supporting document of participation in NIRF	View File
Feedback analysis report	View File
Any other relevant information	View File

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

Our institution is accredited by NAAC with A grade in 2012. CGPA OF accreditation is 3.16. At that time B.Ed and M.Ed courses is having one year duration with two semesters. The most important problem faced by the institution at that time was lack of students for the admission of B.Ed course. At the time of NAAC visit ,we had only 72 students out of 200. After the NAAC accreditation process, from the next academic year we were able to fill the complete seats ,both management and merit seats. From the academic year 2015-2017, two year B.Ed and M.Ed course are implemented as per the rules and regulations of NCTE. The teacher training programmes given by our institution aim not only knowledge attainment ,but the all round

development of the individual -mental, social, emotional ,moral and spiritual. Inculcation of values through value club, awareness of Indian culture through Indian Knowledge System Cell (IKSC), social commitment and citizenship training through the implementation of NSS unit.-Through Palliative care unit, respect, love and care towards older persons are inculcated .Clean ,green and hygienic campus is effected with the association of Haritha Karma Sena .The college prepares digitally competent students to handle the era of digitilization.

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

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

Our institution is committed to sustainability, with an eco-friendly campus brimming with lush greenery and trees. The abundant vegetation creates a serene and peaceful environment, ensuring a naturally cool atmosphere throughout the campus. Furthermore, our classrooms are designed with optimal ventilation, ensuring excellent air circulation and abundant natural light. These architectural features significantly reduce our reliance on electrical energy, making the campus energy-efficient and environmentally conscious.

Energy Conservation Strategies involve -

- Sustainable energy designs and renovations.
- Older electrical equipment are replaced with energy efficient ones.
- Conduct Workshops.
- Displaying sign boards
- Display of Green Protocol.
- Encouraging the prospective teachers to take up research on sustainable practices.
- Encouraging the teachers to take up research in sustainable

practices for energy conservation.

- Conducted an inter school quiz competition 'Y-QUEST' for energy conservation
- Encouraging the prospective teachers to participate in various competitions on energy conservation.

Our institution has developed a comprehensive energy policy, which is supported by a committee comprising teachers, students, parents, and non-teaching staff. This collaborative approach enables the smooth execution of an energy management program that drives sustainability across the campus, promoting energy-saving initiatives and fostering a culture of environmental responsibility among all members of the college community.

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

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

We have a well written waste management policy and a waste management team including teachers, students and non-teaching staff presided by the principal is there to implement the plan of action regarding the waste management. The waste materials produced in our campus are mainly - Food waste, Paper waste, Waste water, Plastic waste and e-waste. In order to separate the waste to degradable and non-degradable we have placed three waste bins such as red, green and blue colours. Students are insisted to put their waste materials in the corresponding containers. Colour coded bins are placed to segregate food waste, dry waste and plastic waste in the college building. Bin is provided in every classroom to put dry waste and Sanitary pad is disposed in bins placed in the wash rooms. Vermicomposting is practiced for disposing bio-waste from the garden. Natural science optional students are engaged in vermicomposting. Plastic wastes and noncombustible dry wastes are collected by Harithakarma Sena. Students and faculty are encouraged to bring lunch in steel boxes to minimize paper and plastic wrapper wastes. Flip flops, memory chips, motherboard, compact discs, and cartridges generated by electronic equipments are being disposed off

centrally through government authorized vendors.

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

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

Three of the above

File Description	Documents
Documentary evidence in support of each selected response	View File
Geo-tagged photographs	View File
Income Expenditure statement highlighting the specific components	View File
Any other relevant information	View File

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

Two of the above

File Description	Documents
Income Expenditure statement highlighting the specific components	View File
Documentary evidence in support of the claim	View File
Geo-tagged photographs	View File
Any other relevant information	View File

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

Our College aims to make the campus Green by adopting the Go Green strategy. The ecofriendly waste management initiative mirrors the principle of Green campus and it endeavors to extend learning beyond the classroom and to develop responsible attitude and commitment- my waste my responsibility-both in the college and community at large. The green cover policy of the college had taken initiatives in the form of gardening and tree plantation. Medicinal plants and Trees in the campus are tagged with name boards.

- Students are sensitized to maintain the cleanliness in their classrooms.
- The institution strictly avoids the use of plastics.
- All students are actively involved in "Swatch Bharat Mission".
- College provides a course on Yoga & Health Education, and Environmental Education as Electives to make the students understand the importance of safety, sanitation, hygiene, pollution-free environment.
- Activities such as group gardening, planting saplings and watering the plants are undertaken regularly.
- Students are motivated to use the public transport system.
- Organization of outreach activities on sustainable environmental protection such as beach cleaning, planting of sapling and cleaning public places in the locality.
- Students are encouraged to avoid the usage of plastic covers while submitting their academic project work, assignments and records.

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

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

All of the above

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

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

Rs 87000/-

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

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

The goal of Fathima Memorial Training College, is to form teachers who are inspiring, socially committed and responsible stewards of nature and to achieve this end FMTC leverages local environment, locational knowledge and resources. The Institution incorporates in the following aspects:

Contextual learning: Students are given opportunities to visit institutions catering to the differently abled, Children's Home, old age homes and learn the important lessons of empathy, care and concern.

Preserving and Transmitting Culture: interviews with the local artists, renowned teachers of the locality and calling in resource

persons from such fields for various programmes help our student teachers to understand the richness of our culture. Field visits to places of Historical importance like museums and Palaces, heritage sites also serves the purpose.

Updating our Student Teachers with the Latest Developments in the Field of Education:

Equipping and empowering our Student Teachers with the knowledge on Legal Rights and their Duties and Responsibilities as Citizens

Pre-service Training: our students have their induction and internship programmes in the schools.

Opportunities like the Youth festivals held in schools of the locality and interschool competitions provided with a firsthand knowledge of organizing events, and evaluating and judging the talents of the school children.

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

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

A. All of the above

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

7.2 - Best Practices

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

Response:

BEST PRACTICE - 1

"Reaching Out, Lifting Up."- Adoption of Devi Vilasam LPS, Vadakkevila, Kollam.

Objectives

- To strengthen relationships between the institution, and the local community to promote mutual growth and development.
- To deliver academic assistance and guidance to help students develop essential skills
- To supply educational materials, technological resources, and library access to support academic endeavors.
- To conduct initiatives to raise awareness on key topics related to children's well-being and development.
- To promote cleanliness and hygiene within school premises through various activities.

Resources Required.

- Human Resources
- Educational Materials and Equipment
- Infrastructure and Maintenance

Challenges faced.

- Financial constraints

BEST PRACTICE - 2

"Give a Little, Care a Lot", an initiative aimed at supporting the needy by providing the patients requiring palliative care, food, donating blood, and engaging in social service.

Objectives

- Offer moral and psychological support to terminally ill patients, ensuring they feel cared for and valued.
- Organize and participate in blood donation initiatives.
- Offer essential food supplies and provisions to the needy.
- Provide monetary support to economically disadvantaged staffs.

Resources Required.

- Transportation and distribution (of food) facility.
- Medical facilities to the palliative care patients.

Challenges faced.

- Time constraints owing to the taxing academic schedule of the CBCS system.
- Financial constraints.

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

7.3 - Institutional Distinctiveness

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

Response:

Fathima Memorial Training College, a minority institution managed by the Fathima Memorial Educational Trust, exemplifies its commitment to economic support as a key priority. Recognizing financial challenges as barriers to education, the college undertakes various humane initiatives to ensure inclusive access and equitable opportunities for academic growth. During the academic year 2023-2024, the trust provided financial assistance and fee concessions to more than 10 percent of its students, demonstrating its dedication to supporting those in need.

Special attention is extended to students from marginalized communities, ensuring their aspirations are not hindered by financial constraints. By addressing the economic challenges faced by students, the institution fosters an environment where they can concentrate on their studies and holistic development without undue stress.

In addition to direct financial aid, the trust promotes programs and activities that uplift and empower students, ensuring they have the resources and opportunities to succeed. This inclusive approach underscores the institution's dedication to equity and social responsibility, making it a beacon of hope for many. Through its unwavering commitment to supporting students economically, Fathima Memorial Training College continues to transform lives, reinforcing its role as a distinctive and impactful institution in education.

File Description	Documents
Photo and /or video of institutional performance related to the one area of its distinctiveness	View File
Any other relevant information	View File