



# **SELF STUDY REPORT**

**FOR**

**1<sup>st</sup> CYCLE OF ACCREDITATION**

**SUM COLLEGE OF TEACHER EDUCATION, MAMBA,  
KANNUR**

SUM COLLEGE OF TEACHER EDUCATION MAMBA, KANNUR  
670611  
sumcte.ac.in

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**July 2024**

# 1. EXECUTIVE SUMMARY

---

## 1.1 INTRODUCTION

SUM College of teacher education was established in the year 2006 under the auspicious Shamsul Ulama Al Islamia Matannur .Our college has been a corner stone of higher education in Anjarakandy panchayath for the past 18 years .Our college is affiliated to kannur university and recognized by NCTE .As a self financing B.Ed college ,it offers a balanced allocation of seats with 50percent merit and the remaining 50 percent management quota .In its beginning it has 100 student intake ,but in the later years it has reduced its student strength in to one unit of 50 students from 2015 onwards .We have 5 optional subjects namely English ,Mathematics ,Natural science ,Physical science and Social science

The college is characterized by a significant majority of female students ,providing an empowering environment for women seeking professional education close to home .This demographic focus aligns with the college mission to support and uplift the community by enhancing access to quality education for women

Sum college of teacher education has proven track record of academic success ,having secured university rank in several years .This achievement is a testament to the college's commitment to providing high quality education and fostering academic excellence among its students .Our college strictly follows reservation policy of the govt of kerala in its admission process and ensures transparency .Beyond academic pursuits ,the college actively engages with the community through various initiatives, through health services promoting health and wellness within the community ,palliative care units Providing compassionate care and support to the patients with serious illness, through Literacy program initiating and supporting programs to improve literacy rate in the region ,Medical camps to provide essential health services to undeserved populations ,conducting environmental campaigns to promote sustainable waste management practices .As sum college of teacher education enters its 19th year ,it continues to build its legacy of excellence and community service .By offering quality education and actively engaging in community welfare initiatives ,the college remains a vital institution in Anjarakandy panchayath ,shaping future educators and serving as pillar of support for the local community

### **Vision**

Shaping exemplary educators who inspire and empower learners is a noble goal that significantly impacts individual students and society. A leading educational institution must adopt a comprehensive approach, emphasizing the development of both teaching skills and inspirational qualities in educators.

Firstly, providing a robust foundation in pedagogical theories and practices is essential. Educators should be equipped with the latest research-based teaching methods, innovative instructional strategies, and effective classroom management techniques. This solid grounding enables them to create engaging and inclusive learning environments catering to diverse student needs.

Secondly, cultivating critical thinking, creativity, and continuous learning among educators is crucial. Encouraging lifelong learning ensures that educators stay updated with educational trends and advancements. Professional development programs, workshops, and collaborative learning communities can foster this culture of ongoing improvement and adaptation.

To inspire and empower learners, educators must be role models who demonstrate enthusiasm, empathy, and a genuine passion for teaching. Institutions should integrate character education and emotional intelligence training into their programs, ensuring educators can connect with students on a deeper level. This holistic approach motivates students to reach their full potential.

Additionally, partnerships with schools, communities, and industry professionals can enhance educators' practical experience. These collaborations provide valuable real-world insights and opportunities for educators to apply their knowledge and skills in diverse settings, enriching their teaching practices and better preparing them to inspire and empower students.

Moreover, promoting a culture of reflection and feedback is essential for continuous growth. Educators should be encouraged to reflect on their practices, seek feedback, and make necessary adjustments to improve their teaching effectiveness. This reflective practice fosters a mindset of continuous improvement, ensuring educators remain dynamic and responsive to their students' needs.

Ultimately, by focusing on comprehensive teacher education, continuous professional growth, emotional intelligence, and community engagement, a leading institution can shape exemplary educators. These educators will inspire and empower learners, contributing to a brighter, more promising future for our society. The ripple effect of well-prepared, passionate educators extends far beyond the classroom, fostering a generation of individuals equipped to navigate and positively impact an ever-changing world.

## **Mission**

Our institution is deeply committed to cultivating a strong sense of social responsibility, community engagement, and global awareness among our graduates. We believe that education extends beyond academic achievement and includes nurturing individuals who are conscientious, empathetic, and proactive in addressing societal challenges. By instilling these values, we aim to prepare our graduates to make meaningful contributions to their communities and the wider world.

To achieve this, we incorporate community engagement into our curriculum and extracurricular activities. Our students participate in service-learning projects, internships, and volunteer opportunities that connect classroom knowledge with real-world applications. These experiences foster a deep understanding of social issues, promote empathy, and encourage active participation in community development. Our partnerships with local organizations and global initiatives provide students with diverse perspectives and the chance to work collaboratively on solutions to pressing problems.

Global awareness is another cornerstone of our educational philosophy. We offer a variety of programs that expose students to different cultures, global issues, and international perspectives. On campus broaden our students' horizons and prepare them to navigate and contribute to an increasingly interconnected world. By understanding global dynamics and appreciating cultural diversity, our graduates are better equipped to lead and innovate in a globalized society.

Upholding the highest standards of professionalism, ethics, and integrity is integral to all aspects of our institution. We instill these principles through our academic programs, administrative practices, and community interactions. Our code of conduct, ethical guidelines, and professional development programs ensure that our students, faculty, and staff embody these values in their daily activities. We believe that integrity and ethical behavior are foundational to building trust, fostering respect, and achieving excellence.

In summary, our commitment to social responsibility, community engagement, and global awareness, coupled with our unwavering dedication to professionalism, ethics, and integrity, defines our institution's mission. We strive to develop well-rounded individuals who are prepared to lead with conscience and integrity in their personal and professional lives, making a positive impact on society and the world.

## **1.2 Strength, Weakness, Opportunity and Challenges(SWOC)**

### **Institutional Strength**

SUM College of Teacher Education, established in 2006, stands out for its commitment to promoting women's education in the region. Approximately 90 percent of its students are girls, underscoring the college's significant role in empowering women through education. This high female enrollment reflects the institution's dedication to providing quality teacher training in a supportive and inclusive environment.

The college prides itself on having an experienced faculty of 10 members, each bringing a diverse range of expertise. Although only one faculty member currently holds a PhD, others have submitted their dissertations or are nearing completion. This blend of academic qualifications and research experience enriches the learning environment, fostering a culture of continuous professional development and academic excellence.

Located in a remote area, SUM College offers a focused educational environment, free from the distractions typical of urban settings. This serene setting allows students to concentrate on their studies, enhancing their academic performance and personal growth. The college's remote location not only supports a conducive learning atmosphere but also strengthens the sense of community among students and faculty.

Management at SUM College plays a crucial role in fostering a supportive environment for growth and development. The management's ability to determine teachers' salaries and allowances provides the flexibility to reward performance and promptly address specific needs, ensuring that faculty members remain motivated and well-supported. Additionally, the college strictly adheres to government policies for admission procedures, maintaining transparency, fairness, and compliance with all regulatory standards.

As a self-financing institution, the College has consistently secured university ranks, demonstrating its commitment to academic excellence and quality education. This achievement reflects the college's dedication to maintaining high standards and effective management practices. The college is also actively engaged in community programs, hosting medical camps, organizing visits, and facilitating discussions every year. These initiatives underscore the college's dedication to community engagement and social responsibility.

By fostering a nurturing environment that promotes academic excellence, innovation, and community involvement, the College continues to prepare its students to become future educators and leaders.

### **Institutional Weakness**

The college faces several significant weaknesses that hinder its growth and reputation. One primary issue is the temporary affiliation it receives from Kannur University, requiring an annual renewal process. This instability can negatively impact long-term planning and undermine the college's reputation. The uncertainty surrounding

continuous affiliation creates a precarious environment, complicating the execution of strategic initiatives and deterring potential students and faculty.

Another critical limitation is the lack of research opportunities. Despite the teaching staff's significant experience, they do not have the chance to guide research projects. This limitation hampers faculty development and curtails the institution's contributions to academic research. Additionally, the absence of research facilities exacerbates this issue, preventing the college from offering advanced programs such as M.Ed. or Ph.D. These programs are essential for fostering a robust academic environment and enhancing the institution's scholarly output.

The college's remote location presents further challenges. While it may offer a focused environment for students, it also poses several drawbacks. Limited access to essential resources, such as libraries, laboratories, and other academic amenities, can hinder the quality of education. The remote setting also reduces the institution's visibility, making it difficult to attract guest lecturers and organize significant academic events. This geographical isolation can also impede the college's ability to establish valuable partnerships with other institutions and industries, which are crucial for academic and professional development.

Operating as a self-financing institution introduces additional constraints. Financial limitations can significantly impact infrastructure development and resource allocation, affecting the overall quality of education and campus facilities. Moreover, these financial constraints may hinder the college's ability to offer competitive salaries and benefits, making it challenging to attract and retain qualified staff. This can create a cycle where the inability to recruit top talent further affects the institution's academic standing and appeal to prospective students.

## **Institutional Opportunity**

Sum college of teacher education has made significant strides in providing quality education and community service. As the college progresses, there are numerous opportunities to enhance its impact, expand its offerings, and solidify its reputation as a premier institution for Teacher education

Encourage and support faculty members in pursuing higher academic qualification and research projects. Establish research centers and partnership with other educational institutions and organizations, Secure grants and funding for research initiatives to contribute to academic knowledge and innovation.

Introduce new programs and specializations in education and related fields to attract a diverse student population, develop diploma and certificate courses for professional development and skill enhancement for in-service teachers. Offer online and hybrid learning options to cater to non-traditional students and those from remote areas.

Enhancing community engagement -Strengthen existing community service programs and introduce new initiatives that address local needs. Partner with local govt and NGOS to expand health services, Palliative care, literacy programs and environmental campaigns. Organize regular community outreach events to foster closer ties with local populations and enhance the college visibility.

Improving the infra structure and facilities -Invest in upgrading classrooms, laboratories, libraries and other

facilities to create a more conducive learning environment. Develop state of the art of technology infrastructure to support modern teaching methods and online education. Enhance campus amenities, including accommodations recreational facilities and transportation, to improve the overall student experience.

Strengthening Industry and academic partnerships .Forge collaborations with educational institutions ,govt bodies and private organizations for internships training programs and job placements .Establish an alumni network to create mentoring opportunities ,career guidance and financial support for current students .Invite industry experts and academics for guest lectures ,workshops ,and seminars to enrich the academic experience .Increase Financial resources ,explore alternate funding sources ,including govt grants ,corporate sponsorship and donations from alumni and philanthropist .Launch fund raising campaigns and initiatives to support infrastructure development ,scholarships and research projects .Develop endowment funds to ensure long term financial stability growth .Sum college of Teacher Education is well positioned to capitalize on these opportunities to enhance its educational offerings ,expand its community impact.

## **Institutional Challenge**

### **1. Temporary Affiliation Status**

The college receives only a temporary affiliation from Kannur University, necessitating an annual renewal. This instability affects long-term planning, faculty recruitment, and the institution's reputation.

### **2. Limited Research Opportunities**

Although faculty members have significant experience, there are limited opportunities for them to guide research projects. This restriction hampers professional development and the college's contribution to academic research.

### **3. Financial Constraints**

As a self-financing institution, we are not getting any financial aid from UGC or from the state government. Hence college faces financial limitations that impact infrastructure development, resource allocation, and the ability to offer competitive salaries and benefits to attract and retain qualified staff.

### **4. Remote Location**

The college's remote location poses challenges such as limited access to resources, lower visibility, and difficulties in attracting guest lecturers and organizing events. This can also impact student enrollment and faculty recruitment.

### **5. Management-Determined Salaries and Allowances**

The management's control over salaries and allowances may lead to disparities and dissatisfaction among the teaching staff, potentially affecting morale and retention.

### **6. Infrastructure Limitations**

There may be limitations in infrastructure and facilities, including classrooms, laboratories, libraries, and technology, which can affect the quality of education and student experience.

#### 7. Community Perception and Engagement

While the college engages in community service, there might be challenges in effectively communicating its value and impact to the local population. Enhancing community perception and engagement is crucial for the college's growth.

#### 8. Competition from Other Institutions

The college faces competition from other educational institutions, both within and outside the region, which may offer more established programs, better infrastructure, and higher levels of funding. Besides our college has affiliated arts and science at present so in future if ITEP program is introducing it will cause a challenge for our institution.

#### 9. Student Demographics

With a majority of the student body being girls, there is an opportunity to create more gender-balanced programs and initiatives that cater to the needs of all students while continuing to support women's education.

### **1.3 CRITERIA WISE SUMMARY**

#### **Curricular Aspects**

Curricular Aspects of SUM CollegeSUM College, aligned with the curriculum of Kannur University, has established a comprehensive and inclusive approach to curriculum development and implementation. The college's curriculum is crafted through a collective decision-making process that encompasses inputs from various stakeholders, including experts, practice teaching schools, the Parent-Teacher Association (PTA), alumni, and local community demands. This inclusive approach ensures that the curriculum remains relevant, comprehensive, and responsive to the needs of its learners and the community it serves. The institution meticulously prepares and issues an academic calendar and semester plan to all stakeholders, ensuring clarity and structured academic progress throughout the academic year. This organized approach facilitates effective planning and execution of curricular and co-curricular activities, contributing to a well-rounded educational experience for the students.

To promote holistic development, SUM College offers a variety of value-added courses and encourages students to undertake self-study courses. These initiatives are designed to enhance the overall growth of learners, equipping them with additional skills and knowledge that extend beyond the traditional curriculum. The integration of core, optional, elective and EPC courses aimed at enhancing professional competencies provides a balanced and diversified educational experience. This structure allows students to tailor their learning paths according to their interests and career aspirations while ensuring a solid foundation in their chosen fields of study.

The curriculum at SUM College is dynamic and undergoes regular revisions to stay abreast of recent trends and changes in the educational landscape. The revision process is informed by feedback collected from all stakeholders, which is analyzed by a dedicated feedback cell. This systematic collection and analysis of feedback ensures that the curriculum remains up-to-date, relevant, and effective in meeting the evolving needs of students and the broader community.

In summary, SUM College's curricular framework is characterized by its inclusiveness, structured planning, emphasis on holistic development, and responsiveness to feedback. By integrating a variety of courses and regularly updating its curriculum based on stakeholder input, the college ensures a robust and comprehensive educational experience for all its students.

### **Teaching-learning and Evaluation**

**Transparent admissions process:** The institution ensures fairness and equality by applying defined admission criteria uniformly to all applicants. Transparency in the admissions process fosters trust and confidence among prospective students and ensures equal opportunities for all individuals seeking admission to the college.

**Interactive instructional techniques:** These techniques go beyond traditional lectures and involve engaging students actively in the learning process. Techniques such as interviews, focus group discussions, debates, projects, presentations, experiments, practical sessions, internships, and e-resources encourage critical thinking, problem-solving, and collaboration among students.

**Integration of ICT and emerging technologies:** With the rapid advancement of technology, it's essential for colleges to embrace ICT and other emerging technologies to enhance teaching and learning experiences. This involves not only providing access to technology but also integrating it effectively into the curriculum to facilitate interactive learning, virtual simulations, online collaboration, and access to vast repositories of knowledge and resources available on the internet.

**Faculty development:** The competence and expertise of faculty members play a crucial role in delivering quality education. The College invests in the professional development of faculty members to ensure they are equipped with the necessary skills and knowledge to effectively utilize interactive instructional techniques and integrate technology into their teaching practices.

**Continuous evaluation:** The College employs efficient techniques for evaluating both the performance of teachers and the learning outcomes of students. This may include methods such as classroom observations, student feedback surveys, peer reviews, standardized tests, and assessment of project outcomes.

**Partnerships for practice teaching:** Collaborative partnerships involving school, staff and custodial teachers in the development of practice teaching plans ensure that student teachers are adequately prepared to meet the diverse learning needs of students in schools. This hands-on experience in real-world educational settings enhances the effectiveness of teacher preparation programs.

Overall, this criterion underscores the importance of creating an inclusive and supportive learning environment



where all students have access to quality education, tailored to their individual needs and learning styles. By prioritizing transparency, active engagement, teacher quality, and the effective utilization of technology, colleges can ensure that their teaching-learning and evaluation practices align with the best practices in higher education.

### **Infrastructure and Learning Resources**

SUM College of Teacher Education is committed to offering a comprehensive and technologically advanced infrastructure that enhances both teaching and learning experiences. The college provides a wide range of facilities, each meticulously designed to ensure an optimal environment for education, administration, and extracurricular activities.

**Classrooms and Laboratories:** Every classroom, including Mathematics, Social Science, Physical Science, Natural Science, and English, is equipped with Wi-Fi, portable projectors, speakers, and smart TVs, promoting interactive and engaging learning experiences. The science and psychology laboratories also feature Wi-Fi, supporting seamless research and practical experiments.

**Administrative and Support Facilities:** Key administrative offices, such as the Office of IQAC, Examination Room, Office Stock Room, Reprographic Centre, and Principal's Room, are equipped with Wi-Fi, laptops, computers, printers, scanners, and CCTV systems to ensure efficient and secure administrative operations. The visitor's lounge and common rooms for gents and ladies are also Wi-Fi enabled, providing comfort and convenience for students and visitors.

**Specialized Facilities:** The college boasts various specialized rooms designed to enhance educational and extracurricular activities. The IT Resource Centre/Computer Lab is equipped with Wi-Fi, computers, and headsets, facilitating digital learning. The Multi-Purpose Hall/Mini Seminar Hall and College Auditorium are outfitted with Wi-Fi, smart boards, LCD projectors, microphones, and speakers, making them ideal for seminars, workshops, and large gatherings. The Physical Education Room/Yoga Hall & Gym features a sound system and portable projector, promoting physical and mental wellness activities.

**Additional Amenities:** The Reprographic Centre, administrative offices, and physical education room provide comprehensive support with their multi-functional equipment and sound systems. The Library, equipped with Wi-Fi and laptops, serves as a resource hub for students and staff. The Studio, offering audio-video recording facilities and Wi-Fi, fosters creativity and innovation.

**Campus Facilities:** The college's infrastructure includes essential amenities such as the Game Hub-Multipurpose Playground with a movable public address system, electric vehicle charging points, and separate parking areas for staff and students. The campus is inclusive, featuring ramps and toilets for men, women, and differently-abled individuals.

### **Student Support and Progression**

SUM College of Teacher Education offers a variety of capability-building and skill enhancement programs for student teachers, focusing on both hard and soft skills. Clubs such as the debate club, film club, nature club, and

National Service Scheme (NSS) significantly contribute to students' overall development. The institution utilizes the latest technologies to communicate effectively with differently-abled students, providing special provisions like Braille books, the screen reading software 'JAWS,' dedicated consoles, and voice recording/typing options. These measures make the college a preferred choice for visually challenged individuals.

The grievance redressal cell at SUM College organizes awareness and orientation programs to ensure that students can address their concerns. Statutory instructions are published on the college website to maintain transparency, and student grievances are addressed promptly. Financial aid, including scholarships and support for economically disadvantaged students, is provided through contributions from parents, teachers, alumni, philanthropists, and well-wishers. The college managing committee also actively supports financially challenged students.

The extension cell, in collaboration with the alumni association, addresses social needs, while the counseling cell, staffed with experts and mentor teachers, tackles psychological issues. Special programs like 'Solace,' conducted with the alumni association, extend counseling services to alumni. The career guidance and placement cell prepares students for competitive examinations, guiding them toward various professions and higher education opportunities. Regular updates on job opportunities are shared through social media, and the placement cell fosters relationships with schools and other institutions to facilitate student placements.

The alumni association actively supports the institution by contributing to infrastructure development, curriculum transactions, motivational interactions, sharing expertise, academic support, and financial aid. The fact that 10 out of 24 existing teaching faculty members are former students of the institution reflects its positive impact. SUM College's holistic approach, technological inclusivity, financial assistance programs, and active alumni involvement drive its success.

## **Governance, Leadership and Management**

Governance in the college refers to the frameworks, structures, and processes that guide the institution's decision-making and accountability. It encompasses the rules, policies, and practices that ensure the institution operates in a transparent, effective, and ethical manner.

### **Components:**

- **Board of Trustees/Directors:** The governing body that provides oversight and strategic direction for the institution. They are responsible for major decisions such as budget approvals, policy changes, and presidential appointments.
- **Institutional Policies:** Guidelines and regulations that govern various aspects of college operations, including academic standards, student conduct, and financial management.
- **Accreditation Bodies:** External organizations that evaluate and accredit the institution based on established standards. Accreditation affects funding, reputation, and eligibility for federal student aid.

Leadership in the college refers to the ability to inspire, guide, and influence individuals or groups towards achieving the institution's mission and goals. It involves setting a vision, motivating stakeholders, and fostering a positive institutional culture.

Components:

- **Principal:** The chief executive officer who provides overall direction and represents the institution in public and academic forums.
- **Academic Deans :** Senior leaders responsible for academic affairs, including curriculum development, faculty management, and student academic services.
- **Department Chairs:** Leaders within academic departments who manage faculty, oversee departmental programs, and ensure academic quality.

Management in a college involves the day-to-day operations and administrative functions necessary to keep the institution running smoothly. It includes planning, organizing, directing, and controlling resources to achieve specific objectives.

Components:

- **Administrative Staff:** Personnel who handle various operational functions such as admissions, registration, financial aid, and facilities management.
- **Financial Management:** Budgeting, accounting, and financial planning to ensure efficient use of resources and financial stability.
- **Human Resources:** Recruiting, training, and supporting faculty and staff to maintain a productive and motivated workforce. By effectively integrating governance, leadership, and management, a SUM college of Teacher Education can successfully prepare future educators, maintain high educational standards, and contribute positively to the field of education.

## **Institutional Values and Best Practices**

SUM College of Teacher Education is committed to fostering a sustainable, environmentally friendly, and socially responsible campus. This commitment is reflected in the institution's comprehensive policies and practices, designed to promote energy conservation, waste management, environmental sustainability, and community engagement.

## **Energy Policy and Conservation**

The college has implemented a robust energy policy that emphasizes the conservation of energy and the use of alternative sources. Key initiatives include:

- **Low Power LED Bulbs and Monitors:** The use of energy-efficient LED lighting and monitors to

reduce electricity consumption.

- **Low Power Fans:** Installation of energy-saving fans to further decrease power usage.

## Waste Management

An integral part of the college's sustainability efforts is its comprehensive waste management policy, which includes:

- **Segregation of Waste:** Systematic separation of waste to facilitate recycling and proper disposal.
- **E-Waste Management:** Safe and environmentally friendly disposal of electronic waste.
- **Ring Compost and Bio-Gas Plant:** Implementation of organic waste processing methods such as ring composting and a bio-gas plant to convert waste into usable resources.
- **Rain Pit and Borewell:** Sustainable water management practices through the use of rain pits and borewells.

## Environmental Sustainability

The College maintain a pollution-free, healthy environment through several initiatives:

- **Economical Usage and Cleanliness:** Promoting economical use of resources and maintaining high standards of cleanliness.
- **Green Cover and Landscaping:** Enhancing the campus's green cover with trees and plants, creating a pleasant and sustainable environment.
- **Use of Bicycles and E-Vehicles:** Encouraging the use of bicycles and electric vehicles to reduce carbon emissions.

## Community Engagement

The college also emphasizes social responsibility and community support through various programs:

- **Counseling Service:** Providing counseling services to support the mental well-being of students and staff.
- **Cleaning Initiative:** Regular campus cleaning drives to ensure a clean and healthy environment.
- **Support for Amala Bhavan:** Supplying necessary utensils to the residents of Amala Bhavan.
- **School Adoption Program:** Adopting local schools such as Anjarakkandy School, providing learning materials, supporting midday meal programs, and contributing to infrastructure projects like compound wall construction.

Through these values and practices, SUM College of Teacher Education demonstrates a strong commitment to sustainability, environmental stewardship, and community development, setting a benchmark for educational institution

## Research and Outreach Activities

SUM College of Teacher Education is dedicated to nurturing holistic student development through a comprehensive approach that integrates research support, innovation, and community engagement. Our

institution emphasizes the importance of both academic excellence and personal growth, creating a vibrant and inclusive educational environment.

To support faculty research, we provide substantial in-house resources. This includes seed money for doctoral studies and research projects, study leave for fieldwork, and organizational support to facilitate research activities. We also conduct internal seminars and interactive sessions that encourage intellectual exchange and professional development.

Our commitment to innovation is reflected in our active efforts to create a supportive ecosystem. We engage in participative processes like brainstorming and think tanks to explore and implement novel ideas. Our institution offers official approval and material support for innovative initiatives, ensuring that both faculty and students have the resources they need to pursue and realize their creative concepts.

Community involvement is a cornerstone of our educational philosophy. We organize various outreach activities, including local community-based projects and collaborative events with schools. These activities foster a sense of community and encourage students to contribute meaningfully to societal well-being. We also facilitate practice teaching and internships in partnership with schools, enhancing the practical aspects of our educational programs.

Our students are actively involved in national priority programs such as Swachh Bharat, AIDS awareness, gender sensitivity, Yoga, and Digital India, reflecting our commitment to civic responsibility and social engagement. Additionally, we maintain robust linkages with educational agencies for faculty and student exchanges, as well as joint academic and outreach activities. These linkages enhance our institutional practices and promote collaborative growth. Our college is committed to fostering an environment where academic learning, research, innovation, and community service converge. By supporting these initiatives, we aim to develop well-rounded individuals who are prepared to contribute positively to society while achieving academic and personal success.

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	SUM COLLEGE OF TEACHER EDUCATION, MAMBA, KANNUR
Address	SUM COLLEGE OF TEACHER EDUCATION MAMBA, KANNUR
City	KANNUR
State	Kerala
Pin	670611
Website	<a href="http://sumcte.ac.in">sumcte.ac.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	JAYASREE C V	0497-2850600	9947535047	-	sumcte@gmail.com
IQAC / CIQA coordinator	KRISHNAK UMAR E P	-	9447687615	-	krishnakumarkanna puram@gmail.com

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

State	University name	Document
Kerala	Kannur University	<a href="#">View Document</a>

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

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
NCTE	<a href="#">View Document</a>	20-05-2015	120	Validity date is not mentioned in the NCTE recognition order

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	SUM COLLEGE OF TEACHER EDUCATION MAMBA, KANNUR	Rural	5	3765.59

## 2.2 ACADEMIC INFORMATION

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

**Position Details of Faculty & Staff in the College**

<b>Teaching Faculty</b>												
	<b>Professor</b>				<b>Associate Professor</b>				<b>Assistant Professor</b>			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				10			
Recruited	0	0	0	0	0	0	0	0	5	5	0	10
Yet to Recruit	0				0				0			



<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				6
Recruited	2	4	0	6
Yet to Recruit				0

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

### **Qualification Details of the Teaching Staff**

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	1	0	1
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	5	3	0	8
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

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

<b>Programme</b>		<b>From the State Where College is Located</b>	<b>From Other States of India</b>	<b>NRI Students</b>	<b>Foreign Students</b>	<b>Total</b>
UG	Male	10	0	0	0	10
	Female	100	0	0	0	100
	Others	0	0	0	0	0

<b>Provide the Following Details of Students admitted to the College During the last four Academic Years</b>					
<b>Category</b>		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
SC	Male	0	0	1	0
	Female	3	1	1	1
	Others	0	0	0	0
ST	Male	0	1	0	0
	Female	0	0	1	1
	Others	0	0	0	0
OBC	Male	5	0	2	1
	Female	36	38	36	31
	Others	0	0	0	0
General	Male	1	3	1	5
	Female	10	12	11	11
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
<b>Total</b>		<b>55</b>	<b>55</b>	<b>53</b>	<b>50</b>

### **Institutional preparedness for NEP**

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>Teacher education program by its professional nature is multidisciplinary as it is based on philosophical, sociological, psychological and technological foundations along with content and Pedagogy of all school specific subject areas. Constant efforts are being attempted by the college to keep abreast of latest trends in the field of education. In tune with the recommendations of NEP 2020, we have been able to do significant things within the Kannur University Syllabus for B.Ed as directed by the Kerala State Government. Based on that, we are doing the necessary things to become multidisciplinary within the campus itself. A paper on Language across Curriculum has been included for English and value</p>
--	--

	<p>based classroom systems have been introduced for student teaching. Such classes are provided for developing value education and languages. We have been able to do SUPW works which are very socially useful for students. A trainer comes for that. Art and drama programs have been successfully conducted to change the inhibition of students. We have been able to complete extensive projects of NSS camp for community living programs. Work has been done for road cleaning and plastic removal. Also, as teachers, we have been able to lead a continuous literacy initiative within the college. Along with that, the college offers different types of electives for the students. The most important of them are environmental education, guidance and counselling, peace education and physical education. We have also done proper planning for ICT and personal development.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>As the college is affiliated to University of Kannur and ABC has not been implemented for teacher education courses by the Kannur University, it is not applicable in the present situation and will be practiced once the parent University switches over to the system. Kerala State Higher Education Council (KSHEC) has initiated policy dialogue and parallel discussions are going on at University level. On the backdrop of Draft Curriculum and Credit Framework for Postgraduate program FYUGP (UGC), critically discussions are on the way, and the voice of SUM College of teacher education is represented by the Principal, she is also a member of Syllabus preparation cell of Kannur University. The college has identified the process to register in ABC and students and staff are directed to Open Digi Locker account in this regard.</p>
<p>3. Skill development:</p>	<p>We have been able to plan different types of skill development programs, the most important one is English courses at different levels, we have been able to make communicative English program with different colleges and give them certificate courses, and we have been able to achieve a very specific goal of taking about six skills as part of micro teaching practice and training each of the students before teaching practice. In practicing ICT itself, we have been able to give it when necessary to implement the activities required for it and we have also been able to give classes as necessary to make it socially useful</p>

	<p>productive work with able trainers. By giving proper yoga classes, the physical and mental capacity of children can be increased only through yoga practice. And during this period we have also been able to arrange different classes for the construction skill development of the teachers. It may indicate that they were different classes that were part of the community living program. Through different programs, we have been able to tell the necessary things for the personality development of the children. includes a number of other activities to prepare professionally empowered and socially engaged teachers through hands on sessions on Yoga, Health and Physical Education, Reading and Reflecting on texts, Activities on Enhancing Professional Competence, Community Living Camp, Understanding the Self, Socially Useful Productive Work, Working with the Community and Field Trip/Study Tour. Educational trips are always beneficial for both the institution and the children.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>The Kannur University's system allows students to write their examinations in English and Malayalam. Based on that, we teach them in a different way the language curriculum, they need to develop their language in a specific way. If some discipline have difficulty in English language, we are able to give them the exact classes they need. Our students have been able to write literary works correctly and that too in Indian language and awarded in Kannur university fest. Let me mention here that we got the first place in film criticism at the university level. Every EPC program we are doing is necessary to increase the professional capacity of the students and their quality. The students have been able to grow culturally to the extent that they can create plays by writing their own scripts and perform those plays and we can include the different arts programs organized by students within the community living program and art and Drama program as a necessary program to develop their language skills. It is a careful act MOOC courses on Historical perspectives of Education and History of Indian Education with elements of Indian culture and its roots for present day education are coordinated by faculty members and students are motivated to join the courses. The library has a collection of high quality e-learning resources and print materials related to Indian</p>

	knowledge system
5. Focus on Outcome based education (OBE):	<p>A two-day National seminar was organized as part of Out-come Based Education, which was inaugurated by Dr. PJ Vincent and key note address was given by Dr .M A Sudhir UGC Professor of Emirates, Gandhigram University .More than 30 research papers were presented by the students and staff of our college . The paper presentation in the seminar included the out-come-based content, examination reforms and artificial intelligence, and our Students were able to present different papers related to the National Education Policy included in the curriculum. We have been able to present it to the students to complete the process of learning by doing through Micro teaching practice. Micro teaching session gives them immense idea about teaching out comes. We have been able to complete the process of learning by doing. Members have had the opportunity to participate in online seminars /offline seminars at different places. During this period, we have had the opportunity to register two teachers in P.hd and paper publication. The teachers have worked in connection with us and we have received the leadership accordingly. We have been able to participate in the classes and give the necessary instructions to our teachers.</p>
6. Distance education/online education:	<p>During Covid pandemic the period, our college adopted the method of students taking classes online from home as part of teaching practice. They have familiarize the various online platform line windows teams, google meet etc. At that time, the micro teaching practice of our children was also done as a part of the online platform. Also, after March 31, the institution has been able to give the program online to the students in different ways. We are also able to give courses during this period and scaffolding classes through online mode. In normal classroom time we have used all the online platforms includes Google meet and other online medias. While providing classroom notes we used google classrooms and Learning management systems. The assignments and classwork's provided through google classrooms and after checking the assignments and notes we provided ample evaluation for our students. During vacation we ensured classes through online platforms after class hours. Each teacher engaged with online classes and give help the</p>

students if they need special assistance. A UGC net coaching class will be organized in each year for our students those who gone NET examination through online platform. We organized a National seminar through HYBRIDE mode, participants from various states were participated in that seminar and presented their papers. The internal marks of students are published through digital platforms for example WhatsApp group. Digital books are circulated for our students through the college website.

### Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>Yes, Electoral Literacy Club (ELC) has been constituted in our College as per the guidelines from UGC. The club is functional with various activities which provide essential awareness on citizenship. As a teacher education center, we have had the necessary intervention to give the children proper political awareness and knowledge about democracy and civic duty. Yes, the college has active Electoral Literacy Club in operation. Mr. Divakaran P.E, Assistant Professor of physical science have been appointed as the coordinating faculty of ELC. He is acting as the nodal officer of the ELC as per the guidelines. Electoral literacy club is a platform to engage college students through interesting activities, and to familiarize them with the electoral process of registration and voting. ELC learning meets activities and games designed to stimulate and motivate students, provoking them and to think and ask questions. Through ELC it aims to strengthen the culture of electoral participation among young future voters It should make every effort to strengthen the culture of electoral participation of students with disabilities.</p>
<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>The college has appointed student co Ordinator and co ordinating faculties in turn of ELC. The club will be run by an executive committee. One member from each optional subjects act as executive members. Following are the executive members Arya Raveendran (Maths) Aradhana (Eng) Anagha (NS) Sumrath (PS) Swanthana K(SS) Other office bearers for the Academic Year 2023-24 are Muhammed Sahad.K B.Ed. Social Science (Campus Ambassador)</p>



	<p>Noureen E. Social Science, B.Ed. English (Members) Faseela Abbas and B.Ed. Math's Alexanders (Member). Hence Electoral Literacy Clubs is true Representative in character.</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>A class for observing the features of electoral machine especially VV pat was organized in our college before the election. The college assured that all the students are having the electoral ID cards and for its documentation we send it to the University. We also given classes for students to assure their voting rights. A part of our Survey our students visited the houses around the college and provided awareness about the voting rights. In that we provided classes for senior citizens and disabled person.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>Our candidates of Kannur Lokha sabha assembly intensively visited our college before commencing the election. The candidates belong to different parties were visited our college during the election. Our students conducted surveys regarding the voting right awareness for common public for developing democratic awareness. The learners of SSLC equivalency program in our college were given an awareness drive by the ELC club.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>As usual, all our students are already included in the voters list. This process is overseen by the Electoral Literacy Club (ELC) at the beginning of each academic year. Those who are not registered for including voters list, were registered after giving special awareness classes. A comprehensive plan activity of Electoral Literacy Club (ELC) includes Family and Neighborhood awareness campaign, Preparation and Demonstration of Electronic Voting Machine (EVM) did by the social science club.</p>

## Extended Profile

### 1 Students

#### 1.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
106	103	100	100	101
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		
Any other relevant information		<a href="#">View Document</a>		

#### 1.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
55	53	50	50	50
File Description		Document		
Letter from the authority (NCTE / University / R		<a href="#">View Document</a>		
Institutional data in prescribed format		<a href="#">View Document</a>		

#### 1.3

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

2022-23	2021-22	2020-21	2019-20	2018-19
9	9	9	9	9
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		
Central / State Govt. reservation policy for adm		<a href="#">View Document</a>		

#### 1.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
51	50	50	50	51
File Description		Document		
List of final year students with seal and signat		<a href="#">View Document</a>		
Institutional data in prescribed format		<a href="#">View Document</a>		

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

2022-23	2021-22	2020-21	2019-20	2018-19
49	48	49	50	47
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		
Consolidated result sheet of graduating students		<a href="#">View Document</a>		

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

2022-23	2021-22	2020-21	2019-20	2018-19
55	53	50	50	50
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		
Enrollment details submitted to the state / univ		<a href="#">View Document</a>		

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

2022-23	2021-22	2020-21	2019-20	2018-19
8	8	8	8	8

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Copy of the appointment orders issued to the tea	<a href="#">View Document</a>

## 2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
10	10	9	9	9

File Description	Document
University letter with respect to sanction of p	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

## 3 Institution

### 3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
10.33	4.67	5.43	3.17	13.91

File Description	Document
Audited Income Expenditure statement year wise d	<a href="#">View Document</a>

### 3.2

### Number of Computers in the institution for academic purposes..

Response: 18

File Description	Document
Invoice bills of purchase of computers	<a href="#">View Document</a>
Copy of recent stock registers	<a href="#">View Document</a>

## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curriculum Planning

##### 1.1.1

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

**Response:**

Curriculum planning ensures that future educators receive a comprehensive education that prepares them to teach effectively. In our college It involves designing courses, selecting materials, and organizing learning experiences to meet educational goals and standards while considering the needs of diverse learners and the demands of the teaching profession. It is the process of making decisions about what students should learn, how that learning should be organized, and how it should be assessed. It involves three interrelated dimensions: planning, enacting, and evaluating the curriculum. In the planning phase, decisions are made about the content, organization, and assessment methods of the curriculum by the staff council. The planned curriculum is what is intended for students to learn. The enacting phase is the actual implementation of the curriculum in the classroom, where teachers and students engage in the learning process. The evaluating phase involves assessing how well the planned curriculum supports student learning and making adjustments for improvement. As our college is affiliated to Kannur University, the semester plans are prepared in accordance with the academic plan prepared by the University.

A staff meeting is convened immediately after the commencement of a semester to discuss and make collective decisions regarding the work to be done for that semester. Subjects to be taught in a semester in college, who should teach which subjects, how to celebrate days of national importance, what are the must-have clubs in college and their activities, discussions regarding the formation of various committees and cells and their functions, other curricular activities and who should be responsible for each program are discussed and decided in detail.

Recognizing the evolving demands of the global teaching profession, various courses and classes have been introduced and these types of programs are shown accurately in the timetable. Various programs, outreach activities, and special school visits are organized in our college with the aim of molding socially responsible teachers. By carefully planning and executing study tours, field trips we provide students first hand experience outside the classroom that enrich their understandings which prepare them to be culturally responsive and globally minded teachers. The primary purpose of teaching practice is to provide future educators with practical classroom experience under the guidance of experienced mentors. Throughout the teaching practice experience, students receive guidance and support from experienced mentor teachers. Mentor teachers provide feedback, model effective teaching practices, and offer opportunities for reflection and professional growth. The exam cell of the college conducts the unit, model and university exams accurately and informs the students about them in real time. It keeps all records pertaining to examination and also analyzes all examination results and informs parents. Discipline committee in our college ensures a calm and peaceful academic atmosphere in the campus.

The students grievances redressal cell serves as a platform for students to voice their grievances and ensures a fair and timely resolution through proper channels within the college. Decisions taken by staff council, management meetings and union meetings are communicated to students during assembly and through the college notice board so that there is no confusion for the children.

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

### 1.1.2

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

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

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

**Response:** A. Any 5 or more of the above

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

### 1.1.3

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

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

**Response:** B. Any 3 of the above

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

## 1.2 Academic Flexibility

### 1.2.1

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

Response: 38.98

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

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

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

2022-23	2021-22	2020-21	2019-20	2018-19
59	59	59	59	59

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

### 1.2.2

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

Response: 3.2



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

2022-23	2021-22	2020-21	2019-20	2018-19
4	3	3	4	2

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Brochure and course content along with CLOs of value-added courses	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

**1.2.3****Percentage of Students enrolled in the Value-added courses mentioned at 1.2.2 during the last five years****Response:** 32.75**1.2.3.1 Number of students enrolled in the Value – added courses mentioned at 1.2.2 during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
32	36	30	29	40

File Description	Document
Upload any additional information	<a href="#">View Document</a>
List of the students enrolled in the value-added course as defined in 1.2.2	<a href="#">View Document</a>
Course completion certificates	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

**1.2.4**

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

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

**Response:** A. All of the above

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

### **1.2.5**

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

**Response:** 1.18

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

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

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

### 1.3 Curriculum Enrichment

#### 1.3.1

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

**Response:**

A FUNDAMENTAL OR COHERENT UNDERSTANDING OF THE FIELD OF TEACHER EDUCATION

We arranged orientation programmes,celebration of teachers day and National seminar .Orientation program for the newly admitted batch made aware about the PLOs and CLOs , syllabus,programs and activities of the course. The full day celebration of the Teachers Day and the keynote address by the chief guest enlightened the learners . In the same direction numbers of expert talks are arranged for the students.Morning assemblies and thought presentations in our college engance the teacher education program by promoting community building,communication skills,reflective practice ,ethical development ,cultural awareness ,holistic development and leadership.These activities help future educators develop the essential skills and values needed to be effective and inspiring teachers.The student induction program provides an overview of the teacher education curriculum, highlighting key components ,courses and the overall structure of the program.This program introduces new students the college's vision mission and objectives aligning their expecetations and goals with the institution.Different value- added courses on inclusive education ,environmental education,personality,yoga ,communicative English and ICT help students develop a broad skill set essential for effective teaching.

PROCEDURAL KNOWLEDGE THAT CREATES TEACHERS FOR DIFFERENT LEVELS OF SCHOOL EDUCATION SKILLS THAT ARE SPECIFIC TO ONE'S CHOSEN SPECIALIZATION

Our institution prioritizes a comprehensive education in teacher training, encompassing theoretical foundations and practical applications. To develop procedural knowledge we follow a comprehensive plan of action which includes school acclimatization, criticism demonstration classes, peer discussions on lesson plans, workshops on learning materials, ICT based workshops,pre- internships and specialized training programs,case study works. Emphasis is placed on hands-on experiences like classroom

observations ,outreach programs, internships, fostering practical skills and values essential for effective teaching. The institution supports ongoing professional development, encouraging lifelong learning through workshops and conferences. Micro teaching sessions at SUM College are designed to provide student teachers with procedural knowledge and skills essential for teaching at different levels of school education. These sessions offer a structured and focused approach to developing teaching competencies. Micro teaching bridges the gap between theory and practice by allowing student teachers to apply educational theories and pedagogical principles in a practical setting. This hands-on experience reinforces their understanding of effective teaching methodologies. Micro teaching sessions are tailored to address the specific needs of different school levels, such as primary, middle, and secondary education. Student teachers learn to design and deliver age-appropriate lessons, adjust their communication style, and use relevant teaching materials for each educational stage.

### CAPABILITY TO EXTRAPOLATE FROM WHAT ONE HAS LEARNT AND APPLY ACQUIRED COMPETENCIES

SUMCTE encourages extrapolation of knowledge, connecting theory to real-world scenarios and fostering reflective practice. Students engage in collaborative activities, peer discussions, micro teaching practices, study tours, field trips, skill development classes to broaden their perspectives and adaptability. The course 'Reading and Reflecting on Text ' enables student teachers to enhance their capabilities as readers and writers by becoming participants of reading and they apply these acquired competencies in actual classrooms and the course 'Critical Understanding of ICT ' enables them to analyze its impact on society, education in the digital age.

The mentor-mentee program a significant role in equipping student teachers with the procedural knowledge and skills required to teach at different levels of school education. This program facilitates personalized guidance and support, promoting the professional growth of future educators. Each student teacher is paired with an experienced mentor who provides personalized advice and support tailored to their specific needs and areas for improvement. Mentors help mentees navigate the complexities of the teaching profession, offering insights and strategies based on their own experiences. Mentors guide mentees in developing essential teaching skills such as lesson planning, classroom management, instructional strategies, and assessment techniques. Through regular interactions, mentors help mentees refine these skills, ensuring they are well-prepared to teach at different school levels.

The field trip program provides student teachers with hands-on, experiential learning opportunities that are essential for developing procedural knowledge and skills applicable to teaching at various levels of school education. It allows student teachers to see the practical application of educational theories and concepts they have learned in the classroom. Observing and participating in educational activities outside the traditional classroom setting helps them understand how these theories work in real-world scenarios. Field trips expose student teachers to a variety of educational environments, such as museums, historical sites, science centers, and natural habitats. This exposure helps them learn how to adapt their teaching methods to different settings and student needs, which is crucial for teaching at different school levels.

SKILLS/COMPETENCIES SUCH AS: EMOTIONAL INTELLIGENCE, CRITICAL THINKING, NEGOTIATION AND COMMUNICATION SKILLS, COLLABORATION WITH OTHERS, ETC.

SUMCTE prioritizes the development of emotional intelligence, critical thinking, negotiation, communication, and collaboration skills among learners. Micro - Teaching practice, understanding the self, yoga practices foster self-awareness, emotional intelligence and self reflection skills. Community living camps, fieldwork, surveys, outreach activity, study tours, field trips, clubs, communicative English courses and workshops foster collaboration, social skills, and community engagement. Seminars, debates and discussions, thought presentation during assembly sessions promote problem solving and critical thinking. And also the entire programmes organized in the institution are value based as well as skill oriented. The EPC course "Understanding the Self" helps to produce educators who are self aware, intelligent, reflective, and capable of creating meaningful and effective learning experiences for their children.

The outreach activity program is instrumental in developing key skills among student teachers, such as emotional intelligence, critical thinking, negotiation, and communication. These skills are vital for their professional growth and effectiveness as educators. Engaging in outreach activities helps student teachers become more aware of their own emotions and reactions. They learn to manage stress, maintain composure, and regulate their emotions in challenging situations. By interacting with community members, student teachers practice building positive relationships and trust. These interactions are crucial for developing rapport and creating a supportive classroom environment. After participating in outreach activities, student teachers reflect on their experiences, considering what worked, what didn't, and why. This reflective practice enhances their ability to think critically about their teaching methods and strategies.

Yoga practice encourages mindfulness and introspection, helping student teachers become more aware of their emotions, thoughts, and behaviors. This heightened self-awareness allows them to recognize their emotional responses and understand their underlying causes.

File Description	Document
Photographs indicating the participation of students, if any	<a href="#">View Document</a>
List of activities conducted in support of the above	<a href="#">View Document</a>
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

### 1.3.2

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

**Response:**

In our institution, students enrolled in various teacher education programs are provided with a comprehensive understanding of the diversities in the Indian school system. We ensure that students receive both theoretical and practical knowledge through the curriculum, school internships, and field engagement activities. The curriculum is thoughtfully structured to instill a foundational understanding of diverse school systems. Students are introduced to various systems of schools through the designed syllabus. Through these activities, student teachers gain insights into the patterns of schools, admission systems, and the roles and responsibilities of teachers in various types of schools, including government, private, and aided schools. By providing this comprehensive exposure to the school system in India, we aim to equip student teachers with a deeper understanding of the norms, standards, and functioning of different types of schools.

One week 'School Acclimatization Programme' and also "Working with School Programme" record ensures better understanding of schools systems. During this period, prospective teachers shall observe classroom transactions in various schools and they are asked to prepare a report about this.

The students are acquainted with the school system during the induction session conducted before the commencement of the internship program. They are asked to closely observe government as well as private elementary and secondary schools in rural and urban areas. Furthermore, students are made to analyze and study the admission policy, infrastructure facilities, evaluation policy, teaching pedagogical practices, and roles and responsibilities of different staff members. They observe and perceive the presence of functional differences among schools, thus ensuring appropriate expansion of knowledge. During the internship, a student-teacher shall work as a regular teacher and participate in all the school activities, including planning, teaching, and assessment, interacting with school teachers, community members, and children.

During the internship program, students are also made familiar with the assessment system prevailing in the school. The evaluation policy of government and private schools in different areas with respect to different boards is also observed. Norms and standards laid down by different boards are followed in the schools with immense care and accuracy. The observation and practice of these norms and standards lead the students to understand the diversity in the school education system. Pupil teachers are given good opportunities to imbibe such standards, so as to cater the diverse needs of students to ensure their holistic development. As a part of the course 'Creating An Inclusive Society,' students are asked to visit a special school and prepare a report about it, helping them to understand the instructional strategies and functioning of the special schools.

We organize national seminars, and the participants come from different backgrounds. Students interact with participants and familiarize themselves with their culture and diversity. Institutions provide opportunities to participate in intercollegiate competitions, and we send our students to various schools to assist in the successful conduct of various fairs and competitions. The school adoption programme equip future educators with a deep understanding of the diverse Indian school system by immersing them in various educational settings.

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Action plan indicating the way students are familiarized with the diversities in Indian school systems	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

### 1.3.3

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

##### **Response:**

Our vision is to shape exemplary educators who inspire and empower learners, fostering a brighter future for our society. This vision is realized through a comprehensive range of activities designed to enhance students' skills and keep them informed about the latest trends in the teaching profession. Among these activities are skills development classes, guest talks, and thought presentations during morning assemblies. These initiatives equipping students with the necessary tools and insights to excel in the dynamic field of education.

The foundational and pedagogical courses are essential in preparing students for the professional realm by seamlessly integrating theoretical concepts with practical application. Programs such as lesson plan preparation, criticism and demonstration classes, internships, and teaching practices are key components of this approach. They enable students to bridge the gap between classroom knowledge and real-world scenarios, fostering a deeper understanding of educational practices.

A central focus at SUM College is equipping prospective teachers with both the knowledge and the pedagogical skills required for effective teaching. This is achieved through a variety of well-structured programs. The prescribed syllabus includes courses aimed at enhancing professional capacities (EPC). These courses—Reading and Reflecting on Texts, Drama and Art in Education, Critical Understanding of ICT, and Understanding the Self—provide rich and varied experiences across semesters, ensuring that students receive a holistic education.

At the beginning of the B.Ed program, we organize an orientation cum bridge course. This course is comprehensive, covering every aspect of a teacher's professional life. It sets the stage for the entire educational journey, offering skill development classes, personality development talks, communication skills development classes, workshops, seminars, and debates. These activities are designed to build a strong foundation for future educators, enhancing their professional and personal growth.

The curriculum at SUM College places a strong emphasis on students' mental health and soft skill development. Recognizing the importance of a well-rounded education, the institution includes activities

such as yoga, community living camps, self-awareness sessions, field trips, and community-based fieldwork. These activities contribute significantly to students' overall well-being and personal development. Additionally micro-teaching skills are emphasized, allowing students to master essential teaching methods. Engaging in peer discussions, observing faculty demonstrations, participating in criticism lessons, and undertaking internships are all integral parts of this programme.

During their internships, students are fully immersed in the school environment, becoming familiar with the responsibilities and duties of a teacher. They participate in various school-related activities, administer achievement and diagnostic tests, provide remedial teaching, and conduct physical and health education classes. These practical experiences are invaluable in preparing students to competently carry out their professional duties.

Reflective practices and self-assessment are strongly promoted in our college. Students are encouraged to critically reflect on their learning experiences, which helps them identify connections between different engagements and evaluate their own progress and growth. Writing teaching diaries during their practice period and writing reflective journal are essential. By explicitly linking their learning experiences, students can recognize their development and prepare themselves thoroughly for the professional field.

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

## 1.4 Feedback System

### 1.4.1

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

**Structured feedback is obtained from**

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

**Response:** C. Any 3 of the above



<b>File Description</b>	<b>Document</b>
Sample filled-in feedback forms of the stake holders	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

**1.4.2**

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

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

<b>File Description</b>	<b>Document</b>
Stakeholder feedback analysis report with seal and signature of the Principal	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Action taken report of the institution with seal and signature of the Principal	<a href="#">View Document</a>

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1

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

**Response:** 100

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

#### 2.1.2

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

**Response:** 93.33

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

2022-23	2021-22	2020-21	2019-20	2018-19
8	9	9	7	9

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

### 2.1.3

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

**Response:** 3.88

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

2022-23	2021-22	2020-21	2019-20	2018-19
5	3	2	0	0

File Description	Document
List of students enrolled from EWS and Divyangjan	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Certificate of EWS and Divyangjan	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

## 2.2 Honoring Student Diversity

### 2.2.1

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

**Response:**

Before the commencement of the program, students' prerequisite knowledge, needs, and skills are thoroughly assessed through interactive selection interviews conducted by the selection committee. Additionally, an Entry Behaviour Test is administered at the beginning of the academic year to gauge each trainee teacher's abilities in reasoning, problem-solving, and communication skills relevant to teaching aptitude.

The Entry Behaviour Test, held on 21st September 2023 for B.Ed. I year students separately across various optional subjects, serves to diagnose their genuine inclination towards teaching. This diagnostic process enables the college to tailor its educational activities according to each student's aptitude, fostering gradual and robust enhancement in their teaching capabilities. Based on the insights gleaned from these assessments, the college strategically plans and executes teaching-learning experiences.

Entry behaviour encompasses a prospective teacher's existing knowledge base in soft skills, teaching aptitude, ICT proficiency, general awareness, reasoning, and pedagogic content knowledge. Through careful analysis of assessment results, strengths and weaknesses are identified, enabling targeted interventions such as workshops, seminars, and debates designed to address and improve areas of weakness.

To cater to the diverse learning needs of its heterogeneous student population, the institution creates a conducive learning environment marked by inclusivity and engagement. This democratic learning climate encourages active participation and collaboration among students, fostering a sense of ownership over their learning journey. Utilizing advanced technology, such as interactive digital platforms and multimedia resources, enhances the learning experience by making educational content more accessible and interactive. Library resources play a pivotal role in supporting students across various academic disciplines. With a comprehensive collection of books, journals, and electronic databases, the library serves as a hub for research and self-directed learning. Students are empowered to explore their interests and deepen their understanding, bridging any knowledge gaps they may encounter in their studies.

Recognizing the varying paces at which students learn, the institution provides dedicated support for slow learners through structured daily tutorial sessions. These sessions offer personalized attention, focusing on specific topics and concepts that require additional clarification and reinforcement. By tailoring instruction to individual needs, educators ensure that all students have the opportunity to grasp fundamental concepts and build confidence in their academic abilities.

Moreover, the institution promotes a culture of continuous improvement through ongoing assessment and feedback mechanisms. Regular assessments, including slip tests and unit tests, help educators gauge student progress and identify areas that may require further attention. This data-driven approach enables teachers to adapt their teaching strategies effectively, addressing the unique challenges and strengths of each student.

Furthermore, slip tests and unit tests play a crucial role in identifying both slow and advanced learners, enabling teachers to tailor their teaching approaches accordingly. This proactive approach ensures that all students receive the necessary support and encouragement to excel academically. By embracing a comprehensive assessment and support system, the institution strives to nurture a conducive learning environment where every student can thrive and reach their full potential in the teaching profession.

File Description	Document
The documents showing the performance of students at the entry level	<a href="#">View Document</a>
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

### 2.2.2

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

1. **Mentoring / Academic Counselling**
2. **Peer Feedback / Tutoring**
3. **Remedial Learning Engagement**
4. **Learning Enhancement / Enrichment inputs**
5. **Collaborative tasks**
6. **Assistive Devices and Adaptive Structures (for the differently abled)**
7. **Multilingual interactions and inputs**

**Response:** A. Any 5 or more of the above

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

### 2.2.3

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

**Response:** As an institutionalized activity in accordance with learner needs

File Description	Document
Reports with seal and signature of the Principal	<a href="#">View Document</a>
Relevant documents highlighting the activities to address the differential student needs	<a href="#">View Document</a>
Photographs with caption and date	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

### 2.2.4

#### Student-Mentor ratio for the last completed academic year

**Response:** 17.67

#### 2.2.4.1 Number of mentors in the Institution

Response: 6

File Description	Document
Relevant documents of mentor-mentee activities with seal and signature of the Principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

## 2.3 Teaching- Learning Process

### 2.3.1

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

**Response:**

#### **Experiential learning:**

The students are engaged in hands on experience to relate the knowledge learned in the classroom with the real world through internships, simulation, peer teaching, role playing, seminars, workshops, focussed group discussion, field visits, debates, discussion, ICT short films, photography, laboratory exercises etc. Skill development programmes are provided during pre and post instructional stages by encouraging students in active learning through the classroom practices Enabled presentations, book reviews, critical analysis of education related articles, commission reports, etc. In addition to this, Initiatory school experiences and school internship provides opportunity for enhancing professional qualities.

### **Collaborative learning:**

Participative learning: The learners are actively involved in the learning process through laboratory, seminar presentations, group discussions, conferences, value added and job-oriented courses, online training programmes, paper context presentation, guest lectures, awareness programmes, assignments, case studies, guest lectures etc. Learners are made active by creating their own, blog and posting learning materials. Students are engaged in dynamic learning through preparing library notes, tasks and assignments, supervised library hours twice a week. The institution ensures active student learning through activities such as cooperative learning, brainstorming, project-based learning, initiatory school practices, computer-assisted instruction, group and individual assignment, web-based learning, supervised study, and tutor-ward system. Students make their learning vigorous by utilizing library resources, computer lab, multi-media lab and laboratories. The college organizes a number of community involvement programmes regularly including medical camp, community yoga, old age home visit, visit to special schools

Problem Solving Methodologies involve a series of structured activities aimed at enhancing students' skills through various sessions. These sessions include:

1. Microteaching: Small-scale teaching sessions where students practice teaching in a controlled environment.
2. Criticism: Constructive feedback and evaluation provided to learners to improve their understanding and application of knowledge.
3. Observation: Actively watching and analyzing teaching methods and learning behaviors to gain insights and improve practices.
4. Video Demonstrations: Visual aids showcasing effective teaching techniques or problem-solving approaches for better comprehension.
5. Peer Teaching: Learning facilitated by fellow students, allowing for collaborative exploration and mutual skill development.
6. Interaction with Experts: Engaging with experienced professionals to gain insights, advice, and practical wisdom in problem-solving methodologies.

These sessions collectively aim to refine students' problem-solving abilities by integrating theoretical knowledge with practical application and feedback mechanisms.

### **Brain Storming:**

General topic and subject-related brainstorming sessions are held in classes. Focus Group Discussion: Workshops are organized in preparing online teaching learning materials. All students are equipped to record their pre-practice sessions, internship activities and workshop activities using appropriate audio video editing tools.

### **Online Mode learning:**

All teachers are using Google Classroom Application /Moodle to teach their respective subjects. Whats App Group is created for all students to discuss their issues with teachers about various subjects. College initiates online learning programmes through G classroom, MOODLE, seminars, submission and evaluation of assignments. Students develop online learning materials. students engage in preparation of PowerPoint, videos, and collaborative documents with the help of google docs, google sheets, google slides etc. under the supervision of teacher educators.

File Description	Document
Course wise details of modes of teaching learning adopted during last completed academic year in each Programme	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 2.3.2

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

**Response:** 67.5

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

2022-23	2021-22	2020-21	2019-20	2018-19
5	5	6	5	6

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link of LMS	<a href="#">View Document</a>

### 2.3.3

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



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

Response: 62.26

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

Response: 66

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

2.3.4

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

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

Response: A. Any 4 or more of the above

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

2.3.5

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

#### **Response:**

Mentoring is seen as a vital component of a teacher education program in order to modify attitudes and beliefs, as well as to increase teacher trainees' personal and professional knowledge and abilities. Academic, pedagogical, and emotional assistance are required for trainees. All learners are assigned a mentor who are then assigned special tutor hours during which they develop rapport by discussing the personal and specific background of the wards so that the mentor receives a holistic perspective of the learner which in turn will provide the mentor to choose individualistic and effective support.

SUM College of Teacher Education has a strong mentorship structure in place, with each faculty continually mentoring students on academic, professional, and personal levels. Many students who required aid in personal, academic or professional concerns were effectively mentored, allowing them to better handle their difficulties and emerge from challenging situations graciously. Our College provides several opportunities for mentor-mentee relationships to cater with students' diversity. To sustain an effective mentoring relationship, faculty members recognise, reflect on, and connect with different learners.

Working in groups has always been an important aspect of our organization. Teachers guide and assist their pupils and form the strong bonds necessary for a healthy interaction among team members (team spirit). They are motivated to construct knowledge on their own. Teachers and students form bonds when they participate in social, cultural, and recreational activities such as community service projects (NSS), youth festivals , tutoring etc. Our college campus offers a wide range of academic, cultural, and recreational opportunities, which helps in all round development of pupil teachers. Mentors lessen the stress of their mentees by teaching them different skills such as time management, presenting skills, social skills. There is also a provision for instructors to develop their professional skills. Employees are encouraged to participate in orientation, refresher courses, the Induction Training Programme, workshops, seminars, and symposiums hosted by government and non-governmental organizations. Teachers, in turn, encourage their mentees to deliver seminars and participate in debates, declamations, and symposiums. Every student is encouraged to use updated technology. They have access to the computer lab and the internet, which they may use to stay up to speed on the current developments in their topic as well as in education. Mentoring through association activities are guided and assisted by the teachers. Every day half an hour is set before class in morning assembly to present; thought of the day, daily news . Students also trained to plan and execute various creative activities in this time

During practice Teaching Internship, special mentoring is provided at various levels by the concerned mentors, subject teachers and school/college teachers. Proper guidance on dealing with issues that arise during this period in connection to dealing with students, staff and other activities at the institution of practice are provided. Special attention is given to maintaining physical and mental health of students through yoga classes and expert psychological sessions which help to lower stress levels, relieve anxiety and cope with challenges in life.

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 2.3.6

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

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

**Response:** B. Any 4 of the above

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

### 2.3.7

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

**Response:**

The teaching-learning process at SUM College of Teacher Education is designed to create a well-rounded educational experience that goes beyond traditional academic knowledge. By focusing on creativity, innovativeness, intellectual and thinking skills, empathy, and life skills, the college aims to produce students at all levels who are academically competent and also equipped to thrive in a dynamic and ever changing global landscape.

**Digitally Enhanced Learning Climate** Following the covid pandemic, the institution has taken various initiatives to revamp the teaching learning process integrating maximized digital experiences considering the emphasis that future education developments in connection to technology is likely to emerge in a number of ways . It facilitates teaching learning activities in an online mode so that students can access and maintain interaction with academics. Videos and subject notes developed by students assisted by faculty are developed and shared. Platforms such as Google Classroom, Google meet, quizizz ,zite board ,Jam board and Xeted are used to manage teaching-learning activities as well as monitor exam-related activities. Library is considered a vital hub for teaching and learning. Library is made user-friendly by integrating open access to all the library resources with Koha open-source integrated library system to automate the library functions and services.

**creativity** Encouraging students to explore different ways of solving problems, express their ideas, and think outside the box fosters creativity. Teachers can use project-based learning, open-ended questions, and artistic activities to stimulate creative thinking.

**Innovativeness:** By exposing students to real-world problems and encouraging experimentation, educators can cultivate innovative thinking. Providing opportunities for students to design and implement their own projects or solutions helps them learn how to apply their knowledge in new ways.

**Intellectual Skills:** The core academic subjects—math, science, language, and social studies—help build a strong foundation of intellectual skills. Critical thinking exercises, analytical discussions, and research activities enhance students' ability to process information and solve complex problems.

considering the willingness to share its faculties' IT expertise and the infrastructure facilities for the same. Faculty share teaching learning resources through their personal websites accessible to students at all times. Students are encouraged to prepare and share assignment, project reports, posters for all events at college, etc using online platforms. Infrastructure to enable a digital friendly campus avails through facilities including IT Resource Centre, Multi Media Interaction Hall and Digital Technology Studio. All classrooms have access to latest educational technology students created and shared videos on issues on social relevance like dowry, drug addiction and education of girls which gives unique teaching learning experience.

Encouraging students to explore different ways of solving problems, express their ideas, and think outside the box fosters creativity. Teachers can use project-based learning, open-ended questions, and artistic activities to stimulate creative thinking.

**Thinking Skills:** Teaching methods that promote higher-order thinking, such as analysis, synthesis, and evaluation, develop students' thinking skills. Activities like debates, reflective writing, and problem-solving tasks encourage deeper cognitive engagement.

**empathy** Empathy is a cornerstone of effective teaching and is developed through experiential learning opportunities, such as practicum placements in diverse educational settings. BEd students learn to

understand the perspectives and backgrounds of their future students, appreciate cultural differences, and develop strategies to create inclusive learning environments where every student feels valued and supported. Institutional visit to special school values on inclusive education. Visiting palliative care centers Incorporating diverse perspectives and experiences into the curriculum can help students understand and relate to others' feelings and viewpoints. Literature, history, and social studies offer rich opportunities for students to explore and develop empathy.

**Life skills** Life skills such as communication, collaboration, time management, and leadership are also integral to the teaching-learning process in BEd programs. Through group projects, cooperative learning activities, and classroom simulations, students learn to work effectively with colleagues, manage their workload efficiently, and assume leadership roles when necessary. The teaching-learning process also focuses on practical skills such as communication, collaboration, time management, and self-regulation. Group projects, leadership roles, and real-life scenarios in the classroom prepare students for everyday challenges.

In conclusion, by nurturing creativity, innovativeness, intellectual and thinking skills, empathy, and life skills among BEd students, these programs lay a strong foundation for their success in the classroom and their ability to positively impact the lives of their students. Thus, investing in the quality of the teaching-learning process in BEd programs is crucial for the advancement of education and the development of skilled educators who can meet the challenges of the 21st century classroom.

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 2.4 Competency and Skill Development

### 2.4.1

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

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

**Response:** A. Any 8 or more of the above

<b>File Description</b>	<b>Document</b>
Reports of activities with video graphic support wherever possible	<a href="#">View Document</a>
Documentary evidence in support of the selected response/s	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### **2.4.2**

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

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

**Response:** A. Any 8 or more of the above

File Description	Document
Reports and photographs / videos of the activities	<a href="#">View Document</a>
Documentary evidence in support of each selected activity	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Attendance sheets of the workshops/activities with seal and signature of the Principal	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 2.4.3

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

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

**Response:** C. Any 2 of the above

File Description	Document
Details of the activities carried out during last completed academic year in respect of each response indicated	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

### 2.4.4

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

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

**Response:** B. Any 3 or 4 of the above

<b>File Description</b>	<b>Document</b>
Samples prepared by students for each indicated assessment tool	<a href="#">View Document</a>
Documents showing the different activities for evolving indicated assessment tools	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

#### 2.4.5

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

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

**Response:** C. Any 3 of the above

<b>File Description</b>	<b>Document</b>
Sample evidence showing the tasks carried out for each of the selected response	<a href="#">View Document</a>
Documentary evidence in respect of each response selected	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### 2.4.6

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

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



**Response:** A. All of the above

File Description	Document
Report of the events organized	<a href="#">View Document</a>
Photographs with caption and date wherever possible	<a href="#">View Document</a>
Documentary evidence showing the activities carried out for each of the selected response	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

#### 2.4.7

**A variety of assignments given and assessed for theory courses through**

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

**Response:** A. Any 4 or more of the above

File Description	Document
Samples of assessed assignments for theory courses of different programmes	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

#### Other Upload Files

1

[View Document](#)

#### 2.4.8

**Internship programme is systematically planned with necessary preparedness..**

**Response:**

Internship programmes are arranged in various government and government or aided schools every year.

**1. Selection/identification of schools for internship:** Participative/on request Internship choose nearby schools based on preferences of the students and faculties. the college sends an official letter requesting permission. Upon the school's agreement, the list of students is confirmed, and they proceed with

teaching practice. Special considerations are made for differently-abled students, tailoring school allocations to their specific needs.

**2. Orientation to school Principal/Teachers** During the teaching practice component of BEd (Bachelor of Education) programs, the orientation of school principals and teachers is crucial for ensuring a supportive and enriching environment for BEd students as they gain practical teaching experience. This orientation serves several important purposes and involves various aspects to facilitate a smooth integration of BEd students into the school community. The official letter sent to the schools requesting permission for teaching practice give general instructions regarding teaching practice. Online meeting including our faculties, School Principals and teachers conducted before internship programme Also, as part of the observation, optional teachers provide necessary instructions while visiting the schools.

**3. Orientation to students going for internships:** Before the internship, a one-day orientation programme is conducted, led by the Principal and staff to guide students what to do and how to do it. The orientation items students need to bring when returning to college after teaching practice. Certificates, proforma, and attendance registers are provided during this session. Phase One of the internship is completed after 45 lesson plans in the high school and 15 lesson plans in UP/HSS. During internship. During internship, several meetings were held at the college

**4. Defining the role of teachers of the institution:** Optional teachers are responsible for teaching practice for each optional subject observe a student's class at least three times. During each of the observation, the students are given rubric based feedback.

**5. Streamlining modes of assessment of student performance** The student's performance is evaluated by the mentors assigned for each intern who give feedback regularly and assess the performance based on classroom observation in the proforma given by the college. Also, during the internship period, at least 3 visits are done by the supervising teachers to give feedback and assess the students' performance using rubrics.. Also peer assessment also done by the rubrics Classroom teaching is evaluated using a rubric for making it more objective and reliable.

**6. Exposure to a variety of school set ups:** Internship is designed ensuring all the interns get opportunities to take part in curricular, co-curricular and extra-curricular activities held at schools/Teacher education institutions. The internship program is structured to provide interns with comprehensive exposure to various school settings and educational practices. This immersive experience not only enhances their pedagogical skills and classroom management abilities but also fosters a deeper appreciation for the diverse needs and dynamics of educational institutions. By actively participating in curricular, co-curricular, and extra-curricular activities, interns develop a well-rounded perspective on effective teaching and learning strategies, preparing them for successful careers in education.

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 2.4.9

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

**Response:** 7.29

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

Response: 7

<b>File Description</b>	<b>Document</b>
Plan of teacher engagement in school internship	<a href="#">View Document</a>
Internship certificates for students from different host schools	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Copy of the schedule of work of internees in each school	<a href="#">View Document</a>

#### **2.4.10**

**Nature of internee engagement during internship consists of**

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

**Response:** A. Any 8 or more of the above

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

#### **2.4.11**

#### **Institution adopts effective monitoring mechanisms during internship programme.**

#### **Response:**

The internship organized for student teachers is for a continuous period of 16 weeks in selected schools (80 working days) Prior to the Internship programme a comprehensive orientation session is organized to acquaint the trainees with various components to be acquired and mastered. During the entire internship, teacher educators monitor all the activities at regular intervals and provide suggestive feedback to the trainees. The teacher educator during interaction with mentees and the trainees on the following:

- Formulation of School Time table
- Maintenance of Attendance Register, Admission Register, Result Records, Stock Registers etc. Construction, administration and analysis of achievement test on different objectives (eg. Bloom's taxonomy)
- Use of qualitative Teaching aids & Innovations Techniques in Lesson Planning and

#### Teaching

- Organization of a Co-Curricular activity and submission of its report
- Checking of Answer Scripts & home-work notebooks
- Reflective Journal writing
- Action research on a child with deviant behavior : a case study

- Overall Conduct

**Role of School Principal:** During this internship program, the students are directly under the charge of the School Principal and discharge all duties assigned by him/her. One teacher of the college is associated with each school for guidance to the students. The internship is duly certified by the head of the practicing school after ensuring that each student has completed all the activities.

**Role of School Teachers:** The student teachers are under the supervision of senior teachers of the school who act as mentors. The classroom performance is observed and evaluated by the mentors and suitable feedback and corrective measures are suggested to them. School teachers assign various duties to student teachers like checking of answer scripts, maintenance of attendance register, organization of cocurricular activities, correction of home-work notebooks, maintenance of classroom discipline etc. The observation of practice teaching is a shared responsibility of the college and the concerned school. All the classes taken by each student teacher are observed and evaluated in different modes.

**Role of Teacher Educators:** For monitoring purposes, each school is designated to a teacher who coordinates with the school principal, school mentors and the internee students. The teacher educator is in constant touch with the interns as well as school, and visits the school intermittently. The school mentors also keep the college teachers informed about the performance of interns.

**Role of Peers:** Peer groups observe at least 5 lessons delivered by each student teacher and provide feedback making them aware of their strengths and weaknesses. Each student teacher must be accompanied by a peer for observing the class. During internship programme peer groups collectively perform various duties of co- curricular events for its successful completion. Feedback from students: Student teachers can collect the feedback of their performance in the school from the students in the class.

**Reflective journal:** Each student teacher reflects on their activities in the school and class and reports it on a reflective journal. Thus, internship mentoring is quite active and robust, various opportunities are provided to experience the environment and functioning of a school.

File Description	Document
Documentary evidence in support of the response	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### 2.4.12

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

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

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

**Response:** B. Any 4 of the above

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

### 2.4.13

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

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

**Response:** A. All of the above

File Description	Document
Format for criteria and weightages for interns' performance appraisal used	<a href="#">View Document</a>
Five filled in formats for each of the aspects claimed	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Any additional Link	<a href="#">View Document</a>

## 2.5 Teacher Profile and Quality

### 2.5.1

**Percentage of fulltime teachers against sanctioned posts during the last five years****Response:** 85.11

<b>File Description</b>	<b>Document</b>
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**2.5.2****Percentage of fulltime teachers with Ph. D. degree during the last five years****Response:** 12.5**2.5.2.1 Number of full time teachers in the institution with Ph.D. degree during last five years**

Response: 1

<b>File Description</b>	<b>Document</b>
Data as per Data Template	<a href="#">View Document</a>
Certificates of Doctoral Degree (Ph.D) of the faculty	<a href="#">View Document</a>

**2.5.3****Average teaching experience of full time teachers for the last completed academic year.****Response:** 7.75**2.5.3.1 Total number of years of teaching experience of full-time teachers for the last completed academic year**

Response: 62

<b>File Description</b>	<b>Document</b>
Copy of the appointment letters of the fulltime teachers	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**2.5.4**

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

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

#### **Response:**

SUM college of teacher Education recognizes the significance of continuous professional development for its faculty members to meet the evolving demands and standards in teacher education. Through various in-house discussions, collaborative initiatives, and pursuit of higher academic qualifications, the college ensures that its faculty remains updated and engaged in enhancing their teaching practices and research endeavors.

#### **In-house Discussions and Institutional Performance Appraisal System:**

The college facilitates in-house discussions on current developments and issues in teacher education, fostering a culture of shared learning and reflection among faculty members. Additionally, an Institutional Performance Appraisal System, overseen by a committee headed by the Principal and IQAC Coordinator, evaluates faculty members' professional development activities. This system not only enhances the quality of faculty members but also serves as a catalyst for their career advancement.

#### **Highlights of In-house Activities (2022-23):**

During the academic year 2022-23, SUM college of teacher Education organized several in-house activities aimed at professional development. These activities included interactive sessions with Dr. Dr.Sudhir from Gandhigram University, Tamil Nadu on Accreditation on NACC ,innovative educational practices, orientation programs on evaluation techniques, and administrative training programs on examination systems. These initiatives provided valuable insights and skills to the faculty members, enabling them to adapt to emerging trends and challenges in teacher education. ICT related faculty development sessions conducted with eminent personalities Dr.Sajan and Mr Hameed. ICT-related Faculty development sessions were conducted with distinguished experts.Dr Sajan,Assistant professor, from NSS Training college Ottappalam provided insights into new trends in ICT applicable to school environments, while Mr. Hameed T, TIM College of Teacher Education, Nadapuram delivered classes focusing on practical knowledge and the utilization of various software tools in educational settings. These sessions aimed to equip faculty members with advanced skills and knowledge necessary to integrate technology effectively into teaching practices, enhancing educational outcomes through innovative approaches and hands-on learning experiences.

#### **Sharing Information and Pursuing Higher Academic Qualifications:**

Faculty members actively participate in seminars, workshops, and faculty development programs to stay informed about recent developments in teacher education and research. Furthermore, the institution encourages faculty members to pursue higher academic qualifications, with several teachers registering their PhDs . The conducive atmosphere provided by the institution facilitates the pursuit of additional postgraduate degrees, ensuring that faculty members are equipped with the necessary knowledge and qualifications to deliver high-quality education.

SUM college of teacher Education's commitment to professional development is evident through its



comprehensive initiatives aimed at enhancing the knowledge, skills, and qualifications of its faculty members. Through in-house discussions, collaborative initiatives, and pursuit of higher academic qualifications, the college ensures that its faculty remains at the forefront of innovation and excellence in teacher education.

File Description	Document
Documentary evidence to support the claims	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 2.6 Evaluation Process

### 2.6.1

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

##### **Response:**

The programmes provided by the college are professional in nature and hence continuous internal evaluation of student learning is a key focus throughout. Daily evaluation is done by teachers in their respective class hours using simple techniques informally such as identifying the muddiest part, one minute reflection, short duration tests and questioning, and also in a formal manner for the following aspects in various ways:

##### **Curricular works:**

The various courses of B.Ed. programme include internal exams as well as undertaking assignments given in the course outline. Besides, model exams are conducted for academic improvement and the Evaluation and Examination Committee of the institution publishes these marks, seeks feedback and directs for grievance redressal, if any. In case of any relevant reasons for absence in these exams, provision for retest is provided to provide emotional support to the students. Exams are also conducted in varying modes including objective type, descriptive type, using e platforms such as Kahoot, google forms and quizzz so on .

**Practical works:** The programmes include a number of practical works in varying nature. The college-based practicals like microteaching, lesson plan preparation, demonstration classes, criticism classes are evaluated on the basis of rubrics, observation and reports. Field based practicals like Practice teaching Internship, visit to educational institutions are also evaluated through rubrics, records and direct observation.

Participation, presentation and reports submitted are evaluated for activities like Data Analysis Workshop, Enhancing Professional Competency, Module preparation and ICT Workshop. students are evaluated through presentation in brain storming session, participation in discussion on different topics and preparation of mentioned in the curriculum. Practical works such as peer teaching, seminar, ICT Workshop

are evaluated through observation, rating scale and valuation of report. Social skills are evaluated through compulsory participation in field trips and study tours. Skill in preparation of teaching learning materials is evaluated based on the products created in workshops including charts and models and also based on rubrics

**Engagement in Physical and health related activities** Engagement in physical and health-related activities is evaluated through active participation in various programs associated with physical and health education, such as sports and yoga. Students' involvement in these activities serves as a means to assess their physical fitness, skill development, and understanding of health concepts. Through participation in sports, yoga sessions, and other related activities, students not only enhance their physical abilities but also cultivate essential life skills such as teamwork, discipline, and stress management, contributing to their comprehensive development.

### **Reflection, feedback and evaluation.**

The assessment of the evaluation process and its procedures is done by analyzing the feedback obtained at the conclusion of each academic session. This feedback is then reviewed and discussed in faculty meetings, where suggestions for improvement are solicited. Based on the feedback received, the examination cell formulates the evaluation procedures for the upcoming academic session and maintains a transparent and effective mechanism for addressing grievances related to conduct of internal examination. All the various subject teachers handling a particular course are entitled for reflection, feedback and evaluation.

<b>File Description</b>	<b>Document</b>
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### **2.6.2**

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

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

**Response:** A. Any 4 or more of the above

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

### 2.6.3

#### **Mechanism for grievance redressal related to examination is operationally effective**

##### **Response:**

The college has established a systematic framework for resolving grievances related to examinations, operating in accordance with the regulations stipulated by the University. A vital component of this framework is the Examination Committee which is dedicated to enhancing the quality of Continuous and Comprehensive Evaluation across all academic programs.

At the college level, a two-tiered mechanism is in place to address grievances concerning internal evaluation. Initially, students can seek resolution directly from their teacher educators and if the issue remains unresolved, it is then escalated to the Evaluation and Examination Committee for further review and resolution.

Students are provided with opportunities for transparency and redressal throughout the evaluation process. Corrected unit tests and model examination answer papers are distributed for verification, and any identified grievances are promptly addressed, ensuring accuracy in marking and assessment. The grievances of the students with reference to internal assessment are made clear by showing his/her performance in the answer sheets and reports of concerned practicals. The answer sheet of such a student is assessed by the faculty once again in the presence of the student. In cases where students are unable to participate in internal examinations due to valid reasons, re-tests are conducted as per established protocols.

Clear communication channels exist between the college, students, and parents regarding internal marks and examination outcomes. Any issues with university question papers are swiftly brought to the attention of the Principal for appropriate action, maintaining the integrity of

The marks obtained by the students for internal and external examinations are communicated to the concerned tutor. Necessary guidance will be given to the ward by the tutor. Any complaints about the

university question paper, such as out-of-syllabus questions, repetition of questions, incorrect question numbers, or improper weightage of content, are addressed to the Principal, who will take appropriate action immediately. The entire mechanism for dealing with examination-related grievances is time-bound, according to the University rules and regulations. If a student has a complaint about the evaluation of university answer scripts, will be reported to the subject handling faculty and, if necessary to the head of the institution. Necessary guidelines will be given by the faculty or Principal regarding the further procedures in the examination process.

Furthermore, the Grievance Redressal Cell serves as the appellate authority for matters encompassing academic, disciplinary, and co-curricular concerns. To date, there have been one examination-related grievances referred to this cell, as all internal assessment grievances are efficiently handled by the Evaluation and Examination Committee.

Overall, the college's approach to managing examination-related grievances is governed by time-bound procedures and adherence to University regulations, fostering a fair and supportive academic environment. Any unresolved complaints regarding university answer script evaluations are handled collaboratively by faculty members and institutional leadership, with guidance provided to students as needed for further recourse.

File Description	Document
Relevant documents reflecting the transparency and efficiency related to examination grievances with seal and signature of the Principal	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### 2.6.4

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

##### **Response:**

The Institution adheres to the University academic calendar and then prepares College Academic Calendar consisting curricular, co-curricular and extra-curricular activities for the smooth conduct of Continuous Internal Evaluation (CIE). The academic calendar includes dates for the commencement and completion of the semesters, curricular activities, important days, co curricular activities, as well as internal exam schedules. The academic calendar also includes tentative dates for practical exams, and University exams. The time-table is prepared in accordance with the academic calendar and University policies.

The institution prepares an Academic Calendar every year to keep students, teaching and nonteaching faculty reminded of important dates and events related to curricular and cocurricular activities throughout

the academic semester and year. In the beginning of the academic session, the students are familiarized with the academic calendar and the same is uploaded on the college website and is provided to each student. The comprehensive academic calendar helps the students to work and prepare for practicals and exams in tune with it.

The Schedule of all Examinations, practicals and Enhancing Professional Competency (EPC) is given in the academic calendar. In addition to the Academic Calendar, semester plans covering curricular activities are prepared for each semester for all programmes. Copies of the semester plan are displayed in the notice board and the same is sent to the class whats app group. It is updated and revised with respect to any changes suggested by the university. . Task and Assignments, Enhancing Professional Competency (EPC) documents, Records of practicals are submitted by students as per the dates given in the Academic Calendar.

The Principal conducts meetings with the Teacher-in-charge(s), and entire Staff including non-teaching to ensure smooth implementation of the with their allotted time table keeping the academic calendar and planned co-curricular activities of the college in mind. The students are informed well in advance about the deadline for assignment submissions, dates for class tests and presentations, as well as their final internal assessment marks. Criteria for assessment is also shared with the students. activities as scheduled. For the purpose of conducting Continuous Internal Evaluation, teachers prepare their schedule of teaching, class tests and assignments in accordance with their allotted time table keeping the academic calendar and planned co-curricular activities of the college in mind.

Due to any unforeseen causes or personal reasons of the concerned teacher or poor performance level of students of any class, the concerned teacher is unable to cover the portions in time, proper alternate arrangements are done for covering the syllabus in the form of extra classes. Students' academic progress is monitored regularly by adopting the strategy of continuous internal assessment – through seminars, project work, unit tests, digital tests, online tests, assignments, Enhancing Professional Competency courses, pre-practice sessions, internship and semester end examinations The Principal holds curricular and co-curricular review meetings on a regular basis to ensure that all activities on the academic calendar are being implemented and progressed. If necessary, changes to activity schedules are made based on these review meetings.

File Description	Document
Any other relevant information	<a href="#">View Document</a>
Academic calendar of the Institution with seal and signature of the Principal	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 2.7 Student Performance and Learning Outcomes

### 2.7.1

**The teaching learning process of the institution are aligned with the stated PLOs and CLOs.****Response:****Programme Learning Outcomes, Course Learning Outcomes**

In every educational program, there exist clearly defined Programme Learning Outcomes (PLO) and Course Learning Outcomes (CLO), which serve as guiding principles for students' academic journeys. These outcomes are prominently displayed on the college website and within the curriculum documentation for each program and course. They articulate the expected knowledge and skills that students should acquire by the conclusion of their undergraduate or postgraduate studies. At the commencement of each semester, instructors meticulously craft detailed course schedules aligned with the outlined objectives, ensuring systematic coverage of the material within the designated time frame. Teaching methodologies are thoughtfully chosen to effectively address the PLOs and CLOs, thereby enhancing students' learning experiences and facilitating their academic growth

Kannur University, Kannur to which the institution is affiliated provides norms and regulations for the B. Ed. programme. The syllabus and regulations for B. Ed. programme in the year 2015 has stated Programme Learning Outcomes (PLOs) . The institution follows PLOs for B. Ed. programme. The PLOs of the programme form the basis for the planning of teaching learning process. The PLOs are realized through the attainment of learning outcomes for different courses, known as Course Learning Outcomes (CLOs). The CLOs stated by the University are personalized by the teachers considering the needs of the learners.

The teaching plan encompasses aspects like assignments, constructive approaches, collaborative tasks, enrichment content, presentation on recent developments, discussion on contextual linkages, group projects and special lectures. The teachers consider the CLOs for every course when they plan the different aspects of the teaching plan. Tasks and assignments prescribed by the University are integrated into the teaching plan in ways that make certain the attainment of CLOs. The learners are made to construct knowledge of the content through participatory approaches that effectuate the attainment of CLOs. Additional inputs are provided in the form of enrichment content for a deeper understanding of the concepts. The recent developments in the course concepts are provided wherever they have the scope of sharpening understanding of course content. Discussions on contextual linkages are also included to provide a cross regional and locational comprehension of concepts. The teacher also plans for bringing in experts to deliver special lectures that can lead to an integrated understanding of course concepts. All these lead finally to the attainment of PLOs. The CLOs are the foundational steps to reach the PLOs. The entire process of teaching and learning is thus carefully planned and executed in line with the CLOs for the different courses. At end of every semester, the staff council review the matrix and achievement of each PLOs and CLOs in terms of student-teachers' achievements and performances report and necessary remedial measures are taken accordingly.

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**2.7.2****Average pass percentage of students during the last five years****Response:** 99.21**2.7.2.1 Total number of students who passed the university examination during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
51	48	50	50	51

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

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

To achieve the stated PLOs and CLOs the BEd program is broadly categorized into Theory Course and Practical Course over 4 semesters of 100 working days each. It is provided through University semester Examinations, internal and home assignments, class tests, house test and tasks. Throughout the year the faculty records the performance of each student on each programme.

**pass/fail**

A candidate shall have to secure 40% marks in each theory examination and 50% marks in Practicals, EPC courses and Internship programme to qualify. Separate minimum of 40% for theory external examination is essential. No separate minimum for internal examination (theory).

### **Internal and External Assessment:**

1. Internal assignments are given to the students which are mostly aligned with Programme Outcomes of the respective subject. External Assessment is evaluated by external experts for the Practical examinations, appointed by the University through Viva-Voce and practical files.

2. Each theory course has the component of internal and external assessment. The external assessment shall be based on the students' achievement in the Term End examination in the theoretical components and internal assessment shall be based on the student teachers performance in the practicum components. The projects/assignments/tasks in the practicum component shall be assessed internally.

3. Core courses, Pedagogic course and Elective Courses are in 100 Or 60 marks EPC courses have 50 marks The course having 100 marks are divided into two parts- 80 marks for external written examination and 20 marks for Internal assessment and The course having 60 marks are divided into two parts- 50 marks for external written examination and 10 marks for Internal assessment School Internship and Practicum during internship have 290 marks

4. 80-mark 1 question paper has three parts:

-10 questions, each carrying 2 marks.

-10 questions, each worth 5 marks, with candidates attempt 8 questions.

- 3 questions, each carrying 10 marks, with candidates attempt 2 questions.

50-mark question paper has four parts:

- 6 questions, each worth 1 marks.

- 5 questions, each worth 2 marks

- 8 questions, each worth 4 marks, with candidates attempt 6 questions.

- 2 questions, each carrying 10 marks, with candidates required to attempt 1 question.

5. For each student-teacher, internship should be conducted preferably in one school for the entire 15 weeks During the teaching practice session, a student teacher delivers 60 lessons including ICT integrated. These are observed by teacher educators and school mentors, who keep a record of their findings in the supervisor's diary. Moreover, the Principal of the institution visits various practice teaching schools to discuss with the headmaster, school mentors, and the student Furthermore, feedback about student teachers' classroom performance is received through the interactions with the headmaster and school mentors in relation to their performance as a teacher trainee. Following the completion of the practice teaching in schools, a feedback session is held in the institution to share experiences of student-teachers in schools and suggestions for improvement in teaching performance. Teaching skills are further evaluated by an external group of experts appointed by the University.



File Description	Document
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### 2.7.4

##### Performance of outgoing students in internal assessment

**Response:** 86.27

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

Response: 44

File Description	Document
Record of student-wise /programme-wise/semester-wise Internal Assessment of students during the last completed academic year	<a href="#">View Document</a>
Data as per Data template	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### 2.7.5

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

**Response:**

The institution initially assessed the students' learning needs by evaluating their general awareness in areas such as Teaching Aptitude, skills and General Competency in English through initial level tests. At the beginning of the course, the students receive counseling through mentoring to evaluate their readiness to undergo the course and provide emotional support. Specific feedback is given to the students after the evaluation of assessment tasks which are evaluated on the basis of criteria already given for assessment, that is in the form of rubrics. The learning needs of students identified initially through mentoring sessions are evaluated against their performance by the mentors. Students learn to evaluate the quality of their own and their peers' work against well-defined learning goals and criteria for developing assessment skills and reflective practices. All the activities carried out in the institution motivate each and every learner to reflect on their performance against already identified needs. During the initial mentoring session, the students who are identified with poor communication skills and teaching skills are provided

with adequate opportunities to refine their skills through various programmes like Enhancing Professional Capacities, Debates, Micro Teaching, Criticism Classes and Practice teaching internship. Through these self and peer evaluation approaches, students are able to do assessment tasks.

Unit tests and model exams are conducted to assess the students' academic performance. The test questions are set by the faculties in charge, taking into consideration the students' learning needs identified at the entry level, their responses in the classroom, and the course/lesson covered. Teacher-made tests are usually used in this assessment. The test papers are then evaluated, and the general performances of the students are discussed in a review class after the test. Faculty meetings also review the assessment strategies and their outputs regularly.

Those who score below 70% are provided extra assistance to improve their performance. College organizes tutoring for weak students in subjects to improve skills. Based on classroom testing and internal testing, slow learners are identified and they provide remedial class. Students receive reading materials. Many articles, homework and assignments assigned to them. Finally, the rest exams are held to check knowledge acquired in class. Faculty staff coordinate with parents of slow learning students to meet their needs. Peer tutoring is also available to meet the learning needs of these students. The mentor-mentee interaction keeps faculty in constant contact with students, helping them with academic and personal issues and stimulating the general development of the student's personality. During internship, feedback Performa developed by the college is provided to the supervisors for evaluating teaching proficiency of student teachers. Peer groups also encourage observing lessons and making constructive suggestions.

Muhammed Suhail student of Physical Science (2022-24) and Theertha of English ,divyagajan were amongst the introverted students of the class. Through continual mentoring and motivation, he has been able to improve standards of performance in academics and has also been able to perform well in practice teaching sessions in school and academic activities.

File Description	Document
Documentary evidence in respect to claim	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 2.8 Student Satisfaction Survey

### 2.8.1

**Online student satisfaction survey regarding teaching learning process**

**Response:** 3.61

## Criterion 3 - Research and Outreach Activities

### 3.1 Resource Mobilization for Research

#### 3.1.1

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

**Response:** 0.8

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

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

#### File Description

#### Document

Sanction letter from the funding agency

[View Document](#)

Data as per Data Template

[View Document](#)

Any other relevant information

[View Document](#)

Link for additional information

[View Document](#)

#### 3.1.2

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

**Response:** 0.05

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

2022-23	2021-22	2020-21	2019-20	2018-19
0.3	0.05	0	0.05	0.1

File Description	Document
Sanction letter from the funding agency	<a href="#">View Document</a>
Income expenditure statements highlighting the research grants received, duly certified by the auditor	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 3.1.3

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

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

**Response:** B. Any 3 of the above

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

### 3.1.4

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

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

**Response:** B. Any 3 of the above

<b>File Description</b>	<b>Document</b>
Reports of innovations tried out and ideas incubated	<a href="#">View Document</a>
Documentary evidences in support of the claims for each effort	<a href="#">View Document</a>
Details of reports highlighting the claims made by the institution	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 3.2 Research Publications

### 3.2.1

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

**Response:** 0.63

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

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

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

### 3.2.2

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

**Response:** 0.88

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

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

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

## 3.3 Outreach Activities

### 3.3.1

**Average number of outreach activities organized by the institution during the last five years..****Response:** 5.2**3.3.1.1 Total number of outreach activities organized by the institution during the last five years.**

2022-23	2021-22	2020-21	2019-20	2018-19
18	2	2	1	3

<b>File Description</b>	<b>Document</b>
Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

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

2022-23	2021-22	2020-21	2019-20	2018-19
106	103	100	100	101

<b>File Description</b>	<b>Document</b>
Report of each outreach activity with seal and signature of the Principal	<a href="#">View Document</a>
Event-wise newspaper clippings / videos / photographs with captions and dates	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**3.3.3**

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

**Response:** 75.49

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

2022-23	2021-22	2020-21	2019-20	2018-19
78	81	69	80	77

<b>File Description</b>	<b>Document</b>
Documentary evidence in support of the claim along with photographs with caption and date	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Any other relevant link	<a href="#">View Document</a>

**3.3.4**

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

**Response:**

SUM College of Teacher Education nurtures community engagement and social responsibility through diverse outreach activities and awareness programs. These initiatives sensitize students to societal issues, promote humanitarian efforts, and foster the holistic development of future educators.

**"Aksharadeepam" Distribution of Study Materials**

Under the school adoption program, SUMCTE adopted Muzhappala ALP School, providing various services such as distributing study materials and conducting classes to support the educational needs of students. These efforts aimed to enrich their learning experiences with essential resources and academic support.

**Save Every Drop" Water Conservation Awareness Campaign**



Students of SUMCTE led a campaign named to raise awareness about water conservation. This initiative educated community members on water-saving techniques, promoted sustainable practices, and encouraged behavioral changes to reduce water wastage.

### **Distribution of Water Bottles**

Distribution of Water Bottles Recognizing the fundamental necessity of clean drinking water bottles were distributed to students to promote hydration and well-being.

### **Clean and Green Initiative Ward Cleaning**

Students conducted the Clean and Green Initiative in Anjarakkandy Panchayat, enhancing cleanliness and local environmental responsibility.

### **Waste Management Awareness Campaign and Survey**

SUMCTE conducted a waste management survey to gather data on community waste management practices, promoting awareness and encouraging sustainable waste management.

### **Health Awareness Talk Show**

Organized by the Family Health Care Center, a talk focused on anemia resistance and nutritious food.

### **AIDS Awareness Programme**

An AIDS awareness program destigmatized HIV/AIDS within the college community.

### **Volunteering at Community Events**

Students volunteered at the the Kannur South Sub District Youth Festival, and the District Sasthrolsavam, gaining valuable experience in event management while enhancing community involvement.

### **Inclusive Education Initiative**

Visit to Ashrayam Special School, Kannur As part of the inclusive education initiative, students visited Ashrayam Special School to engage with children with special needs, fostering inclusivity and empathy.

### **Community Outreach and Support Initiatives**

In addition to visiting Ashrayam Special School, our students engaged in various impactful community initiatives **Ray of Hope** at Shanthideepam Special School, Kannur Students spent a day engaging with the children, offering companionship and support. **Holding Hands** at Buds School: Students provided compassionate support and care to students at Buds School, fostering a nurturing environment for young learners. **Together for Tomorrow:** This initiative focused on distributing essential supplies like food, clothes, and financial aid to flood victims, offering immediate relief during challenging times. **Aaduram** Medical Camp: A one-day medical camp organized by students provided crucial healthcare services, benefiting the community significantly. **Nurturing Hearts** at Amala Bhavan Shelter

Home, Elayavoor: Students offered support, counseling services, cultural programs, and other assistance, enriching the lives of residents and promoting holistic well-being.

**Distribution of PPE kits:** Amid the COVID-19 pandemic, students distributed masks to the needy, promoting health and safety among vulnerable community members..

### **Awareness and Sensitization Programs**

Programs addressed gender sensitization, environmental issues, and healthcare, enhancing social awareness.

### **Practice Teaching Initiatives**

Students conducted awareness programs on drug abuse, health, road safety, online safety, and mental health.

Through these efforts, we cultivates social responsibility, volunteerism, and essential skills for personal and professional growth.

<b>File Description</b>	<b>Document</b>
Report of each outreach activity signed by the Principal	<a href="#">View Document</a>
Relevant documentary evidence for the claim	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

### **3.3.5**

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

**Response: 5**

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

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

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Appropriate certificates from the awarding agency	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 3.4 Collaboration and Linkages

#### 3.4.1

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

**Response:** 15.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
30	19	0	17	12

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

#### 3.4.2

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

**Response:** 4

**3.4.2.1 Number of functional MoUs with institutions of National and / or International importance,**

**other universities, industries, corporate houses etc. during the last five years**

Response: 4

<b>File Description</b>	<b>Document</b>
Data as per Data Template	<a href="#">View Document</a>
Copies of the MoUs with institution / industry/ corporate houses	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 3.4.3

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

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

**Response:** B. Any 5 or 6 of the above

<b>File Description</b>	<b>Document</b>
Report of each activities with seal and signature of the Principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

#### 4.1.1

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

**Response:**

SUM College of teacher education college with adequate physical infrastructure facilities on a campus of 5 acres. The college meets the standards of various statutory bodies, including National Council for Teacher Education, University Grants Commission, Government of Kerala, and Kannur University.

The college has buildings with a total area of 3765.59 square meters for one units of B.Ed. The college has 10 classrooms that are well lighted, ventilated and well furnished. Each classroom has things like whiteboards/ black board and portable laptop, projector and speaker. Other rooms include Principal's office, staff room, administrative office, common rooms, visitors room, toilet facilities, store rooms and two multipurpose Seminar halls. The college also has an open-air classroom named 'Pedagogic Park' with semi-circle seating arrangement.

The college has a library with 3825 books, 10 journals, 25 CDs and number of newspapers and periodicals. The library can accommodate up to 30 students simultaneously for reference and reading purposes. Digital reading corner also attached with library which helps the students to search digital contents online and access internet freely for the preparation of projects and papers.

The college has science laboratories for Physical Science and Natural Science disciplines, a psychology lab with a counseling room, social science and mathematical laboratories, which are connected to optional classrooms.

The college has a Multipurpose playground called the 'SUM Game Hub,' which provides space for various sports activities. There is also a badminton court, volleyball court, football court a well-equipped fitness center, yoga hall, and a physical education room for consultations, minor games, and health check-ups.

The college has a computer laboratory with multimedia facilities with 5 computers. Students can access the lab at any time to enhance their learning outcomes. The college also has a Multi Media Interactive Hall with interaction and presentation facilities. The college maintains 'SUMCTE' YouTube channel with the help of this lab. The college has also provided solar facilities to ensure uninterrupted power facilities for co-curricular activities at low cost.

The college offers dining options. The college provides separate common room facilities for boys and girls. A feeding corner is available in the girls' room, and resting facilities are also provided for pregnant women. And toilet facilities are available separately for boys and girls.

The college has implemented various facilities to accommodate Divyangjan students, including ramps

for mobility, separate differently-abled-friendly toilets.

File Description	Document
List of physical facilities available for teaching learning	<a href="#">View Document</a>
Geo tagged photographs	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### 4.1.2

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

**Response:** 100

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

Response: 12

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

Response: 12

File Description	Document
Geo-tagged photographs	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link to relevant page on the Institutional website	<a href="#">View Document</a>

#### 4.1.3

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

**Response:** 22.02

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

2022-23	2021-22	2020-21	2019-20	2018-19
4.31	0.40	0.59	1.08	1.88

File Description	Document
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 4.2 Library as a Learning Resource

### 4.2.1

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

#### **Response:**

Our library is more than just a collection of books it's a treasure trove brimming with resources to equip for success in the classroom. Imagine it as personal learning hub, where a strong foundation is built through foundational textbooks on pedagogy, child development, and subject-specific teaching methods. Curriculum guides, sample lesson plans, and resources aligned with national and state standards offer practical insights into crafting effective learning experiences. The library has a collection of 3830 books from various domains. We also have 8 journals and 5 periodicals to cater the reading of students. Adequate number of magazines and newspapers were subscribed. Most of the nonteaching staff utilise these resources effectively.

Unlocking this wealth of knowledge is the Online Public Access Catalogue (OPAC), a user-friendly search system. Think of it as map to navigate the library's vast collection. Using keywords, titles, or authors, we can efficiently locate books, journals, and other resources relevant to your studies, allowing students to delve deeper into specific topics or explore areas that spark your interest. The Wi-Fi enabled 2 computer system in the library facilitates the students and teachers to search digital contents online and access freely for the preparation of projects and papers.

Beyond the physical books, the library likely utilizes KOHA, a user-friendly library management software. KOHA streamlines borrowing experience. Students can manage your account using their student ID, check out and renew materials online to avoid late fees, and even place holds on unavailable books. KOHA also allows them to request specific resources, potentially expanding the library's collection based on student needs.

While the focus may be on print materials, the library offer a hidden gem: educational CDs. These CDs could contain documentaries on educational practices, interactive learning programs, or audio recordings of lectures and discussions. Integrating multimedia resources into your studies can enhance understanding and provide a more diverse learning experience.

The true power of the college library lies in its connection to the world. The Wi-Fi connection allows students to access online resources like academic journals, educational websites, and online databases unavailable in print format. With Wi-Fi, they can stay connected to the latest educational trends, research on the go, and collaborate with classmates online.

The college library is more than just a repository of books; it's a dynamic learning hub that fosters student's growth as a future educator. By leveraging the resources available, such as books, OPAC, KOHA, CDs, and Wi-Fi, we can build a strong foundation of knowledge, develop information literacy skills, and prepare yourself for a rewarding teaching career. Don't hesitate to explore these resources and reach out to the librarian for assistance. The college library's commitment to leveraging technology not only ensures the accessibility of its resources but also contributes to a more user friendly and efficient library experience for both students and faculty.

File Description	Document
Bill for augmentation of library signed by the Principal	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>
Web-link to library facilities	<a href="#">View Document</a>

#### 4.2.2

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

#### **Response:**

Our library is more than just a collection of books it's a treasure trove brimming with resources to equip for success in the classroom. Imagine it as personal learning hub, where a strong foundation is built through foundational textbooks on pedagogy, child development, and subject-specific teaching methods. Curriculum guides, sample lesson plans, and resources aligned with national and state standards offer practical insights into crafting effective learning experiences. The library has a collection of 3830 books from various domains. We also have 8 journals and 5 periodicals to cater the reading of students. Adequate number of magazines and newspapers were subscribed. Most of the nonteaching staff utilise these resources effectively.

Unlocking this wealth of knowledge is the Online Public Access Catalogue (OPAC), a user-friendly search system. Think of it as map to navigate the library's vast collection. Using keywords, titles, or authors, we can efficiently locate books, journals, and other resources relevant to your studies, allowing



students to delve deeper into specific topics or explore areas that spark your interest. The Wi-Fi enabled 2 computer system in the library facilitates the students and teachers to search digital contents online and access freely for the preparation of projects and papers.

Beyond the physical books, the library likely utilizes KOHA, a user-friendly library management software. KOHA streamlines borrowing experience. Students can manage your account using their student ID, check out and renew materials online to avoid late fees, and even place holds on unavailable books. KOHA also allows them to request specific resources, potentially expanding the library's collection based on student needs.

While the focus may be on print materials, the library offer a hidden gem: educational CDs. These CDs could contain documentaries on educational practices, interactive learning programs, or audio recordings of lectures and discussions. Integrating multimedia resources into your studies can enhance understanding and provide a more diverse learning experience.

The true power of the college library lies in its connection to the world. The Wi-Fi connection allows students to access online resources like academic journals, educational websites, and online databases unavailable in print format. With Wi-Fi, they can stay connected to the latest educational trends, research on the go, and collaborate with classmates online.

The college library is more than just a repository of books; it's a dynamic learning hub that fosters student's growth as a future educator. By leveraging the resources available, such as books, OPAC, KOHA, CDs, and Wi-Fi, we can build a strong foundation of knowledge, develop information literacy skills, and prepare yourself for a rewarding teaching career. Don't hesitate to explore these resources and reach out to the librarian for assistance. The college library's commitment to leveraging technology not only ensures the accessibility of its resources but also contributes to a more user friendly and efficient library experience for both students and faculty.

File Description	Document
Details of users and details of visits/downloads	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Landing page of the remote access webpage	<a href="#">View Document</a>

### 4.2.3

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

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

**Response:** A. Any 4 or more of the above

File Description	Document
Data as per Data template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### 4.2.4

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

**Response:** 0.24

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

2022-23	2021-22	2020-21	2019-20	2018-19
0.33295	0.06996	0.28312	0.29814	0.21938

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

#### 4.2.5

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

**Response:** 36.61

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

**Response:** 731

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

Response: 856

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

Response: 833

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

Response: 750

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

Response: 1003

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

**4.2.6**

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

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

Response: C. Any 2 of the above

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 4.3 ICT Infrastructure

### 4.3.1

#### Institution updates its ICT facilities including Wi-Fi

##### Response:

SUM college of teacher education continually invests in its IT infrastructure to keep pace with technological advancements and meet the ever-evolving needs of students and staff. The college has 14 computers in different labs and areas for students. Staff rooms have internet connection through LAN or Wi-Fi for their work.

In March 2012, the college introduced Wi-Fi access in the library, providing convenient online resources for students. The administration offices are well-equipped with IT infrastructure for efficient management of the student and faculty database.

Since 2018, the college has transformed into a Wi-Fi campus, ensuring wireless internet connectivity throughout the premises. This provides a bandwidth of 200 MBPS, ensuring a reliable online experience.

In the interest of security, CCTV cameras were installed campus-wide in 2018, ensuring surveillance and safety. In 2017, a multimedia interactive hall with modern ICT facilities was established, creating an engaging and interactive learning environment for students.

To meet reprographic needs, printers were installed. It was procured using funds from the Management. These multi-tasking printers offer efficient printing, scanning, and copying services on campus.

In 2019, a new Kerala vision Net Gear modem and in 2024 new modem was installed was installed for student and staff use, further enhancing wireless internet connectivity within the college campus. This facilitates seamless access to online resources for students.

The college implemented a biometric thumb-based attendance system for students and staff. This technology streamlines attendance recording using unique thumbprints, ensuring accurate and reliable tracking, minimizing discrepancies

All classrooms come with ICT facilities. There are ten undergraduates, each equipped with Wi-Fi connectivity.

The college manages a YouTube channel named 'SUMCTE', creating and publishing

education-related videos. A Digi console in the media lab is used for video production and recording.

The college has a public address system operated by students. This comprehensive infrastructure ensures a technologically enriched learning environment for both students and staff, enhancing the overall educational experience.

The library of the institution is automated. Digital reading room with Wi-Fi facilities attached to the library facilities student teacher to access digital contents and materials (e-journals, shodhganga, e-books, e- shodh Sindhu, Database).

‘SUMCTE’ YouTube channel provides videos to help students to learn. Also, charging slot are arranged for charging laptops and mobile phone.

File Description	Document
Document related to date of implementation, and updation, receipt for updating the Wi-Fi	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### 4.3.2

##### Student – Computer ratio for last completed academic year

**Response:** 5.89

File Description	Document
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### 4.3.3

##### Internet bandwidth available in the institution

**Response:** 200

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

Response: 200

File Description	Document
Receipt for connection indicating bandwidth	<a href="#">View Document</a>
Bill for any one month during the last completed academic year indicating internet connection plan, speed and bandwidth	<a href="#">View Document</a>
Any other relevant Information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### 4.3.4

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

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

**Response:** C. Any 2 or 3 of the above

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

## 4.4 Maintenance of Campus and Infrastructure

### 4.4.1

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

**Response:** 18.58

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

2022-23	2021-22	2020-21	2019-20	2018-19
1.55	0.78	0.82	1.05	2.77

File Description	Document
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### 4.4.2

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

##### Response:

**Classrooms:** Classroom maintenance is the responsibility of respective optional teacher and students. Class representatives are liable to report any breakages/ non-functioning of instruments to the concerned authority. There is a common policy of classroom maintenance is circulated among the entire student community of the institution. The policy covers the all the cleanliness and maintenance aspects of classroom usage.

**Library:** The library has a library advisory committee to frame library policies. These policies ensure basic standards for stacking, shelf arrangement, cleaning, shelving, stock verification, weeding of unwanted material and student's services.

**ICT facilities:** The internet usage and maintenance policies play a major role in the institution functioning. A separate schedule of planned maintenance is created and practiced in the institution. Regarding physical maintenance of ICT labs, ICT teacher takes care of its lab equipment. And to overcome the security dangers of the ICT labs, periodic updates of both hardware's and software's also carried out by the institution.

**Maintenance:** Regular maintenance schedules are implemented to keep the facilities in optimal condition. This includes routine inspections, repairs, and upgrades as necessary.

**Resource Management:** Proper management of resources is maintained to ensure the availability of

required materials, equipment, and supplies in the laboratories, library, and other facilities. This includes inventory management, timely procurement, and monitoring resource utilization.

**Access Control:** Access control measures are in place to regulate entry into specific facilities, ensuring authorized individuals can use the facilities while maintaining security and safety.

**Guidelines and Usage Policies:** Clear guidelines and usage policies are established for each facility. These guidelines outline rules and regulations, expected behavior, and specific protocols for utilizing the facilities. Users are expected to adhere to these guidelines and policies.

**Training and Support:** Training programs and support services are provided to assist users in effectively utilizing the facilities. This includes training sessions, workshops, and technical support to enhance users' knowledge and skills.

**Safety and Security:** Safety measures, including emergency protocols and safety equipment, are implemented in all facilities to ensure the well-being of users. Security measures, such as CCTV surveillance and access control, are in place to protect the facilities and their users.

By implementing these systems and procedures, the college aims to create a conducive environment for teaching, learning, research, and recreational activities, while ensuring the proper maintenance and optimal utilization of its physical, academic, and support facilities.

File Description	Document
Any additional information	<a href="#">View Document</a>
Appropriate link(s) on the institutional website	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>



## Criterion 5 - Student Support and Progression

### 5.1 Student Support

#### 5.1.1

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

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

**Response:** B. Any 4 or 5 of the above

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

#### 5.1.2

Available student support facilities in the institution are:

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

- 9. Canteen**  
**10. Toilets for girls**

**Response:** A. Any 8 or more of the above

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Geo-tagged photographs	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

### 5.1.3

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

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

**Response:** B. Any 5 of the above

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

### 5.1.4

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

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

**Response:** A. Any 5 or more of the above

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Report of the Placement Cell	<a href="#">View Document</a>
Data as per Data template	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

## 5.2 Student Progression

### 5.2.1

**Percentage of placement of students as teachers/teacher educators**

**Response:** 39.09

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

2022-23	2021-22	2020-21	2019-20	2018-19
21	17	15	22	20

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Appointment letters of 10% graduates for each year	<a href="#">View Document</a>
Annual reports of Placement Cell for five years	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

**5.2.2****Percentage of student progression to higher education during the last completed academic year****Response:** 22.45**5.2.2.1 Number of outgoing students progressing from Bachelor to PG.**

Response: 10

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

Response: 1

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

**5.2.3****Percentage of students qualifying state/national level examinations during the last five years (eg: NET/SLET/ TET/ CTET)****Response:** 34.98**5.2.3.1 Number of students qualifying in state/ national level examinations (eg: NET/SLET/ TET/ CTET) during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
18	15	17	17	18

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Copy of certificates for qualifying in the state/national examination	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

### 5.3 Student Participation and Activities

#### 5.3.1

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

#### Response:

The Students' Council at Kannur University plays a proactive role in the institutional functioning.

#### Composition of the Students' Council

#### Ex-Officio Members:

1. A senior teacher nominated by the Vice-Chancellor, serving as Chairman.
2. The Chairman of the University Union.
3. The General Secretary of the University Union.
4. The officer-in-charge, National Service Scheme (NSS).
5. The Director of Physical Education.

#### Elected Members:

1. Seven members elected by the General Council of the University Union, including two women and one Scheduled Caste or Tribe member.
2. Two members elected from full-time students of the university's campuses or departments.
3. Two members elected from the Senate members.
4. One member elected by the Syndicate and Academic Council members.

#### Other Members:

Five students distinguished in academics, sports, or fine arts, nominated by the Vice-Chancellor,

considering special interests.

**Secretary:**

Nominated by the Vice-Chancellor from among the elected student members, in consultation with the University Union Chairman.

**Term:**

Non-ex-officio members serve for one year from their nomination or election date.

**Powers and Duties**

**Responsibilities:**

1. **Recommendations to Syndicate and Academic Council:** On academic matters, student life, and co-curricular/extracurricular activities.
2. **Suggestions:** On discipline, student welfare, sports, societies, hostel management, student centers, social work, health, NSS, NCC, and other matters specified in the Statutes.
3. **Communication:** Views, observations, and recommendations to any University authority concerning student matters.
4. **Welfare Steps:** Actions necessary for the general welfare of students.
5. **Additional Powers and Duties:** As conferred by the Act, Statutes, Ordinances, or Regulations.

**Reports:**

The Chairman must present periodic reports to the Syndicate and Students' Council detailing the recommendations and suggestions made by the Students' Council, the actions taken, or reasons for inaction.

**Finance Committee**

**Composition:**

1. **Chairman:** Vice-Chancellor.
2. **Pro-Vice-Chancellor.**
3. **One Member:** Elected by the Senate, Syndicate, and Academic Council members.

**Function:**

Provide financial advice to the University.

In general student council plays a vital role in institutional functioning and student welfare by proactively addressing student needs and concerns. They represent student interests, organize events and activities, and provide support services like mentorship and counselling. By facilitating communication between students, faculty, and administration, they foster a sense of community and inclusivity. The student council also addresses student grievances, promotes student leadership, and collaborates with faculty to enhance academic programs.

Moreover, they advocate for student rights and welfare, ensuring a positive and supportive environment. By doing so, they enhance student experiences, promote academic success, and support overall well-being. The student council's proactive approach helps identify and resolve issues promptly, creating a harmonious and productive institutional atmosphere. Through their efforts, students feel heard, valued, and supported, leading to increased satisfaction and engagement. Ultimately, a proactive student council is essential for fostering a thriving academic community that prioritizes student welfare and success

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

### 5.3.2

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

**Response:** 8.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
11	10	6	6	10

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

## 5.4 Alumni Engagement

### 5.4.1

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

**Response:**

### **The Impact of SUM College of Teacher Education Alumni on Local Educational Development**

The relationship between alumni and their alma mater often extends beyond mere fond memories and occasional reunions. At SUM College of Teacher Education, this connection has manifested itself in profound and tangible contributions to local educational institutions, such as Muzhappala LP School. The active involvement of alumni in various capacities—ranging from infrastructural improvements to educational support—demonstrates a commendable commitment to the development of educational environments. This essay delves into the multifaceted contributions of SUM College of Teacher Education alumni, focusing on their efforts in improving pedestrian pathways, plastering school walls, supplying learning aids, conducting demonstration classes, and maintaining school campuses.

### **Enhancing Infrastructure: Pedestrian Pathways and Wall Plastering**

One of the most visible and impactful contributions made by SUM College alumni is their involvement in infrastructure development, specifically through the improvement of pedestrian pathways and the plastering of school walls. A well-maintained pedestrian path ensures the safety and convenience of students and staff, fostering a more conducive learning environment. Recognizing the importance of this, alumni have undertaken projects to construct and refurbish pathways around Muzhappala LP School. This initiative not only improves accessibility but also enhances the overall aesthetics of the school environment.

The significance of a well-constructed pedestrian pathway extends beyond mere functionality. It symbolizes a commitment to the safety and well-being of the school community. Alumni, by investing their time and resources into these projects, demonstrate a profound understanding of the essential needs



of educational institutions. The newly constructed pathways are not just physical improvements; they represent a safer, more welcoming environment for students, teachers, and visitors.

In addition to pedestrian pathways, alumni have also contributed to the physical upkeep of school buildings. The plastering of walls at Muzhappala LP School is a testament to their dedication. Walls that are well-maintained not only look better but also provide a more conducive environment for learning. Plastering helps in protecting the building from environmental damage and wear and tear, ensuring that the school remains a safe and welcoming place for students and staff alike. This kind of infrastructural support is crucial, as it helps in creating an environment that is both aesthetically pleasing and structurally sound.

### **Providing Learning Aids: Enriching the Educational Experience**

The role of alumni in providing learning aids cannot be overstated. Educational tools and resources are critical in enhancing the learning experience, making abstract concepts more tangible, and catering to diverse learning needs. Alumni from SUM College have actively contributed by supplying various learning aids to Muzhappala LP School. These aids include visual resources such as charts, educational kits, and interactive materials that support different subjects and learning styles.

The impact of these resources is significant. They help in making lessons more engaging and effective, allowing students to grasp concepts more easily and retain information better. Furthermore, the availability of quality learning aids supports teachers in delivering more dynamic and interactive lessons, which can lead to improved academic performance and student motivation. The provision of these resources underscores the alumni's commitment to fostering a rich educational environment where both students and teachers can thrive.

By supplying these learning aids, alumni play a pivotal role in enhancing the quality of education. They bridge the gap between traditional teaching methods and modern educational needs, ensuring that students have access to the best possible resources. This contribution not only benefits the current student body but also sets a standard for future generations, promoting a culture of excellence and continuous improvement.

### **Conducting Demonstration Classes: Practical Teaching Experience**

Another vital contribution from SUM College alumni is their participation in conducting demonstration classes. These classes serve multiple purposes: they provide current teachers with practical examples of effective teaching strategies, offer students exposure to diverse teaching methods, and allow alumni to share their knowledge and experience. Through these demonstration classes, alumni help in bridging the gap between theoretical knowledge and practical application.

The demonstration classes conducted by alumni are particularly valuable because they offer real-world examples of how teaching concepts can be implemented in the classroom. This hands-on approach is beneficial for both current educators and students, fostering a deeper understanding of teaching methods and learning processes. Alumni, by sharing their insights and techniques, contribute to the professional development of teachers and enhance the educational experience for students.

These classes are more than just a transfer of knowledge; they are a form of mentorship. Alumni, having been through the educational system themselves, understand the challenges and opportunities within it.

By conducting these classes, they provide invaluable guidance and support to both teachers and students, ensuring that the educational practices remain relevant and effective.

### **Campus Maintenance: Ensuring a Clean and Safe Environment**

The maintenance of school campuses is another area where SUM College alumni have made significant contributions. A clean and well-maintained campus is essential for creating a healthy and inviting learning environment. Alumni have been actively involved in various campus maintenance activities, including clearing debris, gardening, and general upkeep.

Regular maintenance not only ensures the physical cleanliness of the campus but also contributes to the overall well-being of the school community. A tidy and organized campus fosters a sense of pride and responsibility among students and staff. It also creates a positive atmosphere that can enhance focus, motivation, and academic performance. By participating in these activities, alumni help in maintaining an environment that supports and nurtures the educational process.

The efforts of alumni in campus maintenance go beyond mere aesthetics. They reflect a deep-rooted commitment to the well-being of the school community. By ensuring that the campus remains clean and well-maintained, alumni help in creating a space where students and staff can feel safe and valued. This contribution, though often overlooked, is fundamental to the overall educational experience.

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Details of office bearers and members of alumni association	<a href="#">View Document</a>
Certificate of registration of Alumni Association, if registered	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

#### **5.4.2**

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

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

**6. Financial contribution****7. Placement advice and support**

**Response:** B. Any 4 or 5 of the above

<b>File Description</b>	<b>Document</b>
Report of alumni participation in institutional functioning for last completed academic year	<a href="#">View Document</a>
Income Expenditure statement highlighting the alumni contribution	<a href="#">View Document</a>
Documentary evidence for the selected claim	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Any additional link	<a href="#">View Document</a>

**5.4.3****Number of meetings of Alumni Association held during the last five years**

**Response:** 12

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

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

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

**5.4.4**

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

**Response:**

Alumni associations are an invaluable asset to educational institutions, fostering a robust ecosystem that supports student growth and institutional excellence. This report explores the multifaceted contributions of alumni associations, focusing on the case study of SUM College of Teacher Education (SUMCTE). By examining alumni support through financial contributions, knowledge sharing, and program sponsorship, we can appreciate the significant impact alumni have on shaping the future of their alma mater.

**Financial Contributions:** Alumni associations serve as a vital source of financial resources, significantly influencing the development of institutions like SUMCTE. Fundraising initiatives spearheaded by alumni generate funds for a multitude of purposes. Scholarships are a cornerstone of alumni support, alleviating financial burdens for deserving students. This enables students from diverse backgrounds to pursue their academic aspirations, fostering a more inclusive and dynamic learning environment at SUMCTE.

Furthermore, alumni contributions often directly impact the quality of education offered. These contributions can be directed towards critical infrastructure development, including up-to-date technology and modern facilities. Additionally, alumni funding can support cutting-edge research initiatives and the creation of innovative academic programs at SUMCTE. This ensures the institution remains relevant in an ever-evolving landscape, providing students with the most advanced knowledge and skills necessary to thrive in the professional world.

**Knowledge Sharing and Mentorship:** Beyond financial support, alumni associations play a vital role in knowledge sharing and mentorship at SUMCTE. Demonstration classes conducted by alumni offer students a unique perspective and practical insights into their respective fields. These interactive sessions bridge the gap between theoretical knowledge acquired in classrooms and real-world applications. Alumni, acting as industry experts, share firsthand experiences about challenges, solutions, and best practices in their professional domains. This equips students with valuable knowledge and prepares them for future careers.

Moreover, alumni mentorship programs connect SUMCTE students with experienced professionals who can offer personalised guidance and support. These mentors can act as sounding boards for academic concerns, career aspirations, and professional development strategies. Through regular interactions, students gain invaluable insights into navigating the professional world and developing essential skills such as communication, teamwork, and critical thinking. This type of alumni support empowers students to envision their career paths with greater clarity and confidence.

**Program Sponsorship:** Alumni associations actively contribute to enriching student life at SUMCTE by sponsoring various programs and activities. These programs encompass a diverse range of areas, including cultural events, sports competitions, and academic conferences. By supporting such initiatives, alumni associations play a pivotal role in fostering a vibrant and engaging campus environment. Cultural events sponsored by alumni expose students to diverse perspectives, broadening their cultural awareness and fostering appreciation for different backgrounds.

Furthermore, alumni sponsorship of sports competitions encourages healthy competition, teamwork, and leadership skills among students. Similarly, sponsoring academic conferences allows students to engage with cutting-edge research, network with peers from other institutions, and participate in intellectual discussions. These opportunities contribute significantly to a well-rounded educational experience for

students at SUMCTE.

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Documentary evidence in support of the claim	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

#### 6.1.1

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

#### **Response:**

#### **VISOIN**

To be a leading institution to shape exemplary educators who inspire and empower learners, fostering a brighter future for our society.

#### **Mission**

To cultivate a strong sense of social responsibility, community engagement and global awareness among our graduates. To uphold the highest standard of professionalism, ethics and integrity in all aspects of our institution.

Our vision focuses on striving to be at the forefront of educational excellence and innovation, shaping exemplary educators who are role models in their field. We set high standards in teaching and learning to motivate students to reach their full potential. Our mission highlights social responsibility, community engagement, and global awareness, promoting understanding and responsiveness to global issues and diverse cultures. We maintain high standards of conduct and performance in education, ensuring ethical principles and honesty in all actions.

It is our keen desire for all stakeholders of the institution to internalize the vision, mission, and values put forth. We have aligned our vision and mission in all of our programs. The Management Committee, The Principal, Faculty Members, and Administrative Staff plan and execute all their activities by imbining the vision and mission of the institution.

The college Website, Teachers' Handbook, Induction Meetings, Parents' Meetings, College Academic Calendar, and information bulletins are designed to convey the essence of our vision and mission. Monthly staff council meetings provide feedback for informed planning. Active involvement of staff and students in committees demonstrates a commitment to a collaborative approach. Faculty evaluations at the year-end enhance program quality. To improve administrative governance, continuous feedback from teaching and non-teaching staff, students, and other stakeholders is collected and implemented. This feedback is crucial for addressing concerns, making necessary adjustments, and enhancing overall performance. The student council actively contributes to administrative functions based on learning outcomes and the challenges they face, ensuring their voices are heard.

Participation in committees and cells, regular meetings, and feedback contribute to decision-making and ensure comprehensive governance. By integrating these practices into our daily operations, we create a

culture of continuous improvement and shared commitment to excellence.

The governance of Sum College of Teacher Education, when aligned with its vision and mission, exemplifies how participatory mechanisms and effective leadership can create a thriving educational environment. By involving all stakeholders in the decision-making process, ensuring that leadership is visionary and supportive, and embedding the institution's core values in every aspect of its operation, the college can achieve its goal of shaping exemplary educators and cultivating a strong sense of social responsibility, community engagement, and global awareness.

In doing so, we not only prepare our students to excel in their professional endeavours but also inspire them to become influential leaders and compassionate citizens who contribute positively to society. Together, we are committed to fostering an educational environment that embodies integrity, inclusivity, and innovation, paving the way for a brighter, more enlightened future for all.

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

### 6.1.2

#### **Institution practices decentralization and participative management**

##### **Response:**

SUM College of Teacher education is one among the pioneer institutions established by Shamsul Ulama Memorial committee. Decentralization of administration begins from a collaborative process of teachers and non-teaching with Management.

Institution has its own Managing Committee to smoothen the administrative means of our Institution. Our institution has its own bylaw and modus of operandi. Our Governing body has its own power and freedom to run the Institution and lead to success. Administrative system inside the Institution is a great model of decentralization among teacher education. We are running teacher education programmes from graduate level.

Principal is the supreme administrator of all programmes here. Despite of the single authoritarian administration, we have created non-statutory posts of programme coordinators for all the programmes. Non- academic activities of the particular programmes. They coordinates all curricular, Co-Curricular

activities in consultation with other statutory, non-statutory authorities, IQAC co-ordinator and the Principal.

Moreover, decentralization of administration further extends to Activity specific coordinators. Besides the statutory posts of Staff Secretary, Staff Advisor, Returning Officer for Union Election, Staff Editor, Women Cell Convener, PTA President and General Secretary etc..There are special coordinators for most of the academic and non-academic activities in this Institution. Examination and Evaluation Coordinator conduct university examinations and internal exams smoothly. Internship Coordinator

Coordinates all the matters regarding School/College Internship spread over various semesters of B.Ed. Every aspects are being coordinated by a separate coordinator. EPC (Enhancing Professional Competencies) Coordinator is expected to ensure smooth conduct of every Practical come under EPC. Director of Fine Arts and Celebrations take care of organizing various fine arts events and works for the enrichment of artistic talents of the students. Coordinator of field works, takes the students to the society and SUPW Coordinator organizes various workshop on Socially Useful Productive Work. Director of Extension activities strives to create socially responsible citizens and extends the institution to the society. School Adoption Project coordinator designs and implements various projects in the adopted. Apart from the usual committees and wings, we have evaluation and monitoring committee to monitor

An evaluation system and to make the system objective. Disputes in the award of internal marks are being solved by this committee. Media cell documents all events organized here in a systematic manner. Time table committee prepares time schedule for various programmes without having clashes. Uniform committee having representatives from students decides and buy college uniform.

The college office is also working in tune with decentralized pattern followed by every other stakeholders of the college. Duties and responsibilities are shared to have more democratic nature in fulfilling them. Junior Superintendent in the office heads all the works of the administrative staff.

In all these aspects, SUM College of Teacher education practices decentralization and Participative Management.

File Description	Document
Relevant documents to indicate decentralization and participative management	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 6.1.3

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



**Response:**

SUM College of Teacher education stands as a signal light of transparency and accountability, weaving a tapestry of governance practices that transcend financial, academic, and administrative realms. At its core, the institution is driven by a noble purpose – to impart quality education under the umbrella of the Shamsual ulama memorial trust as a non-profit organization dedicated to serving the community.

Financial transparency is a cornerstone of the institution's ethos. In pursuit of this, a robust auditing system has been implemented. The institution subjects itself to external audits and departmental audits at regular intervals, ensuring a meticulous examination of financial records. This not only satisfies regulatory requirements but also instils confidence among stakeholders. Internal audits, a periodic provide an additional layer of scrutiny. These internal audits go beyond a mere compliance check; they delve into the intricacies of financial processes, fortifying the institution against any potential discrepancies. The commitment to financial integrity extends to internal financial systems such as IQAC. By using this systems, designed for the smooth conduct of extension activities and welfare measures, are managed by dedicated committees and subject to periodic audits, ensuring that every rupee is accounted for and serves its intended purpose.

Academic transparency is another cornerstone of SUM College governance framework. The institution has constituted an external expert committee, mandated to conduct academic and administrative audits. This external lens brings diverse perspectives, enriching the evaluation process.

The Academic Quality Assurance Cell (AQAC) stands as a sentinel, vigilantly monitoring all academic matters. From curriculum design to delivery methods, AQAC ensures alignment with the highest educational standards. The Examination and Evaluation (EEC) is another key player, coordinating and monitoring all aspects of evaluation and examination. The transparency in these processes is paramount, and the EEC addresses any issues that may arise, promoting a fair and equitable academic environment.

The assessment of student activities is equally transparent, with faculty-made rubrics and predetermined criteria guiding the evaluation process. This ensures that students are assessed not just quantitatively but qualitatively, fostering a holistic approach to education. Administratively, the institution has adopted a decentralized yet accountable approach. Internal financial systems, academic audits, and examination processes are not centralized but distributed among committees, each with a specific mandate. This ensures that decision-making is not only efficient but subject to checks and balances, fostering a culture of collaborative governance. The committees themselves are subject to periodic reviews, reinforcing the institution's commitment to continuous improvement and adaptability. SUM college of teacher Education is commitment to transparency is a living testament to its values. The multifaceted approach, encompassing financial diligence, academic excellence, and administrative acumen, is a testament to the institution's dedication to not only meeting regulatory standards but exceeding them. In an era where accountability is the bedrock of trust, tall as a model institution, where transperence is not a mere buzzword, it is a way of life.

File Description	Document
Reports indicating the efforts made by the institution towards maintenance of transparency	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 6.2 Strategy Development and Deployment

### 6.2.1

#### The institutional Strategic plan is effectively deployed

##### Response:

##### SCHOOL ADOPTION PROJECT( Akshara Deepam Project)

Raising the slogan Institution to the community, SUM College of Teacher Education has planned and executed many long-term and short-term projects. We are always farsighted in achieving the objectives envisaged in the vision and mission of the Institution. One of the long-term projects envisioned, implemented, and continuing as a flagship project of SUM College of Teacher Education is 'The School Adoption Project' (Aksharadeepam Project). The Institution has adopted a nearby aided Lower Primary School (Muzhappala LPS) since 2023 as it was on the verge of closing. Since then our students have provided a new life to the kids there coming from an extremely backward social condition and is the venue for our students for practical implementation of the theoretical orientations discussed in the classrooms. The project has helped to revitalize the school in various dimensions. We have been providing financial, academic, manpower, and materials.

Strategic planning was made and implemented for the gradual development of the School through many phases.

In the first phase of the project, we have been focused mainly on creating a child-friendly ambiance in terms of infrastructural facilities and care has been taken in feeding them with nutritious food. The school's walls were painted and the surrounding area was made clean and neat. Since 2021 we have been giving coaching classes for the LSS examination.

In the Second Phase, Student's personal needs were identified and addressed. At the beginning of each academic year, the school's opening ceremony is celebrated colorfully by distributing learning materials, and gifts to the new students. We also distribute notebooks, pens, School bags, Water bottles, color pens etc. to all the students in the beginning of each academic year. Co-curricular activities & day observations in each academic year were organized & celebrated in the school in a befitting manner by our students. Through these years of such activities, it was possible to attract many other students to the school and to prevent dropouts. Proving learning devices to them is the most wonderful process for our teams. Supporting the home environment for students parenting classes are organized for parents this includes effective parenting strategies, skills to better connect the children, managing academic and behavioral challenges, and understanding the needs and emotional well beings of children.

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link to the page leading to Strategic Plan and deployment documents	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 6.2.2

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

#### **Response:**

SUM College of Teacher Education as an Institution under the parent body, the Shumsul Ulama Memorial Trust operates within a decentralized system of administration, ensuring efficiency and effectiveness in its institutional functioning.

Each institution under the Shumsul Ulama al Islamiyya Memorial Trust has its own separate Governing Body, with the Principal serving as an ex-officio member. This decentralized approach allows for a tailored focus on the unique needs and goals of each institution, promoting smoother administrative operations. The day-to-day administrative matters are overseen by the Secretary of the Institution, representing the Managing Committee.

At the heart of the campus's administrative and academic coordination is the Principal, who leads and coordinates activities within the institution. The Internal Quality Assurance Cell (IQAC) plays a crucial role in enhancing the quality of the institution by coordinating various improvement activities. Regular staff council meetings, held each month, serve as a platform for planning, implementing, and evaluating day-to-day academic activities. Committees and cells formed within the college work collaboratively under the staff council's guidance.

A diverse range of statutory and non-statutory bodies, along with various committees, support the Principal in the administration. These bodies, consisting of dedicated members, convene regularly to discuss matters within their respective portfolios and make decisions in consultation with the Principal. This collaborative approach ensures that decision-making is informed, participatory, and aligned with the Institution's overarching goals.

The effective and efficient functioning of these institutional bodies is reflected in the well-defined policies, administrative setup, appointment and service rules, and established procedures. The emphasis on regular communication, consultation, and structured planning through staff council meetings and various committees contributes to a cohesive and dynamic institutional environment. SUM College of teacher education is

Commitment to a decentralized yet integrated administrative model underscores its dedication to adaptability, continuous improvement, and the pursuit of excellence in both academic and administrative domains.

The norms and regulations of the Kerala government, UGC, NCTE, and the University of Kannur have been followed in the academic and service rules of both Teaching staff and administrative staff. Recruitment to various Teaching and non-teaching staff has been made strictly on a merit basis, following the rules and regulations stipulated by the above bodies from time to time.

Grievances of various stakeholders are addressed by concerned grievance redressal mechanisms constituted as per the directions of the UGC, Govt. of Kerala and University of Calicut. The principal of the college heads all those mechanisms.

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link to Organogram of the Institution website	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 6.2.3

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

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

**Response:** A. Any 6 or more of the above

<b>File Description</b>	<b>Document</b>
Screen shots of user interfaces of each module	<a href="#">View Document</a>
Geo-tagged photographs	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Annual e-governance report	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### 6.2.4

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

#### **Response:**

All the cells and bodies functioning in the college take decisions by convening meetings, maintains the minutes of the same and implementing their decisions effectively. one such project implemented based on the decision of IQAC and staff council is described below,

#### **PROFESSIONAL POLISH PROJECT**

Professional polishes the concept that reaches its horizon beyond 4E's-Education, Employment, Entrepreneurship & Empowerment. Our Finishing School, launched in 2020, works on an agenda towards empowering the inner potential of our student teachers for equipping them with essential skills to meet with the demands of emerging student community. It has a unique training methodology that incorporates learning, skills and self-development with a curriculum that is entertaining, stimulating and rewarding. We utilize the expertise of our teachers, Content, Infrastructure, Systems and Digital Technology aids that enhance better learning outcomes, outstanding personal development and effective social skills among our student teachers developed in experience in the education field; it finely blends into modern and futuristic professional set up and demand. The project levels up students' confidence and self-esteem so that they are able to face unusual and difficult situations with ease during their future career. Under this project, teachers are constantly imparting training in the areas of general knowledge, communication skills and life skills to the students as per the prescribed syllabus. Classes are organized one day a week under the supervision of expert

Faculties as the part of regular timetable based on prescribed syllabus. Each session includes theoretical orientation on the topic and demonstration by the expert faculty, practical task for skill development and assessment of students' performance. As a culmination of our efforts to make it fully fledged programme efforts are in progress to have official collaboration with any of the Universities or autonomous bodies concerned. Transformation of this programme to an Add-on programme with award of Degree is also on progress.

The major outcomes the programme are given below,

Personality enrichment -To develop a balanced personality well equipped to adjust with demand of different social situation.

Leadership skills – To develop leadership qualities which enable each learner to initiate, and organise different programmes and manage a heterogeneous group

Communication – To develop effective communication skills in both mother tongue and English Career planning – To plan their future career

Goal setting – To have a realistic ambition in life Confidence Development -To cultivate confidence in an individual to help them feel more relaxed while meeting new people.

Attitude – To develop a certain kind of attitude in order to achieve higher professional growth.

Presentation Skills – To improve communication skills, presentation skills and group discussion skills which are important factors at a workplace.

Interpersonal skills and life skills - To build practical knowledge to lead an effective social life

Social manners – To teach manners that are accepted as gracious and polite in social, professional, and family situations

Self-knowledge and development – To know one’s strength and weakness and to grow on a personal, social, mental and emotional level.

File Description	Document
Minutes of the meeting with seal and signature of the Principal	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Action taken report with seal and signature of the Principal	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 6.3 Faculty Empowerment Strategies

#### 6.3.1

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

**Response:**

The Parent body SUM College of Teacher Trust and constituent Managing committees of each institution is a single Institutional campus is always eager to set up various projects and amenities for the welfare of the employees. The management and the employees themselves have established many welfare measures to meet the personal needs of the employees.

The management is providing spacious Paying Guest facilities both teaching and non-teaching. Fund if need for necessary hospital cases, It was allotted upon request by the employees. The chit fund established in the campus serves various needs of the employees. It offers interest free loans to overcome the financial crises of the employees. Interest free lone up to Rs.one Lakhs have been issued to the members with flexible instalment schemes. The cooperative store set up in the campus provides necessary consumables and other household items at a reasonable rate and on credit

The welfare fund managed by staff council is a great solace for all the employees of this Institution. Employees can join for as many shares they can. The plan period is one year from June to March. The most attractive feature of the welfare fund is that, any type of Service charge or interest is not being levied from the members.

In order to develop a model work culture in the campus, the management matters the physical and mental well-being of its employees. All faculty members are accommodated in spacious staff room with facilities for Computers, Printers, high speed internet connectivity and ample storage space. Non-teaching staff too accommodated in well-furnished work spaces with all amenities.

The college organizes pleasure trips for Teaching and Non-Teaching staff annually. Adequate rooms are provided for recreation and sports activity of staffs. Allowance for conference and seminar will be provide by the management committee for T.A and DA. Festival allowance will be provide by the management of each and every festivals for example Onam and Ramadan. Casual leave provide to teachers and non-teachers for personal function and other events.

Maternity leave will be allowed of those are undergone pregnancy.

File Description	Document
List of welfare measures provided by the institution with seal and signature of the Principal	<a href="#">View Document</a>
List of beneficiaries of welfare measures provided by the Institution with seal and signature of the Principal	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**6.3.2**

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

**Response:** 17.5

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

2022-23	2021-22	2020-21	2019-20	2018-19
5	0	2	0	0

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

**6.3.3**

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

**Response:** 29

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

2022-23	2021-22	2020-21	2019-20	2018-19
7	4	5	4	9



<b>File Description</b>	<b>Document</b>
List of participants of each programme	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Brochures / Reports along with Photographs with date and caption	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 6.3.4

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

**Response:** 52.5

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

2022-23	2021-22	2020-21	2019-20	2018-19
5	4	4	5	3

<b>File Description</b>	<b>Document</b>
Data as per Data Template	<a href="#">View Document</a>
Copy of Course completion certificates	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 6.3.5

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

**Response:**

SUM College of Teacher education is committed to fostering the professional development of both teaching and non-teaching staff through a comprehensive Performance Appraisal System. Aligned with UGC, NCTE Regulations, Government of Kerala norms, and University of Kannur guidelines, the

institution has also instituted its own internal appraisal system, reflecting its commitment to global competitiveness and faculty growth.

The Institutional Performance Appraisal System, overseen by a committee led by the Principal and IQAC Coordinator, plays a pivotal role in assessing and certifying the annual professional development activities of faculty members. This internal evaluation not only validates the genuineness of achievements but also strengthens their merits. The system serves as a catalyst for enhancing the quality of faculty members, contributing significantly to their promotion and placement within the institution.

The internal Performance Appraisal system for teachers is comprehensive, encompassing various domains such as Faculty Development Programs (FDP), teaching methodologies, remedial teaching, and accolades received. This holistic approach ensures a well-rounded evaluation, recognizing and incentivizing a diverse range of contributions.

Administrative staff at SUM College of Teacher education also benefit from initiatives aimed at improving their performance levels. The management and Principal proactively send administrative staff for professional development programs, fostering continuous learning. Periodical meetings assess competencies and facilitate discussions on capacity building. The strategic shuffling of portfolios enhances versatility, ensuring mastery in various ministerial tasks. Promotion of administrative staff aligns with the rules and regulations laid out by the Government of Kerala.

For non-teaching staff, the Performance Appraisal system evaluates a range of criteria, including responsibilities and duties, participation in administrative bodies, engagement in

seminars/workshops/conferences, memberships in professional organizations, awards and recognitions, and contributions of innovative ideas for college development. This comprehensive evaluation recognizes the diverse roles played by non-teaching staff in contributing to the institution's growth and development.

The Institutional Performance Appraisal System at SUM College Of Teacher Education systematically evaluates and enhances the performance of both teaching and non-teaching staff. It provides a structured framework for setting goals, measuring achievements, and fostering professional development. By offering constructive feedback, identifying strengths, and addressing areas for improvement, the system contributes to a culture of continuous improvement. This streamlined approach ensures that staff members are equipped to deliver high-quality education and support services, ultimately enhancing the overall effectiveness and efficiency of SUM College of Teacher Education.

It stands as a testament to its commitment to fostering a culture of continuous improvement and professional development. By aligning with external regulatory frameworks and concurrently instituting an internal appraisal system, the institution ensures that both teaching and non-teaching staff are recognized, incentivized, and motivated to contribute their best to the institution's overarching goals. This holistic approach not only enhances individual professional growth but also collectively propels the institution forward in the evolving landscape of education.

<b>File Description</b>	<b>Document</b>
Proforma used for Performance Appraisal for teaching and non-teaching staff signed by the Principal	<a href="#">View Document</a>
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 6.4 Financial Management and Resource Mobilization

### 6.4.1

#### **Institution conducts internal or/and external financial audit regularly**

#### **Response:**

SUM College Of Teacher Education has demonstrated a steadfast commitment to financial transparency and accountability through a rigorous system of internal and external audits over the past five years. The institution's financial processes are scrutinized at regular intervals, both internally and externally, reflecting its dedication to maintaining the highest standards of fiscal responsibility.

Internally, the institution reviews financial matters in every three months, specifically focusing on the accounts of the Principal and the Managing Committee Secretary. This ongoing internal review, carried out in-house, ensures that financial records are consistently monitored and verified. Furthermore, at the conclusion of each financial year in May, the institution undergoes an internal audit facilitated by the Managing Committee with a Chartered Accountant. This annual internal audit covers the financial activities of the preceding year, contributing to a proactive approach in identifying and rectifying any potential discrepancies.

Externally, the Regional Deputy Director of Collegiate Education conducts departmental audits according to the norms set forth by the Directorate of Collegiate Education and the Government of Kerala. These external audits are conducted periodically, providing an additional layer of scrutiny to the institution's financial processes. Simultaneously, the Accountant General conducts audits in accordance with their prescribed norms. The external audits reinforce the institution's commitment to accountability and align with industry standards.

Over the last five years, the institution has maintained a commendable track record with only a few audit objections raised during each audit cycle. This speaks to the effectiveness of the institution's meticulous account-keeping mechanism and its proactive approach to financial management. In the event of audit objections, the institution follows a structured process to promptly address and resolve them.

Upon the identification of audit objections, the Principal and administrative staff collaborate to

thoroughly examine the raised concerns, diagnosing the underlying reasons. The administrative mechanism then collects all necessary information required to rectify the objections. This data is organized in a structured manner and submitted to the relevant authorities for the earliest compliance with the objections. The institution's responsiveness and collaborative approach to addressing audit objections contribute to the swift resolution of any financial discrepancies.

To provide a more detailed context, here are the specific periods and dates of some of the recent audits conducted:

1. Internal Audits:

- Internal audits take place every year.
- The internal audit for the duration 2022-2023 (latest) was carried out on 25-05-2023.

2. 3. External Accounting

- The audit covering financial years .....to 2022-23took place during .....to.....

SUM College of Teacher education has commitment to a robust audit framework, encompassing internal and external scrutiny, and its proactive approach to addressing audit objections, stand as testament to its dedication to financial integrity and continuous improvement in financial management processes.

File Description	Document
Report of Auditors of last five years signed by the Principal	<a href="#">View Document</a>
List of audit objections and their compliance with seal and signature of the Principal	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**6.4.2**

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

**Response: 5.58**

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

2022-23	2021-22	2020-21	2019-20	2018-19
11.0	0.0382	0.086	0.30064	16.5

File Description	Document
Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Copy of letter from the NGO / Individual / Philanthropists stating the Fund / Donation given	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 6.4.3

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

#### **Response:**

SUM College of teacher education is run by the non-profitable organization Shamsul Ulam Al islamiya trust striving for the academic and social upliftment of the students of the backward Malabar area of Kerala state. The sole aim of the trust is to serve the society with the intension of fulfilling the social responsibility and hence seek for godly reward. Any sort of monetary benefits or social privileges are not a matter of concern of the trust. So it's insistent for the Managing committee to keep the mobilization of funds more transparent and to ensure funds are utilized optimal. SUM College of Teacher education has a very strong resource mobilization policy and very transparent system of fund management.

Being a self-financing college, our major source of finance are

1. The managing committee
2. NGOs, Philanthropes and individuals
3. Financial assistance from Sister Institutions
4. PTA
5. Alumni Association
6. Endowment funds

The decentralized system of administration, The Parent body, The Managing Committee, Principal, various committees and wings in the Institution jointly puts effort to mobilize funds and to utilise it at optimal level. Each wing associated with various fund mobilization and expenditure keeps utmost care

and transparency in all the related activities. The Resource mobilization policy focuses on vision and mission of the institution ensuring accountability and transparency.

All internal financial transactions of the Institution are subject to financial audit every year. Supervision of the same ranges from the parent body to the lowest level of administration.

The institution seeks financial assistance from the non-governmental agencies. Detailed proposal and estimates for various projects will be prepared in advance and submitted to the concerned authority. The funds are utilized with respect to the project proposal and as per the regulations of the sponsoring agencies and the management. if sanctioned. Funds from Managing Committee are utilized mostly for the development of infrastructural facilities and day to day expenses of the Institution. Managing committee secretary's account is audited every year in the month of April. Donations from NGOs, philanthropist and individuals are utilized for the development of primary requirements and for Institution led scholarships for needy students. Financial assistance from sister institutions are utilized for routine expenses of the Institution. The financial assistance from PTA if any, has been utilized for the welfare of students.

Contributions from Alumni Association are utilized for the development of the basic needs of the Institution, empowerment of alumni association and welfare of the needy alumni members.

The institution maintains transparency and accountability in fund mobilization by conducting internal and external audits regularly. The Management of accounts and all the payments sanctioned are audited internally as well as externally by the agency appointed by the managing committee, Deputy Director of Collegiate Education, and Accountant General. In this way, the institution mobilizes funds and utilize the resources at optimal level.

File Description	Document
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 6.5 Internal Quality Assurance System

### 6.5.1

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

**Response:**

The IQAC is consistently working to promote a quality culture in all spheres of SUM college of Teacher Education activities by channelized efforts towards promoting holistic academic excellence. The IQAC

monitors the implementation of the vision and mission of the college. IQAC prepares a perspective plan of development for the college and executes it in a strategic plan every year. It has been trying to institutionalize a number of quality assurance strategies such as digitization of academic and administration facilities, IQAC has become instrumental in suggesting a number of quality improvement measures in the college. During the assessment period, the IQAC was successful in implementing and introducing several curricular, co-curricular and suggesting a number of quality improvement measures in the college. During the assessment period, the IQAC was successful in implementing and introducing several curricular, co-curricular and extracurricular activities. IQAC continuously creates opportunity for professional development of the teachers. . Every year IQAC collects details of Teachers' academic and professional development initiatives and keep record of it. IQAC takes steps to verify and process CAS placement & promotion of all teachers .

Plans for the next year are planned by taking feedback from the alumni, current children and parents, school principals and teachers where the children go for practice teaching. Orientation is given to the children before the internship accordingly. Seminars are conducted with children using ICT tools. Besides, seminars, workshops and administrative classes are conducted under the leadership of IQ AC. Activities under IQAC 1 ) Workshops

File Description	Document
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 6.5.2

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

**Response:**

IQAC of sum college started functioning in the year 2021. The IQAC is meant for planning, guiding and monitoring Quality Assurance [QA]and quality enhancement [QE]activities of the college

**Functions of IQAC**

- Development and application of quality benchmarks /parameters for various academic and administrative activities of the college
- Facilitating the creation of learner centric environment conducive for quality education and

faculty maturation to adopt the required knowledge and technology for participatory teaching and learning process

- Arrangement for feedback responses from students, parents and other stakeholders on quality related institutional process
- Dissemination of information on the various quality parameters of higher education
- Organization of inter and intra institutional workshops seminars on quality quality related themes
- Documentation of various programs /activities of the college leading to quality improvement
- Acting as a nodal agency of the college for coordinating quality related activities Development of Annual Quality Assurance Report of the college based on the parameters in the prescribed format
- Acting a agency for cordinating Alumni and college for social development.

### Follow up

- The AQAR shall be approved by the statutory bodies of the college for follow up actions
- The college shall regularly submit their AQARs to the affiliating university, state level quality assurance bodies NAAC /other accreditation bodies
- IQAC must create its exclusive windows on its institutional website to regularly report on its activities as well as for hosting AQAR

Chairperson	: Dr. C V Jayasree (Principal)
Coordinator/ Director	: Mr.Krishna Kumar E P (Assistant Professor)
Administrative staff	: Mr.Divakaran P.E. (Assistant Professor)
Members of faculty	: Mr.Sunesh Kolangaroth (Assistant Professor)
	: Mr.George Joseph (Assistant Professor)
	: Mrs. Praseetha P. (Assistant Professor)
	: Ms. Shincy Mohan C P (Assistant Professor)
	: Mrs. Deepthi O V (Assistant Professor)
	: Mr.Abhinand K (Assistant Professor)
Members from the management	: Abdulla Master (Secretary SUMCTE)
One/two nominees from local society	: Valsala K (Ward member)
Students & Alumni	: Jishnu P (Student)
	: Rammeesh P K (Alumni)
One/two nominees from employers	: Mr. Muhammad Badir K. (Office Superintendent)



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

### 6.5.3

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

**Response:** 40.8

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

2022-23	2021-22	2020-21	2019-20	2018-19
52	38	33	40	41

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

### 6.5.4

**Institution engages in several quality initiatives such as**

**1. Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements**

**2. Timely submission of AQARs (only after 1st cycle)**

**3. Academic Administrative Audit (AAA) and initiation of follow up action****4. Collaborative quality initiatives with other institution(s)****5. Participation in NIRF**

**Response:** B. Any 3 of the above

<b>File Description</b>	<b>Document</b>
Supporting document of participation in NIRF	<a href="#">View Document</a>
Feedback analysis report	<a href="#">View Document</a>
e-Copies of the accreditations and certifications	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Consolidated report of Academic Administrative Audit (AAA)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link to the minutes of the meeting of IQAC	<a href="#">View Document</a>
Link to Annual Quality Assurance Reports (AQAR) of IQAC	<a href="#">View Document</a>

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

Over the past 5 years SUM College has progressed academically, administratively and infrastructurally. During this period the college witnessed many different and innovative changes. Exactly according to the vision and mission, the organization has been able to advance. The organization has progressed in the field of various projects, skill development, assessment and evaluation. Skill development classes and FDP were held during this period for professional development of teachers. During this time, many classes were held for children to get NET SET and K.TET. They have many skill enhancement new 8 ready to improve the quality of children. It was a great event organized by the NSS camp for the community. The aim of the institution is to make the children intellectually and mentally strong. A relentless effort has been made on the part of the institution to get to know each and every student while preparing for the exams and equip him/her with the ability to engage in all areas of life. For HSA, companies preparing for LPSA have been able to proceed with such payment methods along with payment. Our children have become teachers in many schools in the nearby area. We have been able to provide such content along with the curriculum so that our children can pass the Teacher Eligibility Tests quickly. It adopts the style of teaching children the necessary instructions for competitive exams while teaching the respective subjects. A detailed note is given to the children at that time. It adopts the style

of teaching children the necessary instructions for competitive exams while teaching the respective subjects. A detailed note is given to the children at that time.

Many FDPs have been conducted for children and teachers which have been very useful for them. It includes editing, cartooning, etc. through which the children were able to use classroom skills during teaching. The class given by Hamid sir introduced new methods available to us in the field of technology. The interaction between teachers and students during microteaching was 100% conducive to improving classroom teaching skills for children. Students present thought-provoking presentations given by every morning in the assembly. It is a good practice for children to present knowledge in different fields critically in the assembly for which children give critiques. Through this, it has been possible to build self-confidence, develop imagination, and raise values ??in children. Children's presentations are shown on the website. Our students interacted with local farmers and collected much information about local seeds and cultivation. Raman sir gave a class on learning aid preparation every year before practice teaching.

File Description	Document
Relevant documentary evidence in support of the claim	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

#### 7.1.1

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

**Response:**

**SUM College a dedicated institution for teacher education, has firmly established itself for promoting sustainable campus practices. Recognizing the pressing need to address the global energy crisis and mitigate environmental impact the college has implemented a comprehensive energy conservation strategy.**

**At the core of our efforts lies a commitment to optimising energy consumption within the campus infrastructure. A systematic overhaul of the lighting system, replacing traditional bulbs with energy-efficient LEDs, has significantly reduced electricity consumption. Coupled with this, regular maintenance and upgrades to the electrical network have minimise energy losses and ensured the safety of the campus community.**

**To foster a culture of energy consciousness, the college has instituted a robust monitoring system. Dedicated staff members are tasked with tracking energy usage, identifying areas of high consumption, and implementing corrective measures. These efforts are complemented by a comprehensive awareness campaign that empowers students and faculty to adopt energy-saving habits. Annual celebrations of National Energy Conservation Day serve as powerful platforms to reinforce the importance of responsible energy consumption.**

**Recognizing the potential of renewable energy, the college has embarked on a journey towards energy independence. The installation of solar lamps for specific campus needs represents a tangible step in this direction. Moreover, the college has created a platform for students to propose and implement energy-saving initiatives, fostering a culture of innovation and environmental stewardship.**

**The positive impact of these initiatives is evident in the college's reduced energy consumption and consequent decline in electricity bills. These financial savings not only contribute to the institution's sustainability but also provide resources for further green initiatives. Beyond the economic benefits, the college's commitment to energy conservation has contributed to a cleaner and healthier environment by reducing greenhouse gas emissions.**

**SUM College envisions a future where energy efficiency is deeply ingrained in the ethos of the institution. To this end, the college is exploring opportunities to expand the use of renewable energy, such as solar panels, to power its operations. Additionally, the college is committed to providing the necessary infrastructure to support the adoption of electric vehicles among its faculty and staff.**

**By integrating energy conservation into the teacher education curriculum, SUM College aims to**

equip future educators with the knowledge and skills to become champions of sustainability. These educators will in turn inspire their students to adopt eco-friendly practices, creating a ripple effect that extends far beyond the campus.

In conclusion SUM College stands as a model of energy efficiency and environmental responsibility. Our commitment to sustainability is not merely a corporate obligation but a core value that permeates every aspect of campus life. Through our initiatives, we strive to create a greener, cleaner, and more sustainable future for generations to come.

File Description	Document
Institution energy policy document	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 7.1.2

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

**Response:**

Waste disposal is an environmental challenge faced by our society. Our institution follows a Policy of collecting the waste materials and segregating them according to their nature. In order to avoid the health hazards caused by the various types of waste materials, our institution follows a very strong policy of waste management by placing different colour bins for different types of ways.

The institution's Waste Management Army Cell resolved its management policy. S U M College of teacher education adopted the method of dedicated policy of Maximum Sustainable Waste Management in a proper time and correct way of delivering its waste management services. This was achieved by the total cooperation of students and staff..

The institution takes initiative for the management of waste which is generated within its Campus.

The student's play a very important and significant role in waste management. Students can keep their classrooms clean by not littering things here and there. By the constant support of students the campus is kept clean and eco friendly.

**Solid waste management**

Our college has implemented a good solid waste management system which includes segregation of wet, dry pepper and green waste. The dry waste which includes paper, cardboard, plastic etc is separated from others.

In our college we have waste bins, organic wastes like the balanced food ,peels ,scrapings from fruits etc are also collected in bins separately.

**a) Food Waste Management**

The food waste generated from the college kitchen and canteen is collected, decomposed and used as manure to be used for kitchen garden purposes.

**b) Plastic and Paper Waste management**

Plastic and paper waste is comparatively less. The plastic waste generated is collected from the Anjarakandy panchayath Haritha Karma Sena. Waste paper boxes have been placed at appropriate places in every nook and corner of our campus.

**c) Ring compost:** Ring compost is a circular method of composting organic waste, ideal for space-constrained campuses. It effectively manages campus waste, enriches soil for campus greenery, and reduces costs while promoting sustainability. We are promoting students to put waste in it.

**d) E-Waste Management**

Our college segregated old computers, electronic devices dispose of them at regular intervals. The electronic devices have varying proportions of glass and metals. As these are handed over to the authorised external agencies. They sort and separate the materials and prepare them for sale as usable raw materials.

**e) Cleanliness drive :** our college has organised a cleanliness drive in the nearby areas of Anjarakandy panchayat ward 1.

**f) Waste bins in each and every class for proper collection of waste and our students and faculties are striving hard to make our campus eco friendly.**

**g) Bio-gas plant:** efficiently converts organic waste into clean-burning fuel and nutrient-rich fertiliser, reducing waste disposal needs and generating renewable energy for the campus. It promotes sustainability by decreasing reliance on fossil fuels and improving air quality on campus.

<b>File Description</b>	<b>Document</b>
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**7.1.3**

**Institution waste management practices include**

- 1. Segregation of waste**
- 2. E-waste management**
- 3. Vermi-compost**

**4. Bio gas plants****5. Sewage Treatment Plant****Response:** B. Any 3 of the above

<b>File Description</b>	<b>Document</b>
Income Expenditure statement highlighting the specific components	<a href="#">View Document</a>
Geo-tagged photographs	<a href="#">View Document</a>
Documentary evidence in support of each selected response	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**7.1.4****Institution has water management and conservation initiatives in the form of**

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

**Response:** C. Any 2 of the above

<b>File Description</b>	<b>Document</b>
Income Expenditure statement highlighting the specific components	<a href="#">View Document</a>
Geotagged photographs	<a href="#">View Document</a>
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Any additional link	<a href="#">View Document</a>

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

**Response:**

The institution stands as a shining example of the "Swachh Bharat Mission" (Clean India Mission) championed by the Prime Minister. The college prioritises a clean and healthy environment, fostering a sense of pride among students, faculty, and staff. This commitment goes beyond mere aesthetics; it serves as a valuable learning experience for future educators who will carry these practices forward.

The college recognizes the significant impact of cleanliness on health and well-being. By maintaining a clean environment we minimise the spread of diseases, allowing students and staff to thrive in a comfortable and safe learning space. Additionally, cleanliness fosters a sense of personal responsibility, encouraging students to take pride in their surroundings and become responsible citizens.

Several initiatives at SUM College contribute to this culture of cleanliness.

- **Promoting Hygiene:** Eco-friendly door mats placed in each classroom trap dirt and debris before it enters, while strategically placed trash bins at workstations ensure proper waste disposal. The college also encourages participation in the National Service Scheme (NSS), fostering a sense of community service and environmental responsibility among students.
- **Sanitation Practices:** Beyond maintaining physical cleanliness, SUM College prioritises overall sanitation. Personal hygiene is emphasised, while water purifiers provide access to safe drinking water. Sanitary facilities are readily available on each floor, and solid waste management practices ensure responsible disposal of waste. These comprehensive efforts create a healthy and secure campus environment.
- **Green Cover:** Surrounded by lush green gardens, SUM College prioritises environmental sustainability. Annual tree plantation drives further enhance the campus's green cover, contributing to a cleaner and more pleasant atmosphere. Moreover, the college actively explores innovative solutions:
  - **Rainwater Harvesting:** An innovative rain pit system allows the college to collect and manage rainwater effectively. This approach not only addresses water conservation but also promotes environmental sustainability through responsible resource management.
  - **Harnessing Natural Light:** The college's architecture utilises natural light wherever possible, minimising reliance on artificial lighting and reducing energy consumption. This eco-friendly design reduces the college's carbon footprint.
  - **Birthday Plant Initiative:** A unique initiative celebrates birthdays by planting a new tree for each faculty member and student. This fosters a sense of personal connection to the environment and contributes to a sustainable future.
- **Combating Pollution:** SUM College actively implements strategies to combat pollution on campus:



- **Ceramic Cups:** Faculty members use personal ceramic cups, eliminating disposable cups and reducing environmental waste while promoting hygiene.
  - **E-Waste Management:** The college has a responsible e-waste management system in place.
  - **LED Technology:** LED bulbs and tubes are used throughout the campus, minimising energy consumption and reducing greenhouse gas emissions.
  - **Green Audits:** Regular green audits assess the college's environmental impact and identify areas for improvement.
- **Additional Practices:**
    - **Dustbins** are strategically placed across the campus to encourage proper waste disposal.
    - **Plastic usage is limited.**
    - **Dust-free chalk** is used in classrooms, minimising respiratory issues.
    - **Printing and photocopying** are minimised through the use of digital tools and improvised learning aids.
    - **A focus is placed on paperless communication.**

Through the activities we strive to achieve an eco-friendly and sustainable campus environment.

File Description	Document
Documents and/or photographs in support of the claim	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 7.1.6

**Institution is committed to encourage green practices that include:**

- 1. Encouraging use of bicycles / E-vehicles**
- 2. Create pedestrian friendly roads in the campus**
- 3. Develop plastic-free campus**

**4. Move towards paperless office****5. Green landscaping with trees and plants****Response:** A. All of the above

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

**7.1.7****Percentage of expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)****Response:** 2.51**7.1.7.1 Total expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
0.92	0.0	0.0	0.02	0

File Description	Document
Income Expenditure statement on green initiatives, energy and waste management	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 7.1.8

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

#### **Response:**

**Future achievers.** More than 40 young adults are attending the classes to appear for SSLC equalency examination. The infrastructure, alumni and the teaching resources of SUM college are benefited by the local community through this program. Training in ICT were also given to help them to carry out their daily needs.

**AAduram** – Medical camps organized in the college were a crucial step in promoting health and wellness of the community. More than 250 patients were consulted the doctors who are attended the medical camp organized on 12/4/2023. ECG, blood pressure monitoring, cholesterol level checks and general heart health assessment, eye examination, vision test cataract screening and glaucoma testing etc. were conducted. Our college demonstrated its commitment to the well-being of its residents

**‘Tea-break sessions’** - The session features insightful discussion with local experts, fostering knowledge exchange .

**Demonstration classes by school teachers** -Through this program student are getting firsthand experience of observing real classroom instructional strategies. Teachers from nearby schools are invited for demonstration classes.

**sparsam**-More than a decade our college is actively participating in relief activities and providing essential support to the deserving palliative care patients.

**Nattirive** : The institution values expertise of local farmers and indigenious experts in the cultivation and production of vegetables and fruits in our campus.

**Kythang** -Our college responded effectively to the crisis situations organizing initiatives such as distribution of food items, new and gently used cloths distribution, free medical kits, sanitary materials during the flood and covid 19.

**Self -Defense training and community yoga** -A special sessions of yoga are organized annually, promoting holistic wellbeing and physical fitness among both students and teachers.

**Folklore academy visit by students and teachers** -This visit aimed to enhance their understanding of the rich history and cultural heritage of Kannur region through an immersive exploration of its folklore.

**Coconut processing unit visit** -Students and teachers of SUM college visited the local coconut processing unit located within one kilometer from the college. This visit aimed to provide insight into the operations of the unit and its significant role in the local economy.

**Priyadarsini cooperative weaving mill visit** -Located within walkable distance of our college, the mill has been a cornerstone in the local community. The mill now faces challenges and is on the verge of closing. Our college supports the mill by purchasing its products like sarees uniforms shirt pieces carpets and blankets. The group witnessed the demonstration of different traditional weaving techniques and its significance in preserving cultural heritage

**Heros salute** -Our college used to invite the retired army personals to venerate them and to experience sharing with our students. It will develop the spirit of patriotism and nationalism among our students.

**Blood donor's Camp**-In collaboration with Anjarakandy higher secondary school, we organized blood donor's camp to extend our support to the medical emergencies, contributing to save numerous lives.

**Guruvandanam** :On teachers' day celebration we used to invite retired teachers of our locality, to venerate them and to share their experiences with our student teachers.

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 7.1.9

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

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

**Response:** A. All of the above

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

## 7.2 Best Practices

### 7.2.1

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

**Response:**

#### **Nurturing hearts**

The college places a strong emphasis on community services which is at the core of our mission. For over a decade, the college has undertaken a series of impactful visits to the local rehabilitation center Amalabhavan under 'Nurturing hearts' aimed and creating a vibrant society improving the lives of local community

**Counselling services:** These visits aim to provide counselling services to the inmates. Qualified staff and trained students conduct individual and group counselling sessions.

**Singing:** Students and staff join the inmates in singing popular songs. This activity helps to create a joyful atmosphere and fosters a sense of community

**Dancing sessions** are held where everyone participates enthusiastically, breaking the monotony of daily routine.

**Cleaning Initiatives:** College community undertakes cleaning initiatives to improve the living condition at the rehabilitation center.

**Donations and Gifts.** Distribution of sweets and eatable, New and gently used clothes, Detergent and cleaning supplies are provided to maintain cleanliness and hygiene in the center

**Impact of the program:** For the inmates it provides a much needed break from their routine, offering emotional support and joyful moments. For the students it is an opportunity to apply their knowledge in real life settings, develop empathy and understand the importance of social responsibility.

Visits to the rehabilitation center is a testament to the college's commitment to the community service and holistic education .Through counselling ,recreational activities ,cleaning initiatives and donations ,the college community makes a significant difference in the lives of the inmates.

## **2. School adoption program**

SUM college of teacher education, committed to community service and aligned with its visionary goals. One notable initiative is the 'School Adoption Program aimed to supporting children, particularly those from impoverished and educationally backward students. It is targeted two schools Muzhappala LP school and Anjarakandy Higher Secondary school.

**Muzhappala LP school:** Our goal is to maintain the legacy of a traditional school with nearly 100 years of history, which was at risk of closure due to dwindling student's number. we initiated lower and upper kindergarten classes which led to an increase in student's enrollment.

We focused on close relationship with the students. Our students participated in *praveshanolsavam* held on the reopening day .To generate interest in learning we distributed color pencils and story books during opening ceremony. Our team helped students to prepare for the Lower secondary school examination.

We started the construction of a wall Infront of the school and the construction process is going on.

**At Anjarakandy school:** Recognizing the importance of digital literacy **ICT skill** development classes are organized.

**To foster a supportive home environment,** parenting classes are organized.

**Special Classes for students** -Students struggling in subjects like Mathematics, English and science special classes were provided.

**Communicative English class** – A special session on communicative English is given to high school students.

**Mid-day meal program** -We contributed Utensils and steel glasses to the school kitchen to support the mid-day meal program.

File Description	Document
Photos related to two best practices of the Institution	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 7.3 Institutional Distinctiveness

#### 7.3.1

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

#### Response:

Sum College of Teacher education in line with its commitment to community, and realizing the objective expressed through its vision and mission, launched a program to enhance the educational experience of its students by arranging visits to special schools. Over a decade this practice was continued to provide more enriched experiences benefitting to their profession.

The main objectives of this program is to promote the overall development of differently abled children, uplift children without any distinction of caste, color, creed or age. To promote inclusive education and to develop interest in vocational training centers of differently abled individuals, provide assessment and counselling facilities, and work towards the total rehabilitation and integration of differently abled persons.

Students of SUM College Of Teacher Education visited several special schools as follows

**Thanal special school** has an effective curricular program for the children to help them to overcome their challenges and lead to a better life, and they are grouped into different levels according to their mental development as mild, moderate, severe, performed.

Our students provided one to one tutoring to meet the special needs and master the subject at their own pace

**Shanthideepam-special school at Chala**, - Their mission is to rehabilitate the students and help them to be self- reliant and integrate them to the main stream of our society.

Students of Sum college worked with the children on developing social skills, managing behaviors, providing emotional support Organized extracurricular activities that are inclusive and cater to the interest and abilities of all students.

**Karunayam Buds Rehabilitation School** The school offers a wide range of program to meet the unique need of each student, ensuring holistic development and academic success. Our students offered diverse range of classes such as yoga, art and craft ,stitching and physical exercises .

**“Jaycee” Special school at, Dharmadam.** Our students visit to Jaycee special school helped them to understand the education of differently abled children, their living conditions, their physical, emotional needs and to understand the importance of special schools in today’s world. Students participated in Inclusive classroom activities and learned about the challenges and benefits of inclusive Education. By offering their time, skills and knowledge our students can make a significant positive impact on the educational experience of children in special schools

### Impact of the project

The impact of special school visit on our students was profound and they developed a deeper understanding of the challenges faced by differently abled individuals and the importance of Inclusive Education. The experience also fostered empathy, compassion and a strong interest in working towards the rehabilitation and Integration of differently abled students. These visits are designed to enhance our students' overall perspective, foster their interest in teaching differently-abled students, and equip them with the skills needed for the total rehabilitation of these individuals. It helps to collaborate with special education professionals, such as special educators ,therapist and counselors ,enhancing their professional network.

File Description	Document
Photo and /or video of institutional performance related to the one area of its distinctiveness	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>



## 5. CONCLUSION

---

### **Additional Information :**

Established in 2006 under the aegis of Shamsul-Ulama-Al-Islamiyah Mamba, SUM College of Teacher Education has been a beacon of hope for students in the remote Kannur district. Accredited by NCTE and aspiring for NAAC accreditation, the college is committed to providing quality teacher education. While ineligible for NIRF, it has actively pursued recognition through the Kerala Institutional Ranking Framework.

Aligned with NEP 2020, the college is determined to implement the Integrated Teacher Education Program (ITEP). With abundant human and material resources, SUM College is well-positioned to meet the ITEP prerequisites. Serving a region with limited educational access, the college has become a lifeline for aspiring teachers. By enabling students to pursue higher education closer to home, it empowers individuals and contributes to the community's self-reliance.

The college's commitment to social responsibility is evident in its literacy programs. Recognizing the alarmingly low literacy rates in the local panchayat, SUM College has established itself as a study center for the SSLC equivalency examination. With the support of alumni and college infrastructure, over 40 adults are benefiting from this initiative. The college has emerged as a valuable resource center for adult education, offering not only literacy classes but also ICT training to bridge the digital divide.

Looking ahead, SUM College envisions a future marked by academic excellence, innovation, and community engagement. The development of interdisciplinary courses, collaboration on research projects, and continuous faculty development are key priorities. By fostering a nurturing environment, the college aims to produce future educators and leaders capable of addressing the evolving educational landscape.

SUM College of Teacher Education stands as a testament to the transformative power of education. Through its unwavering dedication to its students and community, the college is shaping a brighter future for all.

### **Concluding Remarks :**

Shamsul-Ulama Memorial (SUM) College of Teacher Education, Mamba, established in 2006 under the auspices of Jamia Shamsul Ulama Al Islamia Mattanur, demonstrates unwavering commitment to academic excellence and holistic student development. Offering a two-year B.Ed program in five key subjects—English, Mathematics, Natural Science, Physical Science, and Social Science—the college focuses on delivering quality education.

Situated in a rural setting, the College addresses the educational needs of the local community, particularly girls, providing an inclusive and supportive learning environment. Our modern infrastructure, equipped with the latest technology, ensures students have the necessary tools for their academic journey. The state-of-the-art facilities include a comprehensive library that supports learning and research endeavors.

Esteemed faculty members, the cornerstone of our institution, bring a wealth of knowledge, experience, and dedication. They provide personalized guidance, fostering an environment that encourages critical thinking and

lifelong learning. Their passion for teaching and mentoring ensures students receive a comprehensive education extending beyond classroom walls, reinforcing our commitment to holistic education and social responsibility. We prioritize learning beyond traditional settings, offering opportunities for creativity and innovation that empower students to fully explore their potential.

Our programs instill ethical, moral, and social values, preparing students to become compassionate and competent educators. Over the past 18 years, we have witnessed remarkable growth and dedication to academic excellence, reflected in our students' outstanding performance in competitive examinations and university results.

We value and respect each student's creativity and uniqueness, ensuring equal treatment free from discrimination and bias. Inclusivity and fairness are at the core of our educational philosophy.

SUM College stands as a beacon of knowledge and innovation, striving to provide a high-quality educational experience that empowers aspiring educators. By focusing on inclusivity, ethical values, and modern teaching practices, we prepare our students to meet the challenges of the ever-evolving educational sphere. With a vibrant learning community enriched by creativity and innovation, SUM College remains committed to shaping the future of education with vision, passion, and unwavering dedication, lighting the path to a brighter tomorrow.

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.1.3	<p><b>While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes(CLOs) for all Programmes offered by the institution, which are stated and communicated to teachers and students through</b></p> <ol style="list-style-type: none"> <li><b>1. Website of the Institution</b></li> <li><b>2. Prospectus</b></li> <li><b>3. Student induction programme</b></li> <li><b>4. Orientation programme for teachers</b></li> </ol> <p>Answer before DVV Verification : A. All of the above            Answer After DVV Verification: B. Any 3 of the above            Remark : DVV has made changes as per the Programme Learning Outcomes (PLOs) and Course Learning Outcomes(CLOs).</p>																				
1.2.2	<p><b>Average Number of Value-added courses offered during the last five years</b></p> <p><b>1.2.2.1. Number of Value – added courses offered during the last five years</b>            Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>5</td> <td>5</td> <td>5</td> <td>5</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>3</td> <td>3</td> <td>4</td> <td>2</td> </tr> </tbody> </table> <p>Remark : DVV has made changes as per the report shared by HEI.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	6	5	5	5	5	2022-23	2021-22	2020-21	2019-20	2018-19	4	3	3	4	2
2022-23	2021-22	2020-21	2019-20	2018-19																	
6	5	5	5	5																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
4	3	3	4	2																	
1.2.3	<p><b>Percentage of Students enrolled in the Value-added courses mentioned at 1.2.2 during the last five years</b></p> <p><b>1.2.3.1. Number of students enrolled in the Value – added courses mentioned at 1.2.2 during the last five years</b>            Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>53</td> <td>50</td> <td>50</td> <td>50</td> <td>50</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	53	50	50	50	50										
2022-23	2021-22	2020-21	2019-20	2018-19																	
53	50	50	50	50																	

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
32	36	30	29	40

Remark : DVV has made changes as per the Students enrolled in the Value-added courses .

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

**Structured feedback is obtained from**

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

Answer before DVV Verification : A. All of the above

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

Remark : DVV has made changes as per the report shared by HEI.

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

Answer before DVV Verification : A. Feedback collected, analysed and action taken and feedback available on website

Answer After DVV Verification: B. Feedback collected, analysed and action has been taken

Remark : DVV has made changes as per the report shared by HEI.

2.2.4 **Student-Mentor ratio for the last completed academic year**

2.2.4.1. **Number of mentors in the Institution**

Answer before DVV Verification : 9

Answer after DVV Verification: 6

Remark : DVV has made changes as per the report shared by HEI.

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

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

Answer before DVV Verification:

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

8	8	8	8	8
---	---	---	---	---

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
5	5	6	5	6

Remark : DVV has made changes as per the effective teaching with Learning Management Systems (LMS).

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

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

Answer before DVV Verification : 106

Answer after DVV Verification: 66

Remark : DVV has made changes as per the encouraged to use ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning including on field practice.

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

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

Answer before DVV Verification : A. Any 5 or more of the above

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

Remark : DVV has made changes as per the report shared by HEI.

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

1. **Workshop sessions for effective communication**

	<p><b>2. Simulated sessions for practicing communication in different situations</b>  <b>3. Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’</b>  <b>4. Classroom teaching learning situations along with teacher and peer feedback</b></p> <p>Answer before DVV Verification : A. All of the above          Answer After DVV Verification: C. Any 2 of the above          Remark : DVV has made changes as per the report shared by HEI.</p>
2.4.4	<p><b>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</b></p> <p><b>1. Teacher made written tests essentially based on subject content</b>  <b>2. Observation modes for individual and group activities</b>  <b>3. Performance tests</b>  <b>4. Oral assessment</b>  <b>5. Rating Scales</b></p> <p>Answer before DVV Verification : A. All of the above          Answer After DVV Verification: B. Any 3 or 4 of the above          Remark : DVV has made changes as per the report shared by HEI.</p>
2.4.5	<p><b>Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of</b></p> <p><b>1. Preparation of lesson plans</b>  <b>2. Developing assessment tools for both online and offline learning</b>  <b>3. Effective use of social media/learning apps/adaptive devices for learning</b>  <b>4. Identifying and selecting/ developing online learning resources</b>  <b>5. Evolving learning sequences (learning activities) for online as well as face to face situations</b></p> <p>Answer before DVV Verification : A. All of the above          Answer After DVV Verification: C. Any 3 of the above          Remark : DVV has made changes as per the report shared by HEI.</p>
2.4.9	<p><b>Average number of students attached to each school for internship during the last completed academic year</b></p> <p><b>2.4.9.1. Number of schools selected for internship during the last completed academic year</b>          Answer before DVV Verification : 15          Answer after DVV Verification: 7</p> <p>Remark : DVV has made changes as per the report shared by HEI.</p>
2.4.12	<p><b>Performance of students during internship is assessed by the institution in terms of</b></p>

	<p><b>observations of different persons such as</b></p> <ol style="list-style-type: none"> <li>1. Self</li> <li>2. Peers (fellow interns)</li> <li>3. Teachers / School* Teachers</li> <li>4. Principal / School* Principal</li> <li>5. B.Ed Students / School* Students</li> </ol> <p>(* ‘Schools’ to be read as “TEIs” for PG programmes)</p> <p>Answer before DVV Verification : A. All of the above          Answer After DVV Verification: B. Any 4 of the above          Remark : DVV has made changes as per the report shared by HEI.</p>
2.5.3	<p><b>Average teaching experience of full time teachers for the last completed academic year.</b></p> <p>2.5.3.1. <b>Total number of years of teaching experience of full-time teachers for the last completed academic year</b></p> <p>Answer before DVV Verification : 96          Answer after DVV Verification: 62</p> <p>Remark : DVV has made changes as per the full time teachers for the last completed academic year.</p>
2.7.4	<p><b>Performance of outgoing students in internal assessment</b></p> <p>2.7.4.1. <b>Number of students achieving on an average 70% or more on internal assessment activities during last completed academic year</b></p> <p>Answer before DVV Verification : 51          Answer after DVV Verification: 44</p> <p>Remark : DVV has made changes as per the report shared by HEI.</p>
3.1.3	<p><b>In-house support is provided by the institution to teachers for research purposes during the last five years in the form of:</b></p> <ol style="list-style-type: none"> <li>1. Seed money for doctoral studies / research projects</li> <li>2. Granting study leave for research field work</li> <li>3. Undertaking appraisals of institutional functioning and documentation</li> <li>4. Facilitating research by providing organizational supports</li> <li>5. Organizing research circle / internal seminar / interactive session on research</li> </ol> <p>Answer before DVV Verification : A. Any 4 or more of the above          Answer After DVV Verification: B. Any 3 of the above</p>

Remark : DVV has made changes as per the report shared by HEI.

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

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

Answer before DVV Verification : A. All of the above

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

Remark : DVV has made changes as per the report shared by HEI.

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : DVV has made changes as per the report shared by HEI.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
5	2	0	1	1

Answer After DVV Verification :

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



Remark : DVV has made changes as per the report shared by HEI.

**3.3.1 Average number of outreach activities organized by the institution during the last five years..**

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
26	4	2	2	4

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
18	2	2	1	3

Remark : DVV has made changes as per the report shared by HEI.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
106	103	100	100	101

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
78	81	69	80	77

Remark : DVV has made changes as per the report shared by HEI.

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

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

Answer before DVV Verification : 10

Answer after DVV Verification: 4

Remark : DVV has made changes as per the report shared by HEI.

**3.4.3 Institution has linkages with schools and other educational agencies for both academic and**

**outreach activities and jointly organizes**

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. Any 5 or 6 of the above

Remark : DVV has made changes as per the report shared by HEI.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
16.95525	1.74634	1.78923	3.72148	5.02513

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
4.31	0.40	0.59	1.08	1.88

Remark : DVV has made changes as per the infrastructure augmentation excluding salary .

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

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

Answer before DVV Verification : B. Any 4 of the above

Answer After DVV Verification: C. Any 2 or 3 of the above

Remark : DVV has made changes as per the report shared by HEI.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
4.17118	1.84454	1.52713	3.82214	8.14977

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1.55	0.78	0.82	1.05	2.77

Remark : DVV has made changes as per the expenditure incurred exclusively on maintenance of physical and academic support facilities.

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

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

Answer before DVV Verification : A. All of the above

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

Remark : DVV has made changes as per the skill enhancement initiatives .

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

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

Answer before DVV Verification : A. All of the above

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

Remark : DVV has made changes as per the report shared by HEI.

5.2.1	<p><b>Percentage of placement of students as teachers/teacher educators</b></p> <p><b>5.2.1.1. Number of students of the institution placed as teachers/teacher educators during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="308 349 1046 483"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>32</td> <td>30</td> <td>31</td> <td>32</td> <td>30</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="308 562 1046 696"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>21</td> <td>17</td> <td>15</td> <td>22</td> <td>20</td> </tr> </tbody> </table> <p>Remark : DVV has made changes as per the report shared by HEI.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	32	30	31	32	30	2022-23	2021-22	2020-21	2019-20	2018-19	21	17	15	22	20
2022-23	2021-22	2020-21	2019-20	2018-19																	
32	30	31	32	30																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
21	17	15	22	20																	
5.2.3	<p><b>Percentage of students qualifying state/national level examinations during the last five years (eg: NET/SLET/ TET/ CTET)</b></p> <p><b>5.2.3.1. Number of students qualifying in state/ national level examinations (eg: NET/SLET/ TET/ CTET) during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="308 1055 1046 1189"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>20</td> <td>19</td> <td>21</td> <td>20</td> <td>21</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="308 1267 1046 1402"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>18</td> <td>15</td> <td>17</td> <td>17</td> <td>18</td> </tr> </tbody> </table> <p>Remark : DVV has made changes as per the report shared by HEI.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	20	19	21	20	21	2022-23	2021-22	2020-21	2019-20	2018-19	18	15	17	17	18
2022-23	2021-22	2020-21	2019-20	2018-19																	
20	19	21	20	21																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
18	15	17	17	18																	
5.3.2	<p><b>Average number of sports and cultural events organized at the institution during the last five years</b></p> <p><b>5.3.2.1. Number of sports and cultural events organized at the institution during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="308 1760 1046 1895"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>18</td> <td>18</td> <td>15</td> <td>11</td> <td>20</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="308 1973 1046 2085"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	18	18	15	11	20	2022-23	2021-22	2020-21	2019-20	2018-19					
2022-23	2021-22	2020-21	2019-20	2018-19																	
18	18	15	11	20																	
2022-23	2021-22	2020-21	2019-20	2018-19																	

11	10	6	6	10
----	----	---	---	----

Remark : DVV has made changes as per the report shared by HEI.

5.4.2

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

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

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

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

Remark : DVV has made changes as per the report shared by HEI.

6.3.3

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
13	9	9	8	12

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
7	4	5	4	9

Remark : DVV has made changes as per the report shared by HEI.

6.3.4

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

**6.3.4.1. Total number of teachers undergoing online/face to face Faculty Development Programmes (FDPs) viz., Orientation Programme and Refresher Course of the ASC / HRDC,**

**Short Term Course and any other similar programmes during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
8	8	8	8	8

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
5	4	4	5	3

Remark : DVV has made changes as per the 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.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
69	60	47	58	61

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
52	38	33	40	41

Remark : DVV has made changes as per the quality initiatives taken by IQAC or any other mechanism for promoting quality culture .

6.5.4 **Institution engages in several quality initiatives such as**

**1. Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements**

**2. Timely submission of AQARs (only after 1st cycle)**

**3. Academic Administrative Audit (AAA) and initiation of follow up action**

**4. Collaborative quality initiatives with other institution(s)**

**5. Participation in NIRF**

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

Answer After DVV Verification: B. Any 3 of the above  
Remark : DVV has made changes as per the report shared by HEI.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
2.6	0.9	0.3	1.2	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0.92	0.0	0.0	0.02	0

Remark : DVV has made changes as per the expenditure on green initiatives and waste management excluding salary component.

## 2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p><b>Total expenditure excluding salary year wise during the last five years (INR in lakhs)..</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>29.90619</td> <td>13.83519</td> <td>15.85876</td> <td>11.56659</td> <td>28.37271</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>10.33</td> <td>4.67</td> <td>5.43</td> <td>3.17</td> <td>13.91</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	29.90619	13.83519	15.85876	11.56659	28.37271	2022-23	2021-22	2020-21	2019-20	2018-19	10.33	4.67	5.43	3.17	13.91
2022-23	2021-22	2020-21	2019-20	2018-19																	
29.90619	13.83519	15.85876	11.56659	28.37271																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
10.33	4.67	5.43	3.17	13.91																	