



SELF STUDY REPORT

FOR
1st CYCLE OF ACCREDITATION

BHARATHEEYA VIDYA NIKETHAN COLLEGE OF TEACHER EDUCATION

**KALLEKKAD PALAKKAD KERALA 678006
678006
www.bvnbedcollege.com**

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Bharatheeya Vidya Nikethan College of Teacher Education is a leading training college in Palakkad, Kerala under University of Calicut. It was established in 2008 Kallekkad, Palakkad district of Kerala. The college started from 2009 for B.Ed course with an intake of 100. Students are admitted to 6 optional subjects- English, Commerce, Mathematics, Natural Science, Physical Science and Social Science. The duration of the course was 1 year till 2015, then the Curriculum was revised and duration of the course became 2 years. From 2015 onwards the college is offering BEd course in 7subjects-English, Sanskrit, Commerce, Mathematics, Natural Science, Physical Science and Social Science. The College is self-financing college with coeducation. The curriculum is transacted with a perspective of value based Education.

Vision

Education is not received. It is happened. Everyone is responsible for what one is and whatever one wish oneself to be, one has the power to mould oneself. If what one is now has been the result of one's past action, it certainly applies that whatever one wish to be in future can be produced by ones present action; so take up one idea. Let the brain, muscles, nerves, every part of your body, be full of that idea, and just leave every other idea alone. This is the way to success that is the way great spiritual giants are produced.

Mission

- To provide comprehensive teacher education that integrates modern technology and traditional wisdom.
- To cultivate a sense of responsibility, creativity, and dedication in aspiring educators by instilling strong moral and ethical values
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- To create a learning environment that emphasizes personal and professional growth aligned with national values.
- To prepare teachers to meet the dynamic needs of the educational system in the modern era by encouraging the adoption of cutting-edge pedagogical practices.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

The institution is owned by Bharatheeya Vidya Niketan, the Kerala wing of Vidya Bharati.

- Sixteen years of legacy in the field of teacher education.
- A dedicated team of 20 teaching faculty members.
- Well-furnished infrastructure and excellent facilities.

- A highly efficient and proactive IQAC.
- Financial support from Bharatiya Bhasha Samiti for conducting projects and programs.
- A well-equipped library with a large collection of books, journals, periodicals, computers, references, and related facilities.
- Provides maximum support and facilities for differently-abled and marginalized students.
- Upholds green, water and energy conservation policies aimed at sustainable development.
- Actively engaged in green and eco-friendly initiatives.
- A fully automated and efficient office administration system.
- Publication of research books with ISBN numbers.
- Well-functioning laboratories for practical learning.
- Strong support from alumni and the Parent-Teacher Association (PTA).
- A strong sense of team spirit among faculty members and students.
- Active involvement and support in various social outreach activities.

Institutional Weakness

- Yet to attain the status of a Research Centre.
- Has not achieved autonomous institution status.
- Limited collaboration with industry partner.
- Lack of sufficient funded research projects.

Institutional Opportunity

- Received the award for the Best Green Campus from Pirayiri Grama Panchayat
- Publishes research articles with ISBN numbers every year.
- Collaborates with national-level agencies such as the Bharatiya Bhasha Samiti for funded projects and programs.
- Actively promotes and encourages research activities among faculty and students.
- Functions as a n Indian IKS (Indian Knowledge System) Centre within the campus.

Institutional Challenge

- The process of initiating ITEP is emerging as a major challenge.
- Increased emphasis on social outreach activities often disrupts regular academic sessions.
- Transforming the institution into a recognized research center remains a significant challenge.
- Achieving eligibility and necessary accreditations to launch postgraduate programs is also a major hurdle.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Bharatheeya Vidya Nikethan College of Teacher Education, Kallekkad, Palakkad is a constituent college of University of Calicut .As per the UGC guidelines, the college runs all programmes based on the Choice Based

Credit System, thus providing students with the option of choosing courses as per their interests. The schedule and duration of all programmes are based on the University Guidelines. Furthermore, the college meticulously plans its academic sessions, thus ensuring timely preparation of academic calendars, timetables and the distribution of courses. Periodic assessments of students are undertaken through assignments and tests in a timebound manner. Syllabi taught across all programmes are based on latest trends and study, and several faculty members have been involved in curriculum development. Learning by experience is the complete education; to this end, numerous opportunities facilitating experiential learning are offered to students. As many as 210 students benefited from experiential learning through field trips/project work/internships in the latest completed academic session.

The college also plays a crucial role in nurturing civic-minded and just individuals. Committees like Women Development Cell, placement cell, science Club, Social science club, nature Club, and Internal Complaints Committee instill a climate of security and equality on campus. Regular feedback from the student alumni, parents, employees, and faculty also ensure appropriate action towards addressing any gap in student progression am overall college development.

Teaching-learning and Evaluation

Admissions are made on the basis of merit as prescribed by the University of Calicut. The university guidelines are strictly followed throughout the admissions with regards to minimum eligibility, age and reservation. Assessment process, mechanism, institutional provisions to differential students is provided. ICT mode of teaching learning is adopted while teaching. Continual mentoring is provided and orientation during internship is also given. Academic teaching experience, continuous internal evaluations are also maintained. Academic calendar, grievance redressal, internal assessment, online satisfaction survey among students is also maintained.

Infrastructure and Learning Resources

Our institution improves & maintains physical, Academic, Teaching –learning, Library, Technology and infrastructure facilities according to the norms of university, as & when faculties recommended and needs of students on regularly basis. There are 4 digitalised General Halls with internet facility (3 permanent and 1 portable) 14 classrooms for 7 options (both 1st year & 2nd year) well equipped computer lab with 12 computers with internet facility for the use of both faculties & students, an audio-visual lab with smart board, OHP,LCDS, one slide projector etc. with internet facility with seating capacity of 100, a multipurpose hall, an auditorium with projector including Wi-Fi connection and seating capacity of 200, a conference hall, a control room for the purpose of conducting university exams.

Our Institution provided 400 M standard track with all field events facilities, volley Ball court, fitness center- 5 junctions with weight training facilities, a sports complex- an open hall with roof for assembly, playing Shuttle Badminton and other physical activities and also sports equipment for both indoor & outdoor games. The library is well stocked with 6127 books with appx. 5000 Titles, 15 Journals, 6 magazines and 4 newspapers. It is partially digitized with KOHA library management software since 2019 (it was partially managed from 2009 with a private library management system). Library provides internet facility, a computer, a printer, a reading cum reference hall with 50 seating capacity. A well-equipped Psychology lab provided with all facilities & equipment for students to research in various sub-disciplines of psychology. Our college also have well equipped and fully furnished Natural Science and Physical Science Lab. All Labs, Library, and Sports roomare maintained with a stock register and verified once in a year by the staff in charge.

Student Support and Progression

Bharatheeya Vidya Niketan College of teacher education extends maximum support to student in their education and progression .Monetary help, programs that enhance soft skills, language and communication life skills and ICT skills prepare them in pursuing their professional goals. Various career advancement activities including placement ,career counselling and guidance for competitive examinations organised to give direction to their career prospects students are the most important stakeholders of any academic institution college provides many opportunities to ensure their representation and participation in various student council the student advisory committee organises students union election every year in each department student members are elected among students for smooth functioning of co-curricular and extracurricular activities the college has an active alumni that facilitate network and support in the form of motivation and opportunities for the current students after graduation while some students selected for placement in professional organisation most of them pursue higher education.

Governance, Leadership and Management

Leadership and governance at Bharatheeya Vidya Niketan College of Teacher Education entails participative management by the Governing Body, the Principal, the teaching and non-teaching staff, and the students. These stakeholders collaborate in a democratic manner in carrying out their professional responsibilities and in accomplishing the vision and mission of the college.

Any progressive policy and plan is thereby deployed after due deliberations at the level of the Staff Council Committees, which form the backbone of the organization. The college believes in democratization of activities and information. The e-governance tools such as biometric punching system used by the college facilitate ease to make the attendance to students and staffs.

Progress is the impetus that drives the college, which at the same time rests on the well-being of the students and the staff. Several faculty development programmes take care of the economic welfare of the college fraternity. The college also extends incessant support to the staff in their professional pursuits. To this end, numerous professional development and academic programmes are organized in the college. Bharatheeya Vidya Niketan College of Teacher Education could attain excellence only with the shared responsibilities of the stakeholders in every area of operations. In addition to the collective role of the faculty, the IQAC at the college has been instrumental in overall quality assurance in teaching-learning processes. This collaborative effort has taken the college to new heights every year, aspiring for higher competitive goals in leadership, governance, and in its institutional values.

Institutional Values and Best Practices

BVNCTE adopts values and practices that promote rural development, ensure Green and Eco friendly campus and insists social responsibility through various outreach programmes. Many programmes like health campus, rural development programmes etc. are conducted. Most of the best practices adopted by the college are community based. The important outreach activities done by our college are blood donation camp, Medical camp, health awareness class and developmental activities of rural areas. Our institution gives more priority towards to inculcate certain values like spiritual, cultural, social, etc. The main aim of our institution is to mold student teachers in to a professional level.

Research and Outreach Activities

The College promotes a thriving research environment in the college and college takes initiative to support research interests and innovation skills amongst the faculty and students. Several faculty members are engaged in research projects and have also published widely in reputed journals. Students, too, are motivated to undertake interdisciplinary research work, thus allowing them opportunities to gain experiential learning and to build a strong academic foundation. Seminars/webinars and workshops on intellectual property rights, entrepreneurship, and research methodology are organised under the aegis of IQAC, to enhance research quality and professional ethics. Apart from the academic aspect, opportunities are created to support holistic development of students through several community outreach programmes organised by women development cell, Nature Club, Social Sciences Club, Language Club, Science Club and another social relates programmes. Special focus is given to outreach programmes that contribute to environmental sustainability, awareness of gender (in) equalities, and promotion of well-being of students and staff. In the last five years, the college organised various community related programmes. These collaborations provide opportunities for extension and innovation, internships and career goals, research and development. Every effort is made to establish enriching and meaningful collaborations with academic and nonacademic institutions outside the university

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	BHARATHEEYA VIDYA NIKETHAN COLLEGE OF TEACHER EDUCATION
Address	KALLEKKAD PALAKKAD KERALA 678006
City	Kallekkad
State	Kerala
Pin	678006
Website	www.bvnbedcollege.com

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details		
State	University name	Document
Kerala	University Of Calicut	View Document
Details of UGC recognition		
Under Section	Date	View Document
2f of UGC		
12B of UGC		

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)

Statutory Regulatory Authority	Recognition/Appoval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
NCTE	View Document	18-12-2020	60	

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	KALLEKKAD PALAKKAD KERALA 678006	Rural	2.5	3705.11

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)

Programme Level	Name of Programme/Co urse	Duration in Months	Entry Qualificatio n	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BEd,Educati on,Education	24	Graduation	English	105	105

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				7				13			
Recruited	0	0	0	0	2	5	0	7	6	7	0	13
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				7				13			
Recruited	0	0	0	0	2	5	0	7	6	7	0	13
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				7
Recruited	1	6	0	7
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				7
Recruited	1	6	0	7
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				2
Recruited	1	1	0	2
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				2
Recruited	1	1	0	2
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	2	1	0	2	0	0	5
M.Phil.	0	0	0	0	0	0	2	0	0	2
PG	0	0	0	0	4	0	2	7	0	13
UG	0	0	0	0	0	0	0	0	0	0

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

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	5	0	0	0	5
	Female	100	0	0	0	100
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years						
Category		Year 1	Year 2	Year 3	Year 4	
SC	Male	0	0	0	0	
	Female	6	9	5	6	
	Others	0	0	0	0	
ST	Male	0	0	0	0	
	Female	1	0	1	1	
	Others	0	0	0	0	
OBC	Male	1	0	4	0	
	Female	47	44	44	54	
	Others	0	0	0	0	
General	Male	4	6	4	3	
	Female	43	46	45	45	
	Others	0	0	0	0	
Others	Male	0	0	0	0	
	Female	2	0	2	0	
	Others	0	0	0	0	
Total		104	105	105	109	

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	This institution has made commendable progress in adopting a multidisciplinary and interdisciplinary approach as recommended by NEP 2020. Here are the initiatives towards this: Integration of Dance with
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	<p>Disciplines: Smt. Asa K took a session on 19th December 2023 Folk Song Integration: Sri Pranavam Sasi, a folksong artist, conducted a session on 20/12/2023, to help students understand and apply folk songs in the classroom. Art Education: An art education class was provided on 12/01/2024, to help students integrate art with their teaching. Kathakali Demonstration: A Kathakali demonstration was organized by Kathakali artist Miss Uma Kavungal On 20/05/2024. Handicraft Workshop: A handicraft workshop was conducted by Miss Monisha M on 22/05/2024. These initiatives demonstrate the institution's commitment to fostering a multidisciplinary and interdisciplinary approach to learning. By integrating arts, culture and other disciplines, we are providing students with a more holistic and enriching educational experience.</p>
2. Academic bank of credits (ABC):	<p>Being an affiliated college, the institution follows the course structure of University of Calicut which consists of four semesters combined with School based, College based and Community based Practices. The course is of two-year duration and as per university norms dropping out of the course will cause year loss for the student. However, steps will be taken in future for student to redeem the credits and to rejoin the course in any other institution to continue their education.</p>
3. Skill development:	<p>The institution is actively promoting skill development among students, aligning with NEP 2020. Here are the best practices we have adopted: Young Innovators Program (YIP): A flagship program of K-DISC, promoting innovation among Kerala youths. Students registered in YIP and submitted their innovative ideas. Handicraft workshop Handicraft workshop conducted on 22/05/2024, with Miss Monisha M as the resource person. Add on Courses: A) Fundamentals of Communication in Sanskrit with Emphasis on Grammar B) Vedic Mathematics: Enhances computational skills using Vedic Mathematics. C) Commerce (GST): Develops skills in computing GST. Integration of Dance with Disciplines: Smt. Asa K took a session on 19th December 2023 Folk Song Integration: Sri Pranavam Sasi, a folksong artist, conducted a session on 20/12/2023, to help students understand and apply folk songs in the classroom. Art Education: An art education class was</p>

	<p>provided on 12/01/2024, to help students integrate art with their teaching. Kathakali Demonstration: A Kathakali demonstration was organized by Kathakali artist Miss Uma Kavungal On 20/05/2024. These initiatives demonstrate our institutions commitment to fostering skill development, innovation, and employability among students.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>Our institution is embracing the National Education Policy 2020 by emphasizing the importance of Indian Knowledge System. We are integrating IKS into various practices, promoting a holistic approach to education that encompasses Language, Literature, Art, Music, Astronomy, Mathematics etc. To achieve this, our institution has organized several initiatives, including: Two-day National Seminar: "Build the Indigenous Resources for Sustainable Development: Prospects & Challenges" (March 15-16,2024). Experts delivered valuable lectures and paper presentations were held. The publication "Bharatheeyam - Edu Expositions" - connects Indian Knowledge System with Education. Add on Courses: Add on courses in Sanskrit and Vedic mathematics to promote Indian Knowledge System. Cultural Celebrations: To inculcate cultural values and promote India's rich heritage, we have celebrated events like Sanskrit Week, World Mother tongue day, Lunar day, Ayurveda day, Ramanujan day, Guru Poornima, Raksha Bandhan, Mathrupooja during Navaratri, Ramayana masacharanam, International Yoga day, Aashirvadha sabha, Independence day, Onam Celebration, Teachers day, Hindi Week Celebration, Gandhi Jayanthi, National Education Day, Kerala Piravi Dinacharanam, Vivekananda Jayanthi and PI day. These initiatives will help students to develop a deeper understanding and appreciation of India's rich cultural heritage and the Indian Knowledge System.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>The B Ed program offered by the university has its own clearly stated program outcomes, program specific outcomes and course outcomes. The subjects taught in each semester have their own specific outcome too. Micro teaching is a practice-based session with an outcome of acquiring teaching skills. Similarly workshop on preparation of teaching-learning materials focuses on the outcome of developing creative instincts. A workshop on Art education is also conducted to obtain the outcome of</p>

	integration of art with education.
6. Distance education/online education:	<p>We have introduced three add on courses to help our students I To develop communication skills in Sanskrit, the course “Fundamentals of Communication in Sanskrit with Emphasis on Grammar” has already shown success, with 17 students completing the course and receiving certification. This course can benefit students in several ways: 1 Improved Language skills: students can enhance their understanding and proficiency in Sanskrit. 2 Enhanced Employability: Knowledge of Sanskrit can be a valuable asset in various careers such as teaching, research and translation. 3 Cultural Enrichment: Sanskrit is a rich and ancient language, and studying it can provide students with deeper understanding of Indian culture and heritage. II Add on course in ‘Vedic Mathematics’ aimed to develop the computational skills using Vedic mathematics. 82 students completed the course and received certification. III Value added Course course in Commerce “GST in India-A Comprehensive study” designed to develop a skill in GST through a comprehensive study and 33 students completed and received certification. These courses cater to diverse interests and skills providing students with a) unique mathematical skills through Vedic mathematics, b) practical knowledge of GST, enhancing their employability in commerce and related fields.</p>

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	YES
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>Electora Electoral Club With the objective of developing awareness about the electoral process, democratic values, constitutional rights, and leadership qualities, and to encourage participation in SVEEP activities, the Electro Electoral Club was formed in our college on 27/11/2023. A core team was also formed by including both teachers and students for this purpose. Core Team Members Advisor: Smt. Sangeetha P. (Assistant Professor) President: Mithun M. (Student) Vice President: Keerthana M. V. (Student) Secretary:</p>

	<p>Ananthakrishnan (Student) Joint Secretary: Aasiya P. (Student) Treasurer: Hema S. (Student) Executive Members Smt. Asa P. (Vice Principal) Smt. Rejani K. R. (Assistant Professor) Smt. Laxmi Kumar Pillai (Assistant Professor) Rohan P. (Student) Athira K. (Student) Rules and Regulations Objectives • To understand and practice democratic values. • To ensure student participation in election-related activities. • To actively collaborate with the District Election Commission in initiatives to raise civic awareness. Membership All interested students are eligible to become members. Membership must be renewed every year. Functions of the Executive Committee • To organize various programs every year based on themes such as civic awareness, voting rights, and leadership development. • To submit an annual report to the Principal. • To conduct elections every year as per university guidelines to elect office bearers.</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>To sensitize the students on the importance of voting and to encourage everyone to exercise the power of voting, BVNCTE organised the following programs: 1. All students and staff took the voting pledge 2. Signature campaign - The participants signed on the interactive whiteboard and expressed their determination to cast the vote without fail. 3. Students voiced the importance of voting in 4 Indian languages and urged the fellow students to vote. 4. The NSS and Vimukthi club volunteers guided the first time voters to download the Voter Helpline App and register 5. Awareness session for the first time voters on the voting process and vote without fail 6. Quiz on voting awareness In connection with the following programs were conducted: 1. Debate on electoral rights 2. Essay Writing competition on democracy 3. Poetry/ Rap song writing competition 4. Drawing competition on one nation 5. Patriotic song Competition</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>Report on Socially Relevant Projects/Initiatives by College in Electoral-Related Issues Title: Promoting Electoral Literacy and Participation Among Students and Local Community Introduction: Our college has actively participated in several initiatives aimed at enhancing democratic engagement and electoral awareness among students and the surrounding community. These projects were designed to promote the core democratic values of participation,</p>

	<p>transparency, and accountability in the electoral process.</p> <p>1. Voter Awareness Campaign (2024 General Elections) The college organized a comprehensive voter awareness campaign in the months leading up to the 2024 General Elections. This included:</p> <ul style="list-style-type: none"> Awareness Drives: Conducted in both urban and rural areas in collaboration with the local Election Commission office. Students engaged in door-to-door campaigns, distributing pamphlets and explaining the voting process. Workshops & Seminars: Hosted interactive sessions with electoral officers and political science faculty to explain electoral laws, the importance of voting, and the role of youth in democracy. 3. Electoral Literacy Club (ELC) An Electoral Literacy Club was established in the college, guided by the Election Commission's recommendations. Its key contributions include: Monthly Bulletin: A digital newsletter covering key electoral topics, recent amendments, and youth perspectives on democracy. Quiz Competitions and Debates: Organized on topics such as constitutional rights, electoral reforms, and democratic governance. Mock Elections: Simulated voting processes were conducted to familiarize students with EVMs and VVPAT machines, fostering practical understanding. <p>4. Collaboration with SVEEP (Systematic Voters' Education and Electoral Participation): The college partnered with the district SVEEP cell to support targeted interventions including:</p> <ul style="list-style-type: none"> Registration drives for first-time voters. Special campaigns for differently-abled and women voters. Celebration of National Voters' Day with pledge-taking ceremonies and awareness rallies. <p>Conclusion These initiatives not only advanced the democratic values among students but also made a tangible impact in increasing local participation in electoral processes. By integrating academic learning with social responsibility, the college has played a pivotal role in strengthening the democratic fabric of our nation.</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>Institutional Mechanisms and Initiatives for Enrolling Eligible Students as Voters Recognizing the importance of youth participation in the democratic process, the college has taken significant steps to ensure that all students above the age of 18 are registered as voters. Through a structured approach involving the Electoral Literacy Club (ELC) and administrative coordination, the college has</p>

institutionalized mechanisms to enroll eligible students in the electoral roll. 1. Identification of Eligible Students At the beginning of each academic year, the college collects data through admission records to identify students who have turned 18 or are about to turn 18 during the academic session. This data is cross-referenced with voter registration status using self-declaration forms.

Extended Profile

1 Students

1.1

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

2023-24	2022-23	2021-22	2020-21	2019-20
209	210	214	208	199
File Description		Document		
Institutional data in prescribed format		View Document		
Any other relevant information		View Document		
Other Upload Files				
1		View Document		

1.2

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

2023-24	2022-23	2021-22	2020-21	2019-20
105	105	105	110	100
File Description		Document		
Letter from the authority (NCTE / University / R		View Document		
Institutional data in prescribed format		View Document		

1.3

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

2023-24	2022-23	2021-22	2020-21	2019-20
20	20	20	20	18
File Description		Document		
Institutional data in prescribed format		View Document		
Central / State Govt. reservation policy for adm		View Document		

1.4

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

2023-24	2022-23	2021-22	2020-21	2019-20
105	109	99	100	95
File Description			Document	
List of final year students with seal and signat			View Document	
Institutional data in prescribed format			View Document	

1.5

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

2023-24	2022-23	2021-22	2020-21	2019-20
99	92	90	90	82
File Description			Document	
Institutional data in prescribed format			View Document	
Consolidated result sheet of graduating students			View Document	

1.6

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

2023-24	2022-23	2021-22	2020-21	2019-20
104	105	105	109	99
File Description			Document	
Institutional data in prescribed format			View Document	
Enrollment details submitted to the state / univ			View Document	

2 Teachers

2.1

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

2023-24	2022-23	2021-22	2020-21	2019-20
16	16	16	16	16
File Description		Document		
Institutional data in prescribed format		View Document		
Copy of the appointment orders issued to the tea		View Document		

2.2

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

2023-24	2022-23	2021-22	2020-21	2019-20
16	16	16	16	16
File Description		Document		
University letter with respect to sanction of p		View Document		
Any other relevant information		View Document		

3 Institution

3.1

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

2023-24	2022-23	2021-22	2020-21	2019-20
50.5	63.4	41.4	23.8	34.50
File Description		Document		
Audited Income Expenditure statement year wise d		View Document		

3.2

Number of Computers in the institution for academic purposes..

Response: 36

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

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Planning

1.1.1

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

Response:

1. OVERVIEW OF THE B.ED. CURRICULUM

The B.Ed. curriculum is designed as an integration of academic and co-curricular activities, aligned with the NCTE Regulations 2014. Following these guidelines, the University of Calicut revised its teacher education programme, which was implemented starting from the academic year 2015-2016. A curriculum development workshop organized by the IQAC of Farook Training College played a key role in shaping the draft curriculum. The programme officially commenced in 2017-18 and is structured to cover a comprehensive framework of teacher training.

2. STRUCTURE AND COMPONENTS OF THE PROGRAMME

The B.Ed. programme spans two years and is divided into four semesters, each comprising a minimum of 100 working days. The curriculum consists of three major areas:

- *Perspectives in Education* (seven theory courses)
- *Curriculum and Pedagogic Studies* (six theory courses and one optional)
- *Engagement with the Field*, which includes a school internship and four EPC (Enhancing Professional Capacities) courses.

This structure ensures a balanced focus on theory, pedagogy, and fieldwork.

3. IMPLEMENTATION GUIDELINES AND MEDIUM OF INSTRUCTION

This regulation applies to all regular B.Ed. programmes conducted by affiliated colleges—whether Government, Aided, Unaided, or Self-financing—and Calicut University Teacher Education Centers. The programme must begin by July every academic year, with a required 200 working days annually. The medium of instruction for all subjects is English, although regional languages may be partially used in language instruction. Exams can be written in English or Malayalam, and language papers should be answered in the respective language indicated in the question paper.

4. ATTENDANCE AND EXAMINATION REGULATIONS

To be eligible for examinations, students must maintain at least 80% attendance in theory classes and coursework, and 90% in the internship component. Any shortage in attendance must be condoned as per

university norms, and students falling short must re-enroll to complete the course. The academic calendar released by the University should be strictly followed to ensure timely examinations and result publication. Faculty members assigned to the Centralized Valuation Camp are required to participate in the evaluation process without fail.

5. SUGGESTIONS FOR IMPROVEMENT

Several practical improvements can be made to enhance programme efficiency:

- The second-semester practical activities should have clearly defined time durations, similar to theoretical components.
- The current 80-day internship may be divided into two phases for better exposure: 40 days in Upper Primary schools during the second semester, and 40 days in High Schools during the third semester.

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

1.1.2

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

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

- 1. Faculty of the institution**
- 2. Head/Principal of the institution**
- 3. Schools including Practice teaching schools**
- 4. Employers**

5. Experts**6. Students****7. Alumni**

Response: A. Any 5 or more of the above

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

1.1.3

While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes(CLOs) for all Progammes 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

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

1.2 Academic Flexibility

1.2.1

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

Response: 68.49

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

2023-24	2022-23	2021-22	2020-21	2019-20
50	50	50	50	50

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

2023-24	2022-23	2021-22	2020-21	2019-20
73	73	73	73	73

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

1.2.2

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

Response: 2

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

2023-24	2022-23	2021-22	2020-21	2019-20
4	3	3	0	0

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

1.2.3

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

Response: 24.33

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

five years

2023-24	2022-23	2021-22	2020-21	2019-20
138	58	57	0	0

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

1.2.4

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

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

Response: C. Any 2 of the above

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

1.2.5

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

Response: 60.87

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

2023-24	2022-23	2021-22	2020-21	2019-20
209	210	214	0	0

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

INTRODUCTION:

Bachelor of Education (B. Ed.) programme is a professional programme meant for preparing teachers for upper primary or middle level (classes VI- VIII), secondary level (classes IX-X) and senior secondary level (classes XI-XII) It is well known that the quality of school education is determined primarily by teacher competence, sensitivity and teacher motivation. It is common knowledge too that the academic and professional standards of teachers are achieved only by a systematically conceived teacher education programme an academic system with programme designed to be completed progressively within a period covering multiples of half an academic year. It is a pattern of the course in which the whole programme is divided into different parts and each part is intended for a specified period of time, called semesters. The B.Ed. programme includes four semesters.

SYLLABUS:

B. Ed. programme is a professional teacher education programme. The programme consists of four

semesters of 100 days each. The structure of the course is in tune with the framework suggested by NCTE. The theory courses consist of seven (7) courses under Perspectives in Education, six (6) courses under Curriculum and Pedagogic Studies and one (1) additional Optional Courses. Under the category Engagement with the Field apart from School Internship four (4) EPC courses are introduced for enhancing professional capacities. The course calendar, published by the University in advance, should be strictly followed for ensuring timely conduct of examinations and publication of results. Semester classes should be started and completed on the stipulated dates at all affiliated institutions as notified by the University. Regular classes for the subsequent semesters will be started only after completing the examinations of the just previous semester. Faculty members from affiliated institutions who are assigned duty by the University for Centralized Valuation Camp should strictly attend.

valuation at the specified center; Head of each institution should ensure this. Suspending classes for the conduct of valuation camp is not a feasible procedure; Home valuation may be implemented for examinations of 1st semester. Faculty members appointed for Centralized Valuation Camp/home valuation should necessarily have minimum three years teaching experience at B.Ed. degree level. Within a week after the commencement of classes of each semester, Head of each Institution should forward the list of faculty members working in the college along with their qualification and years of teaching experience, to the University. This is a mandatory requirement which should be strictly followed by Head of each Institution. Head of each Institution shall ensure the availability of sufficient number of regular faculty members having experience and qualifications (as per NCTE Regulations) in the institution. Practical examination will be conducted in the 4th semester by an External Examination Board constituted by the university. The present practice of zonal boards is to be continued. The Zonal Board will consist of a Chairman, Subject expert for each Optional Paper Select a theme related to Education, Society, Culture and Environment for each year by each institution for the Community Camp. Objectives should be framed on the basis of the theme and prepare a module for the camp. Programmes suggested for community living camp: Social and educational Surveys, visit to social institutions to study their functioning, undertaking community productive work, campus cleaning/beautification/agriculture, undertaking duties in the camp including preparation /serving of food, attending classes/seminars/etc., participation in games and recreational activities, mock Parliament activities etc.

WORKSHOP:

Workshop for working with artists/ artisans to learn basics of Arts and Crafts and understand its pedagogical significance. The Arts forms learns during the course should be relevant to the student-teachers in their profession. Activities, such as drawing, and painting, clay modeling, pottery, mixed collage, woodcraft, toy making, theatre, puppetry, dance, music, etc. The focus of the workshops should be on how art forms can be used as tool/ method of teaching- learning of Languages, Social Sciences, Mathematics and Sciences.

A FUNDAMENTAL OR COHERENT UNDERSTANDING:

Since teacher education programs are meant to empower those who can assume the role of teacher in school and through combining theoretical and practical aspects of the program. An Orientation and induction program to familiarize PLO and CLO

PROCEDURAL KNOWLEDGE THAT CREATES TEACHERS: -

Provisions for subject specific practice of teaching, including micro teaching discussion lessons,

demonstration lessons, peer criticism, workshops are efficiently provided.

CAPABILITY TO EXTRAPOLATE:

The school internship program, field trips and study tours provide a suitable avenue for students to acquire and expand the insights towards teaching and learning

SKILLS/COMPETENCIES:

The provisions for, camp, practicum on reading and reflection of texts, critical understanding of ICT, understanding self, preparation of reflective journals, institution-based programs and events, organization of innovative programs, and yoga, health& physical education help the students to enhance their skills and competencies. In the fourth semester, students shall choose one additional optional course from the subjects prescribed in the syllabus and offered by the institution. Seminars are an important part of professional life. B.Ed. students are expected to present one seminar paper on an educationally relevant theme during the 4th semester. 50 hours is set apart for the seminar. The whole batch of students should be assigned seminar presentation. The professional experts are expected to engage with the students with specially designed activities. These could be based on the facilitator 's personal integration and unique individual and group characteristics and are rooted within the context of student 's lives and contemporary realities. It is suggested that the students be given space to explore and articulate their own sense of life and its issues. They can be encouraged to think a fresh on issues that most closely concern them and use creativity and imagination to develop a perspective on them. The resource materials are an aid in this process

CONCLUSION:

To acquire the requisite competencies in planning and executing socially useful Programmes To develop social sensitivity and consciousness and their human sensibilities educational Tour is aimed to provide an exposure to students to study and appreciate. It is an exposure trip to a place of educational or historical importance. The expected outcome includes providing situations for the student-teachers to learn and get acquainted with the process of organizing /conducting a study tour/field trip and understanding the environment around.

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

1.3.2

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

Response:

INTRODUCTION:

The curriculum provides a larger scope familiarizing the school systems based on Indian and international perspectives. The school internship program is designed to enable the student-teachers to connect theory to practice and help them to acquire a perspective of the diverse school system around them. Prior to that, initiatory school experience was also provided to student-teachers to obtain primary experience in the functioning of the school. One-week visit to a government/ aided school in the nearby locality is guaranteed and also the students are advised to maintain a resource record for this.

ACTIVITIES:

The third unit of the 2nd semester general paper EDU 11. Educational thoughts and practices narrate the differential school system and its functioning across the country. Furthermore, the elective course of the B Ed program offers opportunities to critically appraise the international and comparative perspective of schools across the world. To evolve and enrich students' understanding of such diversities, informal debates and discussion were designed and students augment familiarity of those functionalities through watching documentaries, online videos and ICT based teaching, learning ,assessment and modern methods of pedagogical practices Regulation The regulation provided herein shall apply to the regular B.Ed. programme conducted by the Affiliated colleges- Government/Aided/Unaided/ Self-financing, and Calicut University Teacher Education Centers with effect from the academic year 2015-2016 admission onward .The provisions herein supersede all the existing regulations for the regular B.Ed. The B.Ed. Programme is of four semesters spread over two years duration. However, the students shall be permitted to complete the programme requirements within a maximum of four years from the date of admission to the programme.

MEDIUM OF INSTRUCTION:

The medium of instruction shall be English for all courses. However, in case of languages, instruction may be given partly in the language concerned. Medium of examination shall be English/Malayalam. The Language Optional papers shall be written in the language specified in the Question paper.

ATTENDANCE:

A student shall be considered to have satisfactory attendance to appear the examination if he/she attends not less than 80% for all theory classes and course work and practicum and 90% for internship. Condonation of shortage of attendance shall be as per existing University rules. Educational Tour is aimed to provide an exposure to students to study and appreciate. It is an exposure trip to a place of educational or historical importance. The expected outcome includes providing situations for the student-teachers to learn and get acquainted with the process of organizing /conducting a study tour/field trip and understanding the environment around

CONCLUSION:

In such cases the candidate has to repeat the course by taking re-admission from the University. Yoga will also be introduced as an important component to enhance abilities of body and mind, and promote sensibilities that help to live in peace and harmony with one 's surroundings. Students will appreciate the philosophy of yoga and its role in well-being. They will learn the practice of yoga and how to use it in different contexts.

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

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:

INTRODUCTION:

The curriculum of the B.Ed. programme is designed in a way to derive professionally relevant understandings and enrich the professional acumen of students through a wide range of curricular activities. B Ed programs are categorized into college-based, school-based and community-based activities. From 1st semester to 4th semester, exposure to these practices is effectively executed for the realization of program learning outcome. The second semester is also marked by an adequate number of theory courses and pedagogical practices. The recent pedagogical trends, evaluation strategies, psychological testing etc. that are necessary for the teacher to appraise and reflect. Initiatory school experience is the other unique part of this semester. It helps to develop conceptual understandings about teaching and learning in school environment and to validate the school Internship program which forms a vital part of B.Ed. The third semester of the entire program is meant for this. The school-based practices and engagement in activities like maintenance of records and registers, preparation of lesson and unit plans using different artifacts and technology, classroom management, activities related to school-community- parent interface, and reflections on self-development.

COLLEGE ACTIVITIES:

For expository texts, they will learn to make predictions, check their predictions, answer questions and then summarize or retell what they 've read. Students will analyze various text structures to see how these contribute to the comprehension of a text. These readings will also provide the context for writing.

Combining reading and writing leads to the development of critical skills. Student-teachers will get opportunities to write with a sense of purpose and audience, through tasks such as, responding to a text with one's own opinions or writing within the context of others' ideas. Various types of task and assignments help to students. Initiatory school experience and criticism lesson develop their capacities and know their profession

INTERNSHIP:

The school internship is designed to enable the student-teachers to connect theory to practice and to help them acquire a perspective regarding the aims of education within which their previously acquired knowledge and practices can be systematized and structured to enable them to teach effectively. The purpose of the internship programme is to provide the student (intern) with the opportunity of undergoing a meaningful experience as a practitioner. As conceived, the programme should be structured so that it is a partnership between the school and the college. The intern must function as a regular teacher and therefore be immersed in all aspects of the school.

CONCLUSION:

The intern will necessarily have supervisory support from the faculty in the form of subject supervision, who will also assess the intern. The intern will be required to develop unit plans for which she must choose and design appropriate activities. A record of these plans must be maintained. Assessment should be developmental in nature, with clear emphasis on growth of the intern. Assessment Evaluation of performance during internship will be done on the basis of assessment by institute supervisors, cooperating teachers, headmasters, records, reports and student activities/assignments. Post-internship Activities and Follow-up activities are to be taken.

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

1.4 Feedback System

1.4.1

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

Structured feedback is obtained from

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

Response: B. Any 4 of the above

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

1.4.2

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

Response: C. Feedback collected and analysed

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

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

Response: 99.43

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

2.1.2

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

Response: 99

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

2023-24	2022-23	2021-22	2020-21	2019-20
20	19	20	20	18

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

2.1.3

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

Response: 5.75

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

2023-24	2022-23	2021-22	2020-21	2019-20
7	6	6	10	1

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

2.2 Honoring Student Diversity

2.2.1

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

Response:

INTRODUCTION:

Bharatheya Vidya Nikethan College of Teacher Education, located in Kallekkad, Palakkad, places great emphasis on evaluating and nurturing the knowledge and skills of students from the very beginning of their academic journey. As students commence their first semester, the institution ensures a comprehensive assessment of their existing capabilities, helping lay a strong foundation for their professional development. Throughout the course of the program, various opportunities are provided for students to engage in activities designed to enhance their growth as competent and effective educators.

INSTITUTIONAL INITIATIVES:

The college adopts multiple approaches to evaluate and improve students' prior knowledge and teaching potential. Activities such as Talent Day, micro-teaching sessions, and involvement in assessment tasks at various schools across the Palakkad district are integral to this process. These initiatives not only help students demonstrate their skills but also expose them to the dynamics of real educational settings. Additionally, students are assigned specific responsibilities in partner schools, which play a crucial role in preparing them for the demands of the teaching profession and supporting their career readiness.

INITIATORY TRAININGS:

A distinctive feature of the curriculum is the Initiatory Training program, which forms the cornerstone of teaching practice. This week-long training places students in different schools throughout the Palakkad district, providing them with a valuable opportunity to become familiar with the school environment. During this immersive experience, students examine the structure, historical background, and administrative functions of their assigned schools. It allows them to observe and understand the practical aspects of teaching and gain firsthand insights into the challenges and responsibilities of the profession.

To further enhance communication and classroom management abilities, the curriculum includes regular seminar presentations. These seminars, guided by both subject-specific and general educators, serve to build students' confidence in public speaking and help them refine their presentation skills. Facing an audience regularly helps reduce anxiety and fosters a sense of self-assurance that is essential for any teacher.

CONCLUSION:

Daily assemblies form another important part of the training framework. Students are given the responsibility to organize and conduct these sessions, which typically feature book reviews, newspaper readings, and the presentation of a thought for the day. These activities cultivate a sense of discipline, encourage teamwork, and promote creativity, all of which are vital traits for future educators.

In essence, the college's multifaceted approach ensures that student teachers are not only well-prepared academically but are also equipped with the practical skills and confidence required to excel in their teaching careers.

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

2.2.2

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

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

Response: C. Any 3 of the above

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

2.2.3

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

Response: As an institutionalized activity in accordance with learner needs

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

2.2.4

Student-Mentor ratio for the last completed academic year

Response: 10.45

2.2.4.1 Number of mentors in the Institution

Response: 20

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

2.3 Teaching- Learning Process

2.3.1

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

Response:

INTRODUCTION:

At our B.Ed. College, a multiple mode approach to teaching-learning is central to enhancing student engagement and improving learning outcomes. Recognizing the varied learning needs of future educators, we integrate experiential, participative, and problem-solving methods across all subjects. These modes are designed to foster deeper conceptual understanding and practical pedagogical skills.

In **Commerce**, real-life case studies, role plays, and group projects simulate business scenarios. Mock trading, marketing exercises, and budget planning nurture decision-making, critical thinking, and

collaboration.

English classes adopt dramatization, debates, poetry recitation, and peer teaching. Language labs and digital platforms support language proficiency, while storytelling and reading circles enhance interpretation and creativity—essential for effective English teaching.

For **Mathematics**, problem-solving and brainstorming activities address real-world numerical challenges. Tools like GeoGebra, digital games, and quizzes help clarify abstract concepts, while collaborative learning deepens comprehension.

Natural Science is taught through laboratory experiments, nature walks, and model-making, encouraging inquiry-based learning and developing scientific thinking. In **Physical Science**, experiments, virtual labs, concept mapping, and group discussions connect theoretical principles with practical applications.

In **Sanskrit**, we blend tradition with modernity—using chanting, storytelling, grammar drills, spoken Sanskrit, and online resources. Activities like recitation and role play based on classical texts make learning interactive and meaningful.

Social Science uses historical role plays, mock parliaments, field visits, and map activities to promote civic awareness and analytical thinking. Students explore social issues through project-based learning and group discussions.

In **Philosophy of Education**, textual analysis, discussions, and Socratic dialogue encourage critical reflection. Students engage in seminars and write reflective journals to connect philosophical concepts with modern education.

Psychology uses experiential tasks like role-play and case studies to examine classroom behavior, learning styles, and motivation. These methods prepare student-teachers to handle diverse learners effectively.

Understanding Disciplines and Subjects is taught via interdisciplinary projects and curriculum analysis, helping students trace the historical and conceptual development of school subjects through field visits and collaborative inquiry.

In **School Organisation and Management**, students simulate administrative tasks, plan timetables, and conduct mock audits. Management games and collaborative projects develop organizational skills aligned with school governance.

Assessment for Learning involves peer evaluation, rubric design, and digital tools like Google Forms and Kahoot for formative assessment, making evaluation student-centered and engaging.

Gender, School, and Society is explored through film analysis, debates, and real-life case studies. These promote awareness of gender roles, challenge stereotypes, and encourage inclusive thinking.

Inclusive Education features simulations of disabilities, IEP analysis, and interaction with inclusive educators to develop empathy and inclusive teaching strategies.

In **Environmental Education**, eco-walks, waste audits, and awareness campaigns link theory to community practice, promoting sustainability.

School Management and Leadership is taught through case studies, workshops, and event planning, building proactive leadership skills.

Physical Education includes yoga, sports, aerobics, and team-building, fostering physical well-being and active engagement in education.

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

2.3.2

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

Response: 0

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

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	0	0	0

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

2.3.3

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

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

Response: 0

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

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

2.3.4

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

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

Response: C. Any 2 of the above

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

2.3.5

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

Response:

INTRODUCTION:

At Bharatheeya Vidya Niketan College of Teacher Education, continual mentoring serves as the cornerstone of our pedagogical philosophy, designed to nurture the professional and personal development of our Bachelor of Education (B.Ed) students. The college has developed a well-structured mentoring framework that focuses on various dimensions of growth—cognitive, emotional, social, and professional—ensuring that every student receives holistic support throughout their academic journey.

WORKING IN TEAMS:

A significant aspect of our mentoring framework is encouraging students to work collaboratively. This approach helps students develop vital interpersonal and leadership skills, preparing them for the dynamics of a professional teaching environment. Students actively participate in team-based activities such as staff meetings, where they represent their peers, group discussions, and collaborative lesson planning.

DEALING WITH STUDENT DIVERSITY:

Another central component of the mentoring process at Bharatheeya Vidya Niketan is developing sensitivity towards the diverse needs of students. This includes understanding the requirements of children from differently-abled (PH) backgrounds and economically weaker sections (EWS). The mentors play an essential role in guiding teacher trainees through interactive sessions that focus on inclusive education practices. Students are given the opportunity to experience diverse classrooms during their internships, where they can adapt their instructional strategies to cater to varied learning styles.

PROFESSIONAL CONDUCT WITH COLLEAGUES AND AUTHORITIES:

Professionalism is a fundamental aspect of teacher education, and mentors at Bharatheeya Vidya Niketan actively model and reinforce this value. Continuous observation and feedback from mentors ensure that students maintain respectful and ethical interactions with school authorities, peers, and administrative staff. Through regular mentoring sessions, students are educated on the importance of adhering to a professional code of conduct, which includes punctuality, appropriate language, and ethical behavior. Mentors guide students on how to handle constructive feedback, refine their teaching techniques, and develop a strong professional demeanor.

BALANCING HOME AND WORK STRESS:

Recognizing the challenges many students face, particularly those who are married or commuting, the college provides extensive support to help them manage stress. Psychological counseling services, stress management workshops, and activities like yoga and value education programs help students navigate the pressures of balancing their academic and personal responsibilities. Mentors maintain a strong personal rapport with their mentees, offering guidance on time management, emotional well-being, and self-care practices.

KEEPING ABREAST WITH RECENT DEVELOPMENTS IN EDUCATION:

To ensure that students remain relevant in a constantly evolving educational landscape, the mentoring framework encourages them to stay updated on current educational trends and innovations. Faculty mentors organize and promote participation in seminars, webinars, and workshops on significant educational reforms such as NEP 2020, digital literacy, and innovative teaching methodologies.

CONCLUSION:

In conclusion, the mentoring program at Bharatheeya Vidya Niketan College of Teacher Education is an integral part of the institution's commitment to producing highly competent, compassionate, and professional educators. By addressing the personal and professional needs of each student, the program fosters holistic development, ensuring that graduates are not only skilled in teaching but are also equipped to handle the complexities of today's diverse and dynamic educational environment.

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

2.3.6

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

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

Response: 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	View Document
Documentary evidence in support of the selected response/s	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.3.7

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

Response:

INTRODUCTION:

As part of their internship at Bharatheeeya Vidya Nikethan College of Teacher Education, Kallekkad, Palakkad, B.Ed students undertook a crucial project to address the pressing social issues impacting school children, such as drug abuse, sexual abuse, cybercrimes, and other societal problems. This project aimed not only to raise awareness but also to develop a comprehensive action plan to mitigate these challenges and ensure the overall well-being of students.

The students conducted a survey to assess the incidence of these social issues among school children. Guided by their faculty, they designed age-appropriate, anonymous questionnaires that allowed them to gather sensitive information while maintaining confidentiality and respect for the respondents. The surveys were distributed during school visits, ensuring that the children felt safe and comfortable providing honest responses.

Once the data was collected, the students analyzed and categorized the findings to identify common problems, including cyberbullying, peer pressure, misuse of the internet, emotional neglect, and other forms of abuse. With these insights, they worked together to create an action plan for remediation. Their proposed interventions included awareness classes, poster campaigns, interactive sessions, and the promotion of digital safety practices.

SKILLS DEVELOPED:

This project fostered several key skills in the student-teachers. Critical thinking was developed through the interpretation of survey data, while problem-solving skills were honed as they devised practical solutions to address the issues identified. Communication skills were also strengthened during presentations and group discussions, allowing the students to express their findings clearly and effectively. Most importantly, empathy and a heightened awareness of the challenges children face were

cultivated as they engaged with real-world problems.

MAKING COMPETATIVE:

To foster creativity and environmental awareness among its students, Bharatheeeya Vidya Nikethan College of Teacher Education, Kallekkad, Palakkad, organized a Poster-Making Competition as part of its Environment Awareness Week. The theme of the competition, “A Greener Tomorrow,” was thoughtfully chosen to encourage students to engage with pressing environmental issues and explore solutions through the power of visual art.

The competition invited B.Ed students to choose topics that highlighted various environmental concerns, such as plastic pollution, deforestation, climate change, afforestation, and sustainable living. Students used a wide range of mediums, including sketching, painting, and collage, to express their creativity and convey powerful messages. This allowed them to tap into their artistic talents while addressing real-world environmental challenges. The event not only helped them improve their technical art skills but also encouraged them to think critically about solutions for a more sustainable future.

CONCLUSION:

The activity was guided by the college’s faculty, who provided valuable insights on color theory, symbolism, and how to effectively communicate an idea through visual design. These inputs helped students refine their work and ensured that their messages were clear and impactful. Once the posters were completed, each participant presented their work to the audience, explaining the concepts behind their designs and the rationale for their artistic choices. This step of verbal presentation helped students hone their public speaking skills, boost their confidence, and develop their ability to articulate complex ideas effectively.

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

2.4 Competency and Skill Development

2.4.1

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

- 1. Organizing Learning (lesson plan)**
- 2. Developing Teaching Competencies**
- 3. Assessment of Learning**
- 4. Technology Use and Integration**
- 5. Organizing Field Visits**

- 6. Conducting Outreach/ Out of Classroom Activities**
- 7. Community Engagement**
- 8. Facilitating Inclusive Education**
- 9. Preparing Individualized Educational Plan(IEP)**

Response: C. Any 4 or 5 of the above

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

2.4.2

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

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

Response: A. Any 8 or more of the above

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

2.4.3

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

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

Response: B. Any 3 of the above

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

2.4.4

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

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

Response: B. Any 3 or 4 of the above

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

2.4.5

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

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

Response: C. Any 3 of the above

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

2.4.6

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

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

Response: B. Any 4 of the above

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

2.4.7

A variety of assignments given and assessed for theory courses through

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

Response: B. Any 3 of the above

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

2.4.8

Internship programme is systematically planned with necessary preparedness..

Response:

INTRODUCTION:

Internship is an integral part of the teacher education programme at Bharatheeya Vidya Nikethan College of Teacher Education, Kallekkad. It bridges theoretical knowledge and practical classroom experience, preparing student-teachers to meet the dynamic challenges of the teaching profession. In the academic year 2023–24, the college organized the internship for 104 student-teachers across 19 selected schools in Palakkad district. The college undertook meticulous preparatory efforts to ensure the smooth conduct and success of the programme.

SELECTION AND PARTNERSHIP WITH SCHOOLS:

A key initial step was the careful identification and selection of 19 schools across Palakkad district. The college considered criteria such as the reputation of the schools, infrastructural facilities, student strength, and the willingness of the institutions to support mentorship. Formal communication was established with the school heads, and consent letters were obtained. Meetings were conducted with school authorities to explain the objectives, schedules, and expectations of the internship programme. This collaborative approach helped create a strong partnership between the college and the host schools.

ORIENTATION PROGRAMME AND CAPACITY BUILDING:

Before the commencement of the internship, an extensive orientation programme was organized for all 104 student-teachers. The orientation aimed to familiarize students with various aspects of school functioning and prepare them for real classroom environments. Sessions included training on lesson planning, classroom management, student assessment, integration of technology in teaching, maintenance of teaching records, and adherence to professional ethics. Workshops and mock teaching sessions were conducted to boost the confidence of the student-teachers. Guidance was provided on preparing lesson plans, observation schedules, reflective journals, and teaching aids.

COORDINATION AND ASSIGNMENT OF MENTORS:

To ensure systematic supervision and guidance, each student-teacher was assigned a faculty mentor from the college and a guide teacher from the respective school. Detailed internship handbooks were prepared and distributed, containing information regarding internship activities, assessment criteria, roles, and responsibilities. Faculty members coordinated closely with the schools to finalize the timetable for student-teachers. Regular meetings with school mentors were held to align expectations and set clear evaluation strategies. Faculty members also designed a visit schedule to periodically observe lessons and offer feedback to student-teachers during their internship period.

CONCLUSION:

The preparatory phase for the internship programme at Bharatheeya Vidya Nikethan College of Teacher Education, Kallekkad, demonstrated a well-planned, structured, and collaborative approach. By ensuring proper selection of schools, organizing thorough pre-internship training, and establishing strong mentoring systems, the college aimed to provide a rich, meaningful, and professionally relevant experience to all its student-teachers. These preparatory efforts laid the foundation for the successful execution of the internship and contributed significantly to the professional growth and readiness of future teachers.

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

2.4.9

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

Response: 5.53

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

Response: 19

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

2.4.10

Nature of internee engagement during internship consists of

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

Response: C. Any 4 or 5 of the above

File Description	Document
School-wise internship reports showing student engagement in activities claimed	View Document
Sample copies for each of selected activities claimed	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.4.11

Institution adopts effective monitoring mechanisms during internship programme.

Response:

We Bharatheya vidya nikethan college of teacher education Kallekkad Palakkad give very much importance to internship and total of 19 schools has been selected for our students which is government and government aided higher secondary schools.

The Bachelor of Education (B.Ed) program under the University of Calicut is designed to equip aspiring teachers with the necessary pedagogical skills, theoretical knowledge, and practical experience essential for a successful teaching career. One of the most crucial components of the program is the **internship**, where student-teachers engage in real-time teaching practice in schools. To ensure the effectiveness and quality of this experience, the University has developed a structured **monitoring mechanism** to oversee the internship phase across its affiliated B.Ed colleges.

STRUCTURED INTERNSHIP PROGRAM:

The internship, typically conducted in the third semester, spans a period of 16 weeks. During this time, student-teachers are placed in government or government-aided schools, where they undertake various responsibilities including lesson planning, classroom teaching, participation in school activities, student assessment, and maintaining reflective journals.

ROLE OF MENTOR TEACHERS AND INSTITUTIONAL SUPERVISORS:

The monitoring framework begins with the **dual mentoring system**, which includes school-based mentor teachers and faculty supervisors from the B.Ed college. Mentor teachers guide the interns in day-to-day school activities, provide feedback on lesson delivery, classroom management, and help in integrating theoretical concepts into practical teaching.

Simultaneously, the **college faculty supervisors** conduct regular school visits to observe and evaluate the interns' performance. They provide structured feedback, maintain observation records, and help student-teachers reflect on their strengths and areas of improvement. A minimum number of formal observations (usually four to five per intern) are mandated during the internship period.

TOOLS AND DOCUMENTATION:

To facilitate systematic monitoring, the University prescribes a set of **standardized tools and formats**, including:

- **Lesson plan evaluation sheets**
- **Observation schedules**
- **Reflective journals**
- **Internship attendance registers**
- **Student feedback forms**

These documents are reviewed periodically by both the faculty supervisor and mentor teacher to track the intern's progress.

PEER AND SELF-EVALUATION:

The internship program also incorporates **peer review** and **self-evaluation** components. Interns are encouraged to observe their peers and provide constructive feedback. This not only enhances collaborative learning but also fosters a reflective approach to teaching. Self-evaluation reports are submitted at regular intervals, promoting introspection and continuous professional development.

MONITORING AND REPORTING:

In recent years, the University of Calicut has moved towards **digital monitoring systems**. Many B.Ed colleges utilize Learning Management Systems (LMS) and online platforms for submitting reports, lesson plans, and feedback forms. This transition enhances transparency and allows for easier review by internal and external evaluators.

CONCLUSION:

At the end of the internship, a **comprehensive assessment** is carried out, which includes:

- Evaluation by the mentor teacher
- Internal assessment by the college supervisor
- External examination by a panel appointed by the University

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

2.4.12

Performance of students during internship is assessed by the institution in terms of observations of

different persons such as

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

(* ‘Schools’ to be read as “TEIs” for PG programmes)

Response: C. Any 2 or 3 of the above

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

2.4.13

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

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

Response: C. Any 3 of the above

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

2.5 Teacher Profile and Quality

2.5.1

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

Response: 100

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

2.5.2

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

Response: 31.25

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

Response: 5

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

2.5.3

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

Response: 10.44

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

Response: 167

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

2.5.4

Teachers put-forth efforts to keep themselves updated professionally through

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

Response:

INTRODUCTION:

The institution fosters a culture of continuous professional growth through both formal and informal in-house deliberations, primarily held in the principal's cabin. These discussions, which focus on key educational topics, encourage active participation from all faculty members. Teachers share insights and perspectives on recent academic trends and technological advancements, creating a collaborative environment for intellectual exchange and capacity building.

IN-HOUSE DISCUSSION:

To ensure that faculty stay abreast of the latest pedagogical methods and tools, the institution strongly promotes participation in professional development programs. One key initiative involves disseminating information about online courses available on platforms like SWAYAM. These resources are frequently discussed during in-house meetings to motivate and guide teachers in enrolling in relevant programs that enhance their competencies.

In addition to promoting online learning, the institution regularly organizes seminars, workshops, webinars, and guest lectures. These events are designed to address both current educational issues and emerging technologies, helping faculty and students alike to broaden their knowledge and skill sets. Such professional development activities serve as platforms for learning, sharing best practices, and fostering innovation in teaching.

CURRENT DEVELOPMENTS AND ISSUES IN EDUCATION:

Faculty are also encouraged to engage in research and extension activities in accordance with institutional policies. These initiatives support the academic advancement of faculty members and contribute to the institution's scholarly reputation. Furthermore, educational visits to other institutions are facilitated to offer faculty direct exposure to the operational models and educational practices of peer institutions. This exposure provides valuable insights and helps teachers to benchmark and adopt effective strategies in their own teaching environments.

A notable focus of the institution's recent efforts has been on sensitizing faculty members to the National

Education Policy (NEP) 2020. In-house discussions have been instrumental in analyzing the implications of the policy and devising implementation strategies suited to the institution's context. These sessions aim to ensure that faculty understand the transformative goals of the NEP and are well-prepared to align their teaching practices accordingly.

Recognizing the growing importance of technology in education, the institution leverages the expertise of ICT-savvy teachers to provide peer support. These teachers conduct hands-on training sessions, helping colleagues integrate digital tools into their teaching processes effectively. This peer-led approach fosters a supportive learning environment and encourages a spirit of mutual growth.

CONCLUSION:

Lastly, the institution pays close attention to teacher preparedness and the challenges faced by educators. Issues requiring immediate intervention are discussed in in-house meetings, and practical solutions are collaboratively developed. This proactive approach ensures that concerns are addressed timely, promoting a healthy and productive work atmosphere.

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

2.6 Evaluation Process

2.6.1

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

Response:

INTRODUCTION:

The institution follows a structured and transparent system of Continuous Internal Evaluation (CIE) to assess student performance comprehensively throughout each course. Evaluation is carried out through a combination of internal assessments and end-semester examinations. This dual approach ensures a balanced focus on both theoretical understanding and practical application.

CONTINUOUS INTERNAL EVALUATION(CIE) OF STUDENT LEARNING:

For theory courses, the internal evaluation is based on a clearly defined system involving periodic written tests, tasks, and assignments. This internal assessment is designed to measure the academic progress of students continuously and holistically. A weightage of 50% is assigned to written tests and various tasks and assignments, ensuring that students are consistently engaged with course material throughout the semester.

Practical courses are categorized into three types: College-based, Community-based, and School-based. Each of these components focuses on different experiential learning settings. College-based practicals include micro-teaching sessions, which are assessed through one week of intensive hands-on training and observation. Additionally, semester-wise evaluations are carried out in areas such as Reading and Reflecting on Texts, Art and Drama, Critical Understanding of ICT, and Understanding the Self. These components aim to enhance the professional capacity of student-teachers and foster self-awareness, creativity, and critical thinking.

EMPHASIS ON HOLISTIC DEVELOPMENT:

Physical development and wellness are also integral to the curriculum. Competencies in Yoga, Health, and Physical Education are assessed through regular participation and performance in related activities, emphasizing the importance of holistic development.

TEACHING PROFICIENCY AND SKILL ASSESSMENT:

The institution places a strong focus on assessing teaching proficiency through practical exercises. Student-teachers participate in Peer Discussion Lessons, Observation Lessons, and Peer Criticism Lessons, which help in refining teaching skills through collaborative learning and constructive feedback. Additionally, workshops on teacher enrichment are conducted to assess the preparation of Teaching-Learning Materials (TLM), a vital aspect of effective classroom teaching.

All records and evidence of college-based continuous internal assessments are reviewed and verified by an external examination board appointed by the university. This external scrutiny ensures transparency, fairness, and adherence to academic standards.

COMMUNITY-BASED EVALUATION:

Community-based evaluation is another unique feature of the institution's assessment system. Through initiatives like the Community Living Camp, Socially Useful Productive Work (SUPW), and Field Work, student-teachers are evaluated on their social engagement, teamwork, and ability to apply classroom knowledge in real-life community settings.

CONCLUSION:

Practical teaching skills are further developed through structured training programs such as Initiatory School Experiences and the School Internship. These provide student-teachers with real-time classroom exposure and practical insights into school dynamics, allowing for a thorough assessment of their teaching competencies.

In essence, the institution's comprehensive and multi-faceted approach to continuous internal evaluation ensures that student-teachers are assessed not only on academic knowledge but also on their professional, social, and personal development—making them well-rounded and competent educators.

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

2.6.2

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

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

Response: B. Any 3 of the above

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

2.6.3

Mechanism for grievance redressal related to examination is operationally effective

Response:

INTRODUCTION:

The institution has a well-structured and effectively functioning **Examination Grievance Redressal**

Cell (EGRC) to ensure transparency, fairness, and timely resolution of examination-related issues. This cell plays a vital role in maintaining the academic integrity of the institution by addressing the grievances of student-teachers concerning various aspects of assessment and evaluation.

SCHEME OF THEORY AND PRACTICAL EXAMINATIONS:

At the beginning of every academic session, during the **orientation programme**, the examination cell provides a detailed briefing about the **scheme of theory and practical examinations**. This includes information on the structure, pattern, schedule, and roles of both students and faculty in the examination process. As part of this orientation, the procedures for raising grievances related to assessment are also clearly explained. Student-teachers are guided by the EGRC on how and where to lodge their grievances in case of any discrepancy or dissatisfaction with the assessment process.

Grievances can be submitted by student-teachers either **orally or in writing**, directly to the members of the grievance cell or to the Principal. To accommodate those who wish to maintain anonymity, the institution has placed a **suggestion box**, where grievances can be dropped without disclosing personal details. This inclusive approach ensures that all students feel comfortable raising their concerns.

REMEDIAL ACTIONS:

The **major areas** addressed by the EGRC include issues related to **continuous internal assessments, viva-voce, end-semester university examinations, re-appearing for exams, and testimonial issuance**. Upon receiving a grievance, the cell conducts a detailed discussion during its official meetings. The issues are carefully reviewed, and appropriate **remedial actions are taken within seven working days**. This prompt response ensures that students' concerns are addressed without delay.

Whenever necessary, outcomes or resolutions of commonly raised grievances are shared with the wider student body during the **morning assembly** to maintain transparency and raise awareness. This also helps in preventing similar issues from recurring in the future.

All proceedings of the grievance cell, including the nature of the complaint, discussions held, decisions made, and actions taken, are **systematically recorded in the minutes of the meeting**. This documentation serves as a reference for future cases and reinforces the institution's commitment to accountability.

CONCLUSION:

By addressing issues in a professional, respectful, and timely manner, the Examination Grievance Redressal Cell helps foster a **trustworthy and student-friendly academic environment**. It empowers student-teachers to speak up against inconsistencies in assessment and promotes a culture of fairness and continuous improvement. The institution, through this mechanism, upholds the principles of academic justice and ensures that no student is left unheard or treated unfairly in the evaluation process.

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

2.6.4

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

Response:

INTRODUCTION:

At the commencement of every academic year, the **College Development Committee (CDC)**, under the guidance of the **Internal Quality Assurance Cell (IQAC)**, convenes a meeting to plan and prepare the **academic calendar**. This calendar serves as a comprehensive roadmap for the year, encompassing all **curricular, co-curricular, and extra-curricular activities** related to teaching and learning.

ACADEMIC CALENDAR:

It is thoughtfully framed to align with the **Vision and Mission** of the institution. It incorporates **Programme Learning Outcomes (PLOs)** and **Course Learning Outcomes (CLOs)** to ensure that all academic and practical components contribute meaningfully to student-teachers' holistic development. Teaching-learning tasks, assessment activities, workshops, community engagement programmes, and practical training are all scheduled in accordance with these broader educational goals.

To maintain systematic planning and execution, the **Academic Council** holds monthly meetings at the beginning of each month. These meetings involve reviewing the academic calendar, discussing progress, and planning upcoming activities in advance. This forward-thinking approach ensures smooth coordination among departments and allows timely adjustments wherever necessary.

SEMESTER-WISE TIMETABLE:

Based on the academic calendar, a is meticulously prepared. This timetable calculates the total number of **working hours for each course**, including sessions allocated for **library work, laboratory experiments, sports, Enhancing Professional Capacities (EPC) hours**, and other academic engagements. This structured distribution helps maintain academic discipline and ensures optimal use of time and resources.

Each semester includes **two unit tests and a model examination**, all of which are **pre-planned and administered** by the **examination cell**. These assessments are crucial in evaluating student-teachers' understanding and progress and are conducted in accordance with the schedule outlined in the academic calendar.

For **practical courses**, subject teachers ensure the proper execution of all practical learning activities. These include **college-based practicum, community engagement tasks, and school-based teaching practice**, which are carried out strictly as per the academic schedule. Teachers guide students through these tasks to ensure learning outcomes are met effectively.

The institution also places significant emphasis on **outreach activities**, such as **community living camps, SUPW (Socially Useful Productive Work), field visits, and school internships**. These activities are coordinated well in advance by respective committees, ensuring that students receive real-world exposure and experiential learning opportunities that complement classroom instruction.

CONCLUSION:

With the help of the academic calendar, **community-based practical tasks and school-based practicum** are executed in a timely and organized manner. This ensures that students are not only prepared academically but are also trained in practical, real-life teaching environments.

Overall, the academic calendar serves as a **strategic and functional tool** that guides the institution's yearly activities. It ensures that teaching-learning processes are implemented in a **systematic, efficient, and outcome-oriented** manner, thereby enhancing the quality of education and professional preparation of future educators.

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

2.7 Student Performance and Learning Outcomes

2.7.1

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

Response:

INTRODUCTION:

Each academic year, our institution meticulously develops its own Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs), which are derived from the university curriculum. These outcomes are crafted while maintaining alignment with the institution's vision and mission, alongside adhering to the principles outlined in the National Education Policy. The PLOs encapsulate the broader goals of the program, reflecting the essential knowledge, skills, and competencies students are expected

to acquire by the end of their academic journey. Meanwhile, CLOs break these overarching objectives into specific, measurable targets for individual courses, ensuring coherence and a structured approach to learning.

LEARNING OUTCOMES:

To ensure that educators are well-versed in these outcomes, an induction program is conducted for teacher-educators. This initiative aims to enhance their understanding of the PLOs and CLOs associated with the program. Subsequently, an academic calendar is designed based on these learning outcomes. This calendar serves as a roadmap for implementing effective teaching strategies and fostering a seamless transition into the role of a regular teacher. To achieve this objective, various pedagogical methods are employed, including micro-teaching sessions, peer discussion lessons, observation lessons, faculty demonstration lessons, and peer criticism lessons. These activities are meticulously planned to promote active engagement among educators and prepare them for efficient classroom management.

ACTIVITIES:

A critical component of the curriculum is a 16-week school internship practice. This internship is structured to provide student-teachers with hands-on experience in classroom teaching, student evaluation, co-curricular activity organization, and community engagement. By immersing themselves in real-world teaching scenarios, student-teachers acquire essential skills and competencies that are vital for effective educational practices. The internship not only bridges theoretical knowledge with practical application but also equips future educators with the tools necessary to navigate challenges in diverse learning environments.

At the conclusion of each semester, the staff council undertakes a comprehensive review of the matrix that maps PLOs and CLOs against student-teacher achievements and performance reports. This evaluation process is instrumental in identifying areas requiring improvement and implementing remedial measures accordingly. By analyzing student outcomes against predefined learning objectives, the institution ensures continuous quality enhancement of its curriculum. This iterative process fosters transparency and accountability while enabling educators to refine their teaching methodologies.

CONCLUSION:

In summary, our institution's approach to designing PLOs and CLOs exemplifies its commitment to delivering a robust educational framework that aligns with national policies and institutional goals. Through targeted induction programs, structured academic calendars, practical internships, and systematic reviews of learning outcomes, we strive to cultivate competent educators equipped with the knowledge and skills necessary for impactful teaching practices.

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

2.7.2**Average pass percentage of students during the last five years****Response:** 89.17**2.7.2.1 Total number of students who passed the university examination during the last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
99	92	90	90	82

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

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

The institution employs a systematic approach to monitoring and documenting student-teacher progress in learning tasks through continuous internal evaluations. This comprehensive assessment framework ensures a holistic evaluation of both cognitive development and professional competencies. Cognitive growth is tracked through periodic activities such as case studies, group presentations, projects, discussions, and observations. These tasks are meticulously recorded and preserved for internal assessment purposes. Moreover, academic achievement is gauged through various examinations conducted by the examination cell, including class tests, unit tests, term exams, and model exams. These assessments play a pivotal role in shaping the transcript by reflecting the academic accomplishments of student-teachers.

ENHANCEMENT OF COURSES:

Professional competencies are rigorously evaluated during the 16-week internship program. Mentor evaluation reports serve as a critical tool in documenting the progressive performance of student-teachers. These reports encompass key aspects such as teaching skills, classroom management abilities, and overall professional behavior. Additionally, the institution integrates Enhancement of Professional Capacities (EPC) courses, workshops for creating teaching aids, and other practical learning activities into its curriculum. These initiatives are meticulously aligned with the Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs), thereby fostering professional growth among student-teachers.

All learning tasks and their evaluations are intricately designed to align with PLOs, CLOs, and the guidelines set forth by the National Education Policy 2020. The institution ensures that progress in both cognitive and professional domains is systematically documented in the transcript. Assessments are conducted by both subjective teachers and external practical examiners to provide an accurate representation of each student-teacher's overall performance.

This structured evaluation process underscores the institution's commitment to fostering academic excellence and professional competence among student-teachers. By employing diverse assessment methods—ranging from formative activities like case studies and group discussions to summative evaluations such as term exams—the institution ensures a balanced approach to measuring learning outcomes. Furthermore, the emphasis on aligning assessments with national education policies and learning outcomes highlights its dedication to maintaining high educational standards.

The internship program serves as a cornerstone for professional development, offering student-teachers an opportunity to apply theoretical knowledge in practical settings under the guidance of mentors. The incorporation of EPC courses and hands-on workshops further enriches their learning experience by equipping them with essential tools for effective teaching practices.

CONCLUSION:

Overall, this comprehensive system of evaluation not only tracks academic progress but also nurtures essential professional attributes, preparing student-teachers to excel in their careers. By maintaining detailed records of assessments and aligning them with established learning outcomes, the institution ensures that its graduates are well-equipped to meet the challenges of modern education systems while adhering to national standards.

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

2.7.4

Performance of outgoing students in internal assessment

Response: 100

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

Response: 105

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

2.7.5

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

Response:

INTRODUCTION:

The institution provides ample opportunities and comprehensive support to students, helping them address and expand upon their initially identified learning needs. From the very beginning of the admission process, the institution makes an effort to understand the aspirations, expectations, and both academic and non-academic achievements of students. This proactive approach allows for a more personalized understanding of each student's goals. Throughout the academic year, continuous and detailed evaluations are carried out by the teaching staff to assess and analyze students' progress and performance.

ASSESSMENT METHODS:

The curriculum includes various assessment tasks designed to evaluate the students' overall performance. Teachers make effective use of these assessment tasks, ensuring that they address the initially identified learning needs of the students. Furthermore, the institution conducts two-unit tests and one model exam during the academic year. These tests play a crucial role in identifying areas where students may be struggling academically, providing valuable insights into their weaknesses.

To help students overcome these challenges, the institution offers additional support through supervised

study sessions, remedial coaching, and peer tutoring. These resources are tailored to help students strengthen their understanding and improve their performance in areas where they may be lagging. The targeted support provided by the institution has a significant impact on students' academic success, as it is designed to cater to their individual needs.

CO-CURRICULAR ACTIVITIES:

Beyond academic assistance, the institution also plays a vital role in shaping students' perspectives on the teaching profession. This is achieved through various lectures, seminars, and talks that expose students to different aspects of the teaching field. These initiatives not only help students develop a deeper understanding of the profession but also inspire and motivate them as they consider their future careers.

Additionally, the institution emphasizes the importance of co-curricular activities in students' overall development. It offers a range of specially designed programs and celebrations aimed at enhancing students' participation in activities outside the classroom. These initiatives contribute to a well-rounded educational experience, encouraging students to develop their skills, interests, and talents in a variety of areas.

CONCLUSION:

In summary, the institution provides robust support that addresses both academic and non-academic needs, helping students overcome challenges and achieve excellence. The continuous assessments, remedial programs, and co-curricular activities create a balanced and enriching environment that nurtures students' growth and success, preparing them for both their academic and professional futures.

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

2.8 Student Satisfaction Survey

2.8.1

Online student satisfaction survey regarding teaching learning process

Response: 3.49

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

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

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	0	0	0

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

3.1.2

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

Response: 0

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)

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	0	0	0

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

3.1.3

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

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

Response: C. Any 2 of the above

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

3.1.4

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

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

Response: C. Any 2 of the above

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

3.2 Research Publications

3.2.1

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

Response: 1.13

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

2023-24	2022-23	2021-22	2020-21	2019-20
8	7	2	0	1

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

3.2.2

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

Response: 0.13

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

2023-24	2022-23	2021-22	2020-21	2019-20
1	1	0	0	0

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

3.3 Outreach Activities

3.3.1

Average number of outreach activities organized by the institution during the last five years..**Response:** 2.8**3.3.1.1 Total number of outreach activities organized by the institution during the last five years.**

2023-24	2022-23	2021-22	2020-21	2019-20
5	4	5	0	0

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

3.3.2**Percentage of students participating in outreach activities organized by the institution during the last five years****Response:** 11.44**3.3.2.1 Number of students participating in outreach activities organized by the institution during the last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
42	35	42	0	0

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

3.3.3

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

Response: 20.67

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

2023-24	2022-23	2021-22	2020-21	2019-20
65	70	80	0	0

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

3.3.4

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

Response:

Active Participation in Academic and Scientific Platforms

Throughout the academic year, students from our institution engaged enthusiastically in numerous academic pursuits. A notable example was their involvement in the **Kerala School Sasthrolsavam**, a state-level science festival that fosters innovation and scientific inquiry. At the **Parali Sub District Sasthrolsavam**, hosted by GHSS Pathiripala on 17th and 18th October 2022, 26 of our students competed in a variety of events related to science, mathematics, and work experience. Their performances reflected a strong dedication to academic excellence and creativity.

Our students also took part in the **Palakkad Sub District Sasthrolsavam**, held from 13th to 15th October 2022 at GHSS Malampuzha. This provided them with broader exposure and the opportunity to share ideas with peers from other institutions.

Celebrating Art and Culture through Kalolsavam

The **Kerala School Kalolsavam**—a vibrant cultural festival celebrating Kerala's artistic heritage—was another highlight. Held at Keralassery Higher Secondary School from 9th to 11th November 2022, our students represented **BVNCTE** across multiple categories including music, dance, drama, and literary arts. This platform helped nurture their talents, boost confidence, and encourage appreciation for both classical and modern artistic expressions.

Commitment to Social Responsibility through NSS Initiatives

Students also demonstrated strong social commitment through various activities under **NSS Unit 307** of BVN B.Ed College, affiliated with the University of Calicut. One key initiative was the **Anti-Intoxicant Awareness Programme** conducted at Anganwadi, Ward 1, Pirayiri Grama Panchayath. Volunteers used interactive methods like street plays and posters to educate the community on the dangers of substance abuse, especially targeting children and parents.

Environmental Action for a Cleaner Future

Environmental conservation was another area where our students made a meaningful impact. On **4th April 2023**, the "**Ablution of Bharathappuzha**" project took place at Panchalikadavu, Andimadam. Under the guidance of **Smt. Sunitha Anandakrishnan**, President of Akathethara Grama Panchayath, NSS volunteers cleaned the riverbank by removing plastic and non-degradable waste—instilling a deeper awareness of ecological responsibility among participants.

Cultivating Knowledge and Empathy through Special Events

To promote reading as a lifelong habit, the **Reading Week Celebration** was launched on 19th June 2022. Inaugurated by **Sri. Sudhakaran Moorthiyedam**, former Principal of HSS Sreekrishnapuram, the event inspired students to embrace literature with renewed interest.

Another impactful event was the **Abhyam Project Camp**, held from 26th April to 2nd May 2023. This service-oriented camp enabled students to engage in community-focused activities, helping them develop empathy, collaboration skills, and a spirit of volunteerism.

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

3.3.5

Number of awards and honours received for outreach activities from government/ recognized

agency during the last five years

Response: 2

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

2023-24	2022-23	2021-22	2020-21	2019-20
2	0	0	0	0

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

3.4 Collaboration and Linkages

3.4.1

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

Response: 1.4

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

2023-24	2022-23	2021-22	2020-21	2019-20
5	2	0	0	0

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

3.4.2

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

Response: 12

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: 12

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

3.4.3

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

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

Response: C. Any 3 or 4 of the above

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

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

Response:

Introduction

The institution is committed to providing a comprehensive and conducive environment for effective teaching and learning. This commitment is reflected in the provision of various physical facilities that cater to the academic and extracurricular needs of students. These facilities play a vital role in enhancing the learning experience, ensuring that students receive a well-rounded education.

To begin with, the institution has well-structured and adequately ventilated classrooms that serve as the primary learning space. These classrooms are equipped with essential furniture, whiteboards, and in many cases, projectors or smart boards to facilitate multimedia teaching methods. This infrastructure ensures that faculty members can deliver lessons effectively while students benefit from an engaging and interactive learning environment.

Laboratory

Laboratories are another significant component of the institution's infrastructure. Well-equipped with modern instruments and tools, the laboratories support practical learning across various disciplines, including science, engineering, and computer studies. Each lab is maintained with strict adherence to safety standards and is regularly updated to keep pace with technological advancements. These labs provide students with the opportunity to apply theoretical knowledge in a controlled, hands-on environment, fostering critical thinking and innovation.

In addition to academic infrastructure, the institution boasts a robust computing facility. The computer centers are outfitted with high-speed internet, updated software, and adequate hardware to meet the demands of both students and faculty. These facilities are essential for conducting research, accessing digital learning resources, and completing coursework, especially in today's tech-driven educational landscape.

Sports

Recognizing the importance of physical well-being in the holistic development of students, the institution also offers an extensive range of sports and fitness amenities. A well-maintained sports field supports various outdoor sports such as football, cricket, and athletics. Furthermore, a fitness center equipped with modern gym equipment is available for students and staff to promote physical fitness and mental wellness. These facilities not only encourage a healthy lifestyle but also foster team spirit, discipline, and perseverance among students.

The sports complex further enhances the institution's offerings in terms of recreational and competitive sports. It includes indoor game facilities for sports like badminton, table tennis, and chess. Regular inter-college tournaments and sports events are organized to provide students with a platform to showcase their talents and build camaraderie.

Moreover, the institution ensures that these facilities are accessible to all students enrolled in various programs. There is a dedicated maintenance team responsible for the upkeep of these facilities, ensuring their cleanliness, functionality, and safety. Feedback mechanisms are also in place to identify any gaps or areas for improvement, reflecting the institution's proactive approach to maintaining quality standards.

Conclusion

The institution's physical facilities form the backbone of its teaching-learning ecosystem. Through its well-furnished classrooms, modern laboratories, computing resources, and comprehensive sports and fitness infrastructure, the institution provides a vibrant and supportive environment that nurtures academic excellence and personal growth. These facilities collectively contribute to a rich educational experience, preparing students to meet academic challenges and real-world demands effectively.

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

4.1.2

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

Response: 66.67

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: 18

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

4.1.3

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

Response: 2.21

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

2023-24	2022-23	2021-22	2020-21	2019-20
1.47	1.68	0.96	0.62	0

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

LIBRARY AUTOMATION AND USE OF ILMS

INTRODUCTION:

A library is the cornerstone of academic learning and research in any educational institution. To ensure efficient access, organization, and management of its resources, our institution has taken significant steps to automate its library services through the implementation of an Integrated Library Management System (ILMS). The adoption of ILMS has enhanced the functioning and accessibility of the library, benefiting both students and faculty members in multiple ways.

The institution's library has fully embraced automation, ensuring a seamless experience for users in terms of book search, issuance, returns, and record maintenance. The ILMS deployed by the institution serves as a centralized platform that integrates all library operations such as cataloging, acquisition, circulation, serial control, and OPAC (Online Public Access Catalogue). This system provides users with real-time information about the availability and location of resources, reducing the manual burden on library staff and minimizing errors.

Our College Library installed KOHA software which has proven to be user-friendly and efficient in handling large volumes of data. The software supports multilingual features and offers customization options, ensuring it meets the specific needs of the institution. All library books, journals, and digital materials are barcoded and catalogued within the system, allowing for quick and precise tracking of library items.

Impact of ILMS on Library Users (Students and Faculty)

The automation process has significantly improved the library's operational efficiency. Circulation services have become faster due to the automated check-in and check-out procedures using barcode scanners. The ILMS also maintains a detailed transaction history, assisting in audits and reports while enhancing transparency in operations. Moreover, overdue reminders and reservation alerts are automated, making it easier for students and staff to manage their borrowed materials.

Another noteworthy advantage of ILMS is the OPAC feature, which allows users to search for books and resources from any computer connected to the campus network. This feature not only saves time but also empowers users to manage their library interactions independently. Faculty members can recommend books and resources online, and students can reserve books without physically visiting the library.

Additionally, the ILMS integrates digital resources such as e-books, academic journals, and institutional repositories, making the library a hybrid resource center that caters to modern academic demands. This integration supports remote access to resources, which is especially beneficial in the context of blended and online learning models.

The institution also invests in regular training sessions for library staff to ensure optimal usage of the ILMS. These training programs keep staff updated with the latest features and functionalities, thereby ensuring consistent service quality. Feedback is collected periodically from users to assess their experience and identify potential areas for improvement.

CONCLUSION

The automation of the library through the adoption of ILMS marks a significant step towards modernization and efficiency. By streamlining library operations and enhancing accessibility to

resources, the institution ensures that its library remains a dynamic hub of knowledge. This digital transformation aligns with the institution's broader goals of academic excellence, innovation, and student-centric learning.

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

4.2.2

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

Response:

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

Introduction

The integration of digital technologies in academic institutions has significantly transformed traditional learning methods. One major advancement is the provision of remote access to library resources, which plays a crucial role in enhancing the academic environment and promoting continuous learning. Our institution has embraced this transformation by offering seamless remote access to a wide range of library resources, making it convenient for students and faculty to access knowledge from anywhere and at any time.

Digital Library

The institution's digital library infrastructure is designed to support learning beyond the physical campus. Through a secure online portal, users can access a comprehensive collection of digital resources, including e-books, online journals, research databases, academic publications, previous years' question papers, and multimedia learning tools. This facility is especially valuable for students pursuing research, distance learning, or self-paced education.

Database

Remote access is facilitated using a robust Library Management System integrated with e-resource portals and repositories. Popular databases such as NDL (National Digital Library), Shodhganga and INFLIBNET are accessible to the academic community through institution-specific credentials. Faculty and students can log in using their IDs to access these resources, either through a web browser or mobile applications, ensuring flexibility and convenience.

Orientation Programmes

To ensure effective utilization of these resources, the institution organizes regular orientation sessions and digital literacy workshops. These programs are aimed at helping students and faculty understand how to navigate digital platforms, conduct research efficiently, and stay updated with the latest academic trends. Furthermore, library staff are available to provide virtual assistance through email or video conferencing, enhancing the support system for remote users.

Evaluation

The usage data of remote access facilities is periodically reviewed to understand user preferences and improve services. Based on feedback, new digital resources are added, and underutilized services are re-evaluated. This ensures that the library's digital offerings remain relevant and aligned with academic needs.

Advantages

The availability of remote access has proven particularly beneficial during disruptions such as the COVID-19 pandemic, enabling uninterrupted access to educational resources. It has also encouraged self-directed learning, where students can explore academic materials outside their prescribed syllabus and broaden their knowledge base. Faculty members frequently use remote access to prepare lectures, conduct research, and guide student projects.

Learning Management Systems

Additionally, the integration of Learning Management Systems (LMS) like Moodle or Google Classroom with library links has made digital resources more accessible within the learning workflow. Hyperlinks to journals, reading materials, and databases are embedded within course modules, allowing learners to connect theory with practice instantly.

Conclusion

The institution's provision of remote access to library resources significantly enhances the educational experience. It not only supports academic excellence but also cultivates a culture of independent learning and innovation. With continuous upgrades and user-centric policies, the institution ensures that its digital library remains a vital and frequently used resource by its academic community.

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

4.2.3

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

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

Response: C. Any 2 of the above

File Description	Document
Receipts of subscription /membership to e-resources	View Document
E-copy of the letter of subscription /member ship in the name of institution	View Document
Data as per Data template	View Document
Any additional information	View Document
Link for additional information	View Document

4.2.4

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

Response: 0.47

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

2023-24	2022-23	2021-22	2020-21	2019-20
0.91	0.5	0.27	0.24	0.43

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

4.2.5

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

Response: 5.29

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: 238

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: 238

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: 238

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: 238

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: 238

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

4.2.6

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

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

Response: C. Any 2 of the above

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

4.3 ICT Infrastructure

4.3.1

Institution updates its ICT facilities including Wi-Fi

Response:

ICT Infrastructure and Wi-Fi Facilities

INTRODUCTION:

The institution recognizes the critical role that Information and Communication Technology (ICT) plays

in modern education and administrative efficiency. In line with its commitment to delivering quality education and enhancing academic performance, the institution continually upgrades its ICT facilities to meet the dynamic needs of students, faculty, and staff. These advancements encompass the modernization of computer laboratories, internet infrastructure, campus-wide Wi-Fi connectivity, smart classrooms, and digital learning platforms.

One of the most impactful ICT initiatives undertaken by the institution is the establishment of a high-speed, secure Wi-Fi network that covers the entire campus. This wireless connectivity enables students and faculty to access digital resources seamlessly from classrooms, libraries, hostels, and other areas of the campus. The internet bandwidth is periodically reviewed and upgraded to ensure uninterrupted online learning, video conferencing, and access to cloud-based academic tools.

COMPUTER LAB FACILITIES:

The computer labs are equipped with the latest hardware and software to support various academic programs, including English, Sanskrit, Mathematics Science, Commerce, and Social Science. Each lab system is installed with licensed software relevant to the curriculum, such as programming platforms, statistical analysis tools, design software, and simulation packages. Regular maintenance and upgrades ensure that systems remain functional and compatible with emerging technologies. Smart classrooms have been implemented to provide an interactive and engaging learning experience. These classrooms are fitted with digital boards, projectors, audio-visual systems, and internet-enabled teaching aids. Faculty members are trained to integrate these tools into their pedagogy, making lessons more dynamic and student-centered.

LEARNING MANAGEMENT SYSTEM:

The institution also utilizes a Learning Management System (LMS) that allows teachers to upload course materials, conduct quizzes, track student performance, and manage assignments digitally. Students benefit from easy access to learning content and the ability to communicate with instructors online. LMS platforms are accessible through mobile devices, making learning possible on the go. Beyond academics, ICT has enhanced the institution's administrative capabilities. Digital attendance systems, online examination portals, e-governance systems, and digital payment gateways are integrated into daily operations, improving efficiency and transparency. Administrative staff are provided with ICT training to ensure optimal use of these systems.

To ensure data security and privacy, the institution has adopted firewalls, antivirus software, and network security protocols. A dedicated IT support team monitors the network infrastructure and addresses technical issues promptly.

Continuous feedback is collected from stakeholders to assess the effectiveness of ICT services. Based on this feedback, new technologies are explored and adopted. Collaborations with external technology partners and service providers ensure that the institution remains aligned with global ICT trends.

CONCLUSION:

The institution's strategic and ongoing investments in ICT infrastructure, including robust Wi-Fi access, are integral to its vision of academic excellence and operational efficiency. These efforts not only empower students and faculty with access to digital resources but also lay the foundation for a

progressive, technology-driven learning ecosystem

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

4.3.2

Student – Computer ratio for last completed academic year

Response: 5.81

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

4.3.3

Internet bandwidth available in the institution

Response: 100

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

Response: 100

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

4.3.4

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

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

Response: C. Any 2 or 3 of the above

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

4.4 Maintenance of Campus and Infrastructure**4.4.1**

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

Response: 14.31

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

2023-24	2022-23	2021-22	2020-21	2019-20
7.88	10.15	8.62	1.67	2.24

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

4.4.2

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

Response:

INTRODUCTION:

The institution has developed comprehensive systems and procedures to ensure the effective maintenance and optimal utilization of its physical, academic, and support facilities. These procedures are designed to support academic delivery, student welfare, and administrative efficiency while ensuring longevity and usability of infrastructure.

LABORATORY FACILITIES:

The institution maintains well-equipped laboratories for different academic programs such as Science, Psychology and Technology. Each department has designated lab technicians responsible for day-to-day upkeep. A periodic maintenance schedule is followed, and calibrations of instruments are done as per standard norms. Consumables and chemicals are replenished regularly. Inventory registers are maintained, and stock verification is conducted at the end of every academic year. Any damage or malfunction is promptly reported to the maintenance committee and repaired or replaced without delay.

LIBRARY:

The library is a central academic support unit with a structured management system. It is governed by a library advisory committee that oversees its operation, acquisition of resources and digital transformation. Books, journals, and e-resources are catalogued using library management software. Regular audits and weeding-out policies ensure that the library remains current and relevant. The reading room and digital resource sections are maintained for uninterrupted access. Cleanliness, lighting, and silence are monitored and user feedback is regularly collected for improvements.

SPORTS COMPLEX:

The institution has indoor and outdoor sports facilities available for both students and staff. A dedicated physical education department handles the maintenance of courts, fields, and gymnasium equipment.

Periodic cleaning, marking and equipment checks are conducted. Coaches and trainers oversee the usage and guide students during training sessions and competitions. Sports equipment is maintained in proper storage conditions and damaged items are replaced periodically.

COMPUTERS AND IT INFRASTRUCTURE:

Computer labs are updated with the latest hardware and software under the supervision of the IT cell. Antivirus software is regularly updated and backup protocols are in place to secure data. Regular servicing of systems and network equipment is conducted by in-house technicians and outsourced experts. The institution has an annual maintenance contract (AMC) for IT assets. All computers are maintained for functionality logs of usage and repairs are maintained for accountability.

CLASSROOMS AND GENERAL INFRASTRUCTURE:

The classrooms are maintained by the housekeeping and maintenance teams. Regular cleaning, ventilation checks, lighting replacements, and furniture upkeep are carried out. Smart classrooms, projectors, and audio-visual aids are checked weekly to ensure they are operational. Repairs are logged and escalated to the maintenance supervisor for immediate action.

MAINTENANCE POLICY AND GRIEVANCE REDRESSAL:

A centralized maintenance request system is in place through which departments can raise maintenance issues. These requests are logged, tracked, and resolved systematically. The institution has also formed an Infrastructure Maintenance Committee that reviews facilities, inspects condition of equipment and buildings and prepares maintenance budgets.

CONCLUSION:

The institution ensures that all its physical, academic, and support facilities are optimally utilized and well-maintained through clearly defined procedures and monitoring mechanisms. These systems contribute to a productive academic environment and support overall institutional goals.

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

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

Response: C. Any 2 or 3 of the above

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

5.1.2

Available student support facilities in the institution are:

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

- 9. Canteen**
10. Toilets for girls

Response: C. Any 6 of the above

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

5.1.3

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

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

Response: C. Any 3 or 4 of the above

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

5.1.4

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

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

Response: C. Any 2 of the above

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

5.2 Student Progression

5.2.1

Percentage of placement of students as teachers/teacher educators

Response: 55.63

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

2023-24	2022-23	2021-22	2020-21	2019-20
80	83	80	04	05

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

5.2.2

Percentage of student progression to higher education during the last completed academic year

Response: 33.33

5.2.2.1 Number of outgoing students progressing from Bachelor to PG.

Response: 28

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: 5

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

5.2.3

Percentage of students qualifying state/national level examinations during the last five years (eg: NET/SLET/ TET/ CTET)

Response: 56.95

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

2023-24	2022-23	2021-22	2020-21	2019-20
149	29	30	38	12

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

5.3 Student Participation and Activities

5.3.1

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

Response:

Students Council -2023-24

Student council is a group of students elected by peers to participate in designated areas of college regime. Students who participate in student councils, under the supervision of staff advisor, learn about the democratic process, civic responsibility, leadership, problem solving, and teamwork. The members are duly elected in the General Election of the College for one year in accordance with Student's Union Constitution of the University.

Students' Council is a student-run association. Student self-governance is strongly related to the values and ideals of the College, including the Honour Code; students are afforded a large amount of autonomy and may use this opportunity to craft the kinds of experiences they wish to have. The student council organizes several co-curricular and extra-curricular activities throughout the year for all the students to participate based on their interest and inclination.

The council is composed of a group of committed student representatives who are elected by their peers to represent the interests, concerns, and ideas of the larger student community. The elections foster a spirit of democracy on campus and provide students with a first-hand experience of the electoral process. Under the guidance of a staff advisor, the council operates as a self-governing body with clearly defined roles and responsibilities.

Participation in the Students' Council encourages students to develop essential life skills such as

leadership, teamwork, effective communication, and problem-solving. It fosters a sense of civic responsibility and ethical conduct, aligning closely with the values and ethos of our college. The council functions in accordance with the Honour Code, which upholds integrity, accountability, and mutual respect.

One of the primary roles of the Students' Council is to plan and implement various co-curricular and extra-curricular activities throughout the academic year. These activities are designed to cater to the diverse interests of students, encouraging them to explore their talents beyond the classroom. From cultural events, seminars, and debates to sports competitions, awareness campaigns, and community outreach programs—the council strives to make campus life vibrant, inclusive, and enriching.

Moreover, the Students' Council plays an instrumental role in addressing student issues and providing constructive feedback to the college administration. It acts as a platform for students to voice their opinions, suggest improvements, and contribute positively to the functioning of the institution. Through regular meetings and open forums, the council ensures transparency and active participation in decision-making processes.

The Students' Council also collaborates with faculty, alumni, and external organizations to organize workshops, training sessions, and skill development programs that prepare students for professional and personal success. By engaging in such activities, council members gain practical exposure to organizational and managerial responsibilities.

In essence, the Students' Council is more than just a representative body—it is a dynamic platform for leadership development, community engagement, and student empowerment. It reflects the collective aspirations of the student body and contributes significantly to the lively and progressive spirit of BVNCTE Kallekkad B.Ed. College.

The 2023–24 council, like those before it, is committed to upholding these traditions while bringing in fresh ideas and enthusiasm to enhance the student experience. As always, the strength of the council lies in its unity, passion, and dedication to serve.

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

5.3.2

Average number of sports and cultural events organized at the institution during the last five years**Response: 6****5.3.2.1 Number of sports and cultural events organized at the institution during the last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
11	7	8	2	2

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

5.4 Alumni Engagement**5.4.1**

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

Response:**Fostering Inspiration Through Meaningful Alumni Engagement**

The Department had the privilege of hosting a group of distinguished alumni—Sheethal R, Sruthy S, Reshma S, Vinisha B V, and Aleena K Shibu—who are currently advancing their academic pursuits by undertaking Master of Education (M.Ed.) programs. Their visit marked a significant occasion, serving as a bridge between past and present students. The alumni took the time to interact closely with the newly admitted Bachelor of Education (B.Ed.) batch, creating an atmosphere of encouragement and support. Through heartfelt conversations and vivid recollections of their own academic journeys, they offered a dose of inspiration and practical wisdom that resonated deeply with the freshers. These interactions were not only uplifting but also grounded in the realities of the teaching profession, providing the newcomers with a realistic picture of the road ahead.

Their presence helped demystify the path to becoming a successful educator, making the new students feel more confident and better equipped to navigate the challenges of their course. By openly discussing

the hurdles they faced and how they overcame them, the alumni served as relatable role models. The session fostered a sense of belonging and aspiration, reminding the students that they are part of a larger academic family that supports each other through every phase of their educational and professional lives.

Understanding the B.Ed. Program:

Clarity Through Experience

One of the most valuable contributions made by the visiting alumni was their detailed and insightful explanation of the B.Ed. curriculum. They presented a structured overview of what the program entails, covering both theoretical and practical dimensions. Drawing from their firsthand experience, they outlined the course layout, key subjects, examination patterns, and the significance of various components like internships and practice teaching. Their insights helped reduce the ambiguity often experienced by freshers when transitioning into a professional education program.

They also elaborated on the essential skills required for success in the field of education—such as classroom management, lesson planning, student engagement techniques, and reflective teaching. By contextualizing these aspects with anecdotes from their own learning processes, they added depth and authenticity to the discussion. Their guidance clarified what students could expect in the coming semesters and offered practical tips on how to manage coursework, time, and stress effectively.

Contributions to Curriculum Development and Pedagogical Innovation

The alumni visit went beyond motivational talks and academic overviews; it also served as a platform for intellectual contribution. With their current exposure to higher education and teaching methodologies, these alumni provided constructive feedback on the existing curriculum. They presented a set of thoughtful suggestions aimed at refining the teaching-learning process within the department. Drawing from their dual roles as former students and emerging scholars, they identified gaps and proposed enhancements that could benefit future batches.

Some of the recommendations included integrating more interactive teaching methods, introducing technology-aided instruction, and offering specialized workshops focused on skill development. Their ideas were met with enthusiasm by members of the Academic Council, who recognized the value of incorporating alumni perspectives into the curriculum review process. As a result, several of their proposals are likely to be implemented in the forthcoming academic sessions, signaling a more dynamic and responsive approach to education delivery.

Active Involvement in Teaching and Co-Curricular Initiatives

The bond between the department and its alumni continues to flourish through ongoing academic collaborations. A number of alumni have extended their support by actively participating in classroom instruction and various academic initiatives. Their involvement significantly enriches the educational experience for current B.Ed. students, bringing diversity in teaching styles and enhancing subject comprehension.

A notable example is that of alumnus Sreeharsh V, who is currently pursuing a Ph.D. in Sanskrit. He conducted a series of sessions as part of a value-added course, focusing on traditional literature and cultural heritage. His deep expertise not only broadened students' knowledge but also ignited an interest

in linguistic and cultural studies. In addition, alumni such as Sheethal and Sreethirtha have contributed to the department's vibrant cultural life by taking on roles as judges for intra-college competitions and mentoring students preparing for university-level events. Their contributions helped students hone their talents and brought a professional touch to extracurricular training.

Building Career Pathways and Enhancing Professional Networks

The department's strong alumni network is proving to be an invaluable resource for career development and professional networking. Several alumni, who are now employed at reputable educational institutions, have taken proactive steps to strengthen the bridge between academia and the job market. They have initiated collaborations with their respective employers to facilitate campus recruitment drives, thus opening up new avenues for current students.

These efforts are making a tangible impact by providing students with direct access to employment opportunities in reputed schools and educational organizations. The alumni, through their continued association with the department, are playing a pivotal role in shaping students' career trajectories. Their guidance in interview preparation, resume building, and professional etiquette is equipping aspiring educators with the tools they need to transition smoothly from college to career.

Their willingness to give back to the institution that shaped them is a testament to their sense of loyalty and gratitude. More importantly, it reflects the department's success in fostering a strong, enduring sense of community. By maintaining active ties with the institution, the alumni are not only contributing to the personal and professional growth of current students but are also helping to shape the department's future direction.

Conclusion:

A Lasting Impact

The recent alumni engagement activities represent more than just a reunion; they underscore the deep and lasting relationship between the department and its former students. From offering motivational support and academic insights to participating in teaching and cultural events, the alumni are making meaningful contributions that benefit the entire academic community. Their efforts are creating a ripple effect—motivating students, informing faculty, and strengthening institutional practices.

The department looks forward to continuing this enriching relationship, where alumni serve as mentors, collaborators, and ambassadors of the institution. Their sustained involvement is a cornerstone in the department's mission to produce competent, compassionate, and forward-thinking educators.

File Description	Document
Upload any additional information	View Document
Details of office bearers and members of alumni association	View Document
Certificate of registration of Alumni Association, if registered	View Document
Paste link for additional information	View Document

5.4.2

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

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

Response: C. Any 2 or 3 of the above

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

5.4.3

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

Response: 8**5.4.3.1 Number of meetings of Alumni Association held during the last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
2	2	2	1	1

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

5.4.4

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

Response:**1. INSPIRING INTERACTION WITH ALUMNI**

The Department recently welcomed a group of distinguished alumni—Sheetal R, Sruthy S, Reshma S, Vinisha B V, and Aleena K Shibu—who are currently pursuing their M.Ed. degrees. They engaged with the new B.Ed. cohort, sharing motivational stories and valuable insights drawn from their academic journeys. Their visit not only uplifted the incoming students but also served as a realistic introduction to the path ahead in the teaching profession.

2. INSIGHTS INTO THE B.ED. PROGRAM

During the session, the alumni offered a concise and informative overview of the B.Ed. curriculum. They discussed its academic structure, the nature of practical teaching, and the essential skills needed for aspiring educators. By sharing their own experiences, they helped demystify the course content and provided clarity to the freshers about the program's demands and rewards.

3. ACADEMIC CONTRIBUTIONS AND CURRICULUM SUPPORT

Beyond interaction, the alumni contributed about curriculum development by suggesting improvements in the teaching-learning process. Drawing from their dual perspectives as students and scholars, they proposed innovative strategies and best practices that were well-received by the Academic Council.

These suggestions are expected to influence upcoming changes in pedagogy and course delivery.

4. ACTIVE PARTICIPATION IN TEACHING AND EVENTS

Several alumni are supporting the department by assisting in classroom instruction and academic activities, enriching the learning environment for B.Ed. students. Notably, alumnus Sreeharsh V, a Ph.D. scholar in Sanskrit, conducted sessions for a value-added course, deepening students' cultural and linguistic understanding. Additionally, alumni like Sheethal and Sreethirtha contributed to cultural events by judging performances and training students for university-level competitions.

5. STRENGTHENING CAREER PATHWAYS AND PROFESSIONAL NETWORKS

Alumni placed in reputed educational institutions have taken the initiative to connect their employers with the college for campus recruitment drives. This proactive step is helping current students access more opportunities and establish a stronger link between the academic and professional worlds. The continued involvement of our alumni across various spheres reflects their loyalty and plays a vital role in shaping the department's future.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

INTRODUCTION:

Vision

- To mould exceptional educators who inspire and innovate, empowering future generations through education rooted in excellence and national value

Mission

- To provide comprehensive teacher education that integrates modern technology and traditional wisdom.
- To cultivate a sense of responsibility, creativity, and dedication in aspiring educators by instilling strong moral and ethical values
- To create a learning environment that emphasizes personal and professional growth aligned with national values.
- To prepare teachers to meet the dynamic needs of the educational system in the modern era by encouraging the adoption of cutting-edge pedagogical practices.

The institution is committed to delivering quality teacher education through a well-structured academic and administrative framework. This framework is carefully designed to reflect the institution's core vision, mission, and values, ensuring that all activities and decisions are purpose-driven and aligned with its long-term goals.

At the beginning of each academic year, the institution establishes a variety of statutory and non-statutory bodies such as committees, unions, cells, clubs, and councils. These entities are formed under the supervision and approval of the governing body and include both teaching and non-teaching staff. This inclusive approach promotes diversity of thought, collaboration, and shared responsibility in institutional functioning.

Each body is constituted with well-defined objectives, specific functions, and clearly assigned roles and responsibilities. This structured setup ensures smooth coordination, enhances accountability, and facilitates the effective execution of academic and administrative functions. The participatory nature of the process not only strengthens teamwork but also nurtures leadership and a sense of ownership among all members of the institution.

By embedding its vision and mission into every level of operation, the institution ensures that every activity contributes meaningfully to the holistic development of students, staff, and the wider academic community. Academic practices are regularly updated to incorporate both traditional knowledge and modern innovations, thereby keeping the curriculum relevant and impactful.

The governance model emphasizes inclusivity, transparency, and strategic planning, helping the institution stay responsive to the evolving needs of the education sector. Faculty members are encouraged to engage in continuous learning and adopt best practices in pedagogy. Students are nurtured in an environment that values integrity, creativity, and a commitment to national development.

CONCLUSION

The institution's organized and participatory governance approach not only enhances its operational effectiveness but also strengthens its role in shaping future educators who are both competent and conscientious. By staying true to its mission and vision, the institution continues to make a significant contribution to the nation's educational landscape.

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

6.1.2

Institution practices decentralization and participative management

Response:

INTRODUCTION:

The institution practices decentralization and participative management by centralizing the decision making by establishing various councils, unions, committees, cells, and clubs as detailed below.

- Decision-Making Body
- Management Committee
- Governing Body

- Staff Council
- Students' Union
- Admission Cell
- Internal Quality Assurance Cell (IQAC)
- Placement Cell
- Students' Grievance Redressal Cell
- Staff Grievance Cell
- SC/ST/EWS/PWD Grievance Cell
- Curriculum Development Committee
- Anti-Ragging Committee
- Examination Committee
- NAAC Committee
- Library Management Committee
- Language Club
- Commerce Club
- Eco club
- Mathematics Club
- Physical Science Club
- Social Science Club
- Sports Club
- Fine Arts Club
- Women Development Cell
- NSS Unit No.307
- Anti-Human Trafficking Club
- Anti-Intoxicant club

The institution follows a well-structured and transparent system of decentralization and participative management, ensuring that the decision-making process is inclusive, yet centrally coordinated. This is achieved through the strategic establishment of various councils, unions, committees, cells, and clubs, which operate under the broader framework of institutional governance. These bodies are formed with representation from both teaching and non-teaching staff, students, and other stakeholders. Their main purpose is to facilitate democratic participation, foster shared responsibility, and ensure the smooth functioning of academic and administrative processes.

VARIOUS COMMITTES:

Key decision-making and operational bodies include the Decision-Making Body, Management Committee, Governing Body, and Staff Council. The Students' Union plays a vital role in voicing student concerns and contributing to campus development. Academic and quality assurance activities are managed by specialized cells such as the Admission Cell, Internal Quality Assurance Cell (IQAC), Placement Cell, and various grievance redressal cells-such as those for students, staff, and marginalized communities like SC/ST/EWS/PWD.

To uphold academic integrity and discipline, the institution has established the Curriculum Development Committee, Anti-Ragging Committee, Examination Committee, NAAC Committee, and Library Management Committee. These bodies work in coordination with faculty and administrators to ensure continuous academic improvement and compliance with accreditation standards.

CLUBS AND ACTIVITIES:

In addition, the institution fosters holistic student development by encouraging participation in various co-curricular clubs and associations. These include the Language Club, Commerce Club, Eco Club, Mathematics Club, Physical Science Club, Social Science Club, Sports Club, and Fine Arts Club. Social responsibility and gender awareness are promoted through the Women Development Cell, NSS Unit No. 307, Anti-Human Trafficking Club, and Anti-Intoxicant Club. Each of these bodies has specific roles and objectives and contributes meaningfully to the institution's dynamic learning environment.

All committees are required to meet as scheduled in the academic calendar. Prior notice, including the agenda, is shared with members. Meetings are presided over by the Principal, and minutes of the meeting are recorded, detailing all decisions, suggestions, and recommendations. These are then submitted to the next higher authority as per the organizational hierarchy, ensuring a transparent and accountable administrative process.

CONCLUSION:

The institution also emphasizes alumni engagement. WhatsApp groups are maintained for all passed-out batches to encourage ongoing interaction and solicit feedback. Managerial activities and important announcements are regularly posted on the college's official website and social media platforms, promoting transparency, awareness, and wider participation from all stakeholders, including alumni and the local community.

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

6.1.3

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

Response:

INTRODUCTION:

The institution places utmost importance on transparency in all its functional areas such as financial, academic, administrative, and operational. Through well-structured systems and documented procedures, it ensures that all activities are carried out with openness, accountability, and ethical responsibility. The guiding principle behind these efforts is to foster trust among stakeholders, ensure regulatory compliance, and support a culture of integrity and continuous improvement.

STAFF WELFARES:

In financial matters, transparency begins with the fee structure. The program fee is determined and approved by the university's fee fixation committee and is communicated clearly through the college prospectus, brochure, and official website. This guarantees that prospective students and parents are well-informed about the cost of education prior to admission. To promote accountability in staff remuneration, all salaries are transferred directly to employees' bank accounts. In addition, the institution provides essential statutory benefits such as Provident Fund (PF) and Employee State Insurance (ESI), which reflect its commitment to staff welfare and long-term security.

All financial transactions are supported with proper documentation, including purchase bills, vouchers, and receipts. These records are systematically maintained and subject to regular financial audits. The institution ensures that annual audits are completed by qualified auditors and submitted to the income tax department, thereby upholding full compliance with financial regulations and legal requirements.

Academic transparency is rigorously maintained, starting with the student admission process. The institution adheres strictly to the norms prescribed by the National Council for Teacher Education (NCTE) and the University of Calicut. Fifty percent of admissions are carried out through a centralized, merit-based system managed by the university, while the remaining fifty percent are allocated under the management quota. Both streams follow clearly defined procedures and eligibility criteria to ensure fairness and openness. The entire admission process is well-documented, and all relevant records are retained for auditing and verification purposes.

ADMINISTRATIVE:

On the administrative front, institutional decisions are communicated to staff through circulars, official notices, and recorded meeting minutes. These communication channels ensure clarity, consistency, and timely dissemination of important information. Staff members are encouraged to actively participate in decision-making processes, enhancing the spirit of participative management.

In academic evaluation, the institution ensures transparency through its internal assessment system. Students are informed of their internal marks and are required to sign off on their results, ensuring that the evaluation process is fair, transparent, and verifiable.

CONCLUSION:

Furthermore, the institution maintains transparency with stakeholders through regular updates on the college website and official social media platforms. These include announcements, achievements, events, and policy changes, allowing stakeholders—especially students, parents, and alumni—to remain informed and engaged.

These efforts collectively foster a culture of openness and accountability, ensuring that all institutional functions are conducted with integrity and clarity. In all aspects of its functioning, the institution's transparent practices strengthen its credibility, enhance trust, and promote effective governance.

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

6.2 Strategy Development and Deployment

6.2.1

The institutional Strategic plan is effectively deployed

Response:

INTRODUCTION:

In today's rapidly evolving educational landscape, it is imperative that teachers are not only equipped with the latest advancements in pedagogy and educational technology but are also deeply rooted in the rich cultural heritage, values, and traditions of India. This includes embracing diverse Indian languages, ancient knowledge systems, and tribal traditions. Our institution firmly believes that a teacher grounded in Indian ethos and trained in contemporary methods becomes a more effective and impactful educator.

To translate this philosophy into action, our institution has developed a comprehensive strategic plan known as "Prarthana Sabha". This initiative provides student-teachers with practical opportunities to blend Indian cultural values with modern teaching methodologies, ultimately preparing them to become holistic educators.

IMPLEMENTATION PROCESS OF THE STRATEGIC PLAN:

The implementation of this strategic plan is carried out through structured weekly programs. Student-teachers are divided into houses, and each house is given the responsibility to conduct activities on a rotational, weekly basis. This house-wise approach ensures equal participation and leadership opportunities for every student-teacher throughout the academic year.

During their assigned week, the student-teachers lead the morning assembly, which is an essential part of the program. This assembly typically includes traditional components such as a prayer, a thought for the day, and a cultural or motivational message, all curated and presented by the student-teachers themselves. In addition to these, they prepare and display a thematic flyer that reflects the value or message of the week.

A significant feature of the weekly program is the celebration of important national and international days, as listed in the institution's academic calendar. These celebrations not only raise awareness among the student community but also allow student-teachers to connect contemporary global themes with Indian values and perspectives. Furthermore, regular club activities such as art, drama, environment, and

literary clubs are seamlessly integrated with the weekly events, providing a dynamic and engaging learning experience.

LEARNING OUTCOME OF THE STRATEGIC PLAN:

By our institution's strategic plan "**PRARTHANA SABHA**", each and every student-teacher is getting the chance to organize an event. The "Prarthana Sabha" initiative is a weekly event; it is a platform for experiential learning. Every student-teacher involved in organizing the program gains valuable skills in event planning, leadership, communication, teamwork, and time management. These real-life experiences contribute to the development of a well-rounded personality and a confident teaching professional.

At the end of each week, student-teachers are required to submit a weekly program report in the designated Assembly Book. This reflective practice helps them assess their performance, document their experiences, and continuously improve their organizational capabilities.

CONCLUSION:

By combining Indian cultural practices with modern pedagogical approaches, this strategic plan aims to cultivate a hybrid teaching methodology in student-teachers. It prepares them to become educators who not only deliver knowledge but also inspire values, cultural sensitivity, and lifelong learning in their future classrooms.

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

6.2.2

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

Response:

INTRODUCTION:

The institution operates through a well-structured administrative framework that ensures efficient governance and smooth functioning across all levels. At the core of this structure is the Management Committee, which plays a vital role in overseeing and coordinating all institutional affairs. This committee maintains active communication with central, state, and local governmental bodies relevant to

the society. It also liaises with regulatory and academic authorities such as the National Council for Teacher Education (NCTE), the Southern Regional Committee of NCTE (NCTE-SRC), and the affiliating university. In addition to external communication, the Management Committee is responsible for the preparation and maintenance of institutional policy documents. It also manages the financial aspects concerning both the institution and its parent society, ensuring transparency and accountability in all financial dealings.

The Governing Body of the institution functions in alignment with the Management Committee, ensuring that the decisions taken at the management level are effectively implemented. It is responsible for planning and executing the academic activities of the institution. The Governing Body also identifies and determines the teaching requirements in line with the institution's academic objectives and student needs. This ensures that adequate faculty resources are available to deliver quality education.

INTERNAL QUALITY ASSURANCE CELL (IQAC) :

The institution takes quality assurance seriously and has established an active Internal Quality Assurance Cell (IQAC). The IQAC plays a central role in planning, guiding, and monitoring quality-related activities. It oversees continuous improvement through systematic evaluation, feedback mechanisms, and strategic planning. The IQAC is instrumental in promoting a culture of excellence and accountability in both academic and administrative domains.

The Staff Council is another essential body that contributes to the smooth functioning of the institution. It is responsible for the equitable distribution of workload among faculty members, ensuring efficient use of human resources. The council also organizes curricular and co-curricular activities and plays a key role in preparing the college timetable. Its initiatives help improve the academic environment and foster a culture of collaboration among staff members.

STUDENTS UNION ACTIVITIES:

The Students' Union serves as a bridge between the faculty and the student body. It is well-organized and committed to maintaining harmony and unity among students. The Union actively represents student interests and helps address their concerns, thereby enhancing the overall campus experience.

The Admission Cell of the institution is systematically managed and ensures that all admissions are conducted in accordance with the norms and standards prescribed by the affiliating university. It follows procedural guidelines meticulously and maintains transparency and fairness throughout the admission process.

CONCLUSION:

Lastly, the Placement Cell plays a significant role in shaping students' futures. It assists students in identifying and pursuing their academic and career goals through both individual and group counselling sessions. The cell also works to develop partnerships with employers and organizes campus recruitment drives, internships, and career workshops.

Collectively, these bodies and cells form a cohesive structure that supports the institution's mission of delivering quality education, ensuring good governance, and fostering holistic development of students.

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

6.2.3

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

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

Response: A. Any 6 or more of the above

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

6.2.4

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

Response:

INTRODUCTION:

Our institution follows a well-established structural framework that reflects a comprehensive and inclusive system of governance. It consists of various committees, councils, unions, associations, cells, and clubs, each of which plays a crucial role in ensuring the smooth functioning and holistic

development of the institution. These bodies are designed and operated in accordance with the regulatory guidelines set by the University Grants Commission (UGC) and the University of Calicut. At every level, the planning, composition, objectives, and implementation of activities are aligned with the vision and mission of the institution.

IQAC MEETINGS:

The formation and functioning of these committees ensure participatory decision-making, involving faculty members, administrative staff, and, wherever relevant, students. Each committee is entrusted with specific responsibilities, ranging from academic affairs, co-curricular activities, student welfare, and internal quality monitoring to innovation and outreach. Activities are planned at the beginning of the academic year and implemented through a systematic process of execution, review, and evaluation, promoting transparency, efficiency, and accountability in institutional practices.

Among all these bodies, the Internal Quality Assurance Cell (IQAC) is the most significant in ensuring the continual enhancement of quality across academic and administrative domains. The IQAC conducts regular meetings to monitor academic standards, initiate quality-related projects, and promote best practices in teaching and learning. Decisions made in these meetings are documented and followed up with appropriate actions, ensuring a dynamic and responsive academic environment.

ONE DECISION BASED ON THE MINUTES OF THE MEETINGS:

The Internal Quality Assurance Cell of our institution conducts its official meeting frequently. BVN IQAC on the meeting held on 31/05/2023 decided to conduct an orientation on NEP 2020 to the new batch of students. The decision was taken in light of the transformative nature of NEP 2020 and the need to make future educators aware of its objectives, principles, and long-term impact on the Indian education system. Objective of the Orientation is to familiarize the students with NEP 2020., The objective of the orientation was to familiarize the students with the structure and goals of NEP 2020, such as holistic and multidisciplinary education, emphasis on foundational literacy and numeracy, integration of technology, and inclusion of Indian values and languages. It aimed to help student-teachers align their learning journey with the national goals of education reform.

CONCLUSION:

Following the resolution, the Head of the Institution prepared a brief proposal along with a budget estimate, which was submitted to the management for approval. Upon receiving the necessary sanction, the orientation programme was successfully conducted on 07/08/2023. The session provided the new students with a clear understanding of NEP 2020 and its relevance to their future role as educators.

Through effective coordination between IQAC and management, our institution ensures that every decision contributes meaningfully to the quality and relevance of teacher education. It reflects our ongoing efforts to develop competent, informed, and culturally grounded educators for the future.

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

INTRODUCTION:

The institution is deeply committed to the overall development and well-being of its staff members. Recognizing that the growth of an institution is closely linked to the progress of its faculty and staff, a wide range of support mechanisms and welfare initiatives are in place to ensure professional growth, personal well-being, and job satisfaction.

EFFECTIVE IMPLEMENTATION OF WELFARE MEASURES:

To foster academic advancement, the institution actively encourages staff to pursue higher education and engage in meaningful research. Faculty members are supported in presenting their research papers at both national and international conferences. Financial assistance in the form of travel grants and reimbursement of registration fees is provided. Additionally, on-duty (OD) leave is granted to enable staff participation in academic activities without compromising their professional responsibilities. As an incentive for quality research, the institution has provisions for special recognition and monetary rewards for publications in reputed journals.

The institution also promotes lifelong learning through enrollment in Massive Open Online Courses (MOOCs). Staff members enrolling in such online learning programs are given the necessary support, including financial aid. Infrastructure to support academic activities is readily available on campus. Staffs have access to a well-equipped library with a dedicated reading space, as well as computer systems with high-speed internet connectivity. Eligible faculty are also permitted to serve as resource persons in academic and professional events, further enhancing their exposure and experience.

A good and competitive salary structure is maintained, along with essential benefits such as a provident fund and Employee State Insurance (ESI). The well-being of staff is considered a priority, and various initiatives are in place to promote a healthy work-life balance. Regular yoga sessions and psychological counseling hours are conducted to help manage stress and improve mental wellness. Educational tours

and field trips are organized to foster camaraderie among staff and offer enriching experiences outside the classroom and office.

GRIEVANCE REDRESSAL CELL:

The institution offers a variety of leave types to support personal and health-related needs. Maternity leave, sick leave, and medical leave are granted as per eligibility. Special flexible working hours are offered for pregnant and lactating women, ensuring a compassionate and supportive work environment. A dedicated grievance redressal cell is active on campus, providing a platform for staff to voice concerns and resolve issues in a timely and fair manner. Medical assistance and related allowances are also made available when required.

In terms of physical infrastructure, the institution ensures the availability of clean water, proper sanitation, refreshments, and grand lunches during special occasions. Staff benefit from 24-hour electricity power backup, ample vehicle parking, designated restrooms, a sick room for emergencies, and the issuance of official identity cards.

CONCLUSION:

Altogether, these comprehensive facilities and policies reflect the institution's unwavering commitment to nurturing a supportive, inclusive, and progressive environment for its staff, ultimately contributing to their satisfaction, performance, and retention.

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

6.3.2

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

Response: 3.75

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

2023-24	2022-23	2021-22	2020-21	2019-20
3	0	0	0	0

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

6.3.3

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

Response: 40

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

2023-24	2022-23	2021-22	2020-21	2019-20
12	13	14	0	1

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

6.3.4

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

Response: 7.5

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

2023-24	2022-23	2021-22	2020-21	2019-20
2	2	0	0	2

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

6.3.5

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

Response:

INTRODUCTION:

To continuously enhance the professional quality and teaching proficiency of its faculty and staff, the

institution has implemented a performance-based appraisal system. This system plays a crucial role in evaluating individual productivity, identifying professional gaps, and formulating improvement strategies that contribute to both personal growth and institutional development.

PERFORMANCE APPRAISAL SYSTEM FOR TEACHING STAFFS:

At the end of every academic year, all staff members-both teaching and non-teaching staffs are required to submit a detailed performance report using a standardized proforma. This report must be accompanied by relevant supporting documents that verify the claims made. For teaching staff, the appraisal proforma is designed to capture a comprehensive picture of their professional contributions. It includes sections related to academic qualifications, research publications, paper presentations at conferences, integration of ICT in teaching, participation in outreach and extension activities, and regular academic duties such as student mentoring, curriculum planning, and evaluation.

Once submitted, these reports are reviewed by the head of the institution. A set of well-defined parameters is used to assess each report thoroughly. For faculty members, the evaluation focuses on academic achievements, involvement in research, ability to use modern teaching tools, student engagement, and participation in institutional activities. Similarly, the performance of non-teaching staff is evaluated based on job efficiency, technical expertise, punctuality, and administrative contributions. The performance appraisal not only identifies strengths and areas for improvement but also forms the basis for recognizing outstanding contributions.

Staff members who demonstrate exceptional performance receive formal appreciation from the institution. This recognition serves as a powerful motivator, encouraging continued excellence in their roles. In many cases, high-performing staffs are acknowledged during faculty meetings or annual gatherings, fostering a culture of appreciation and motivation across the campus.

To support and strengthen staff performance, the institution offers a variety of professional development and welfare programs. Orientation programs are conducted for new recruits to help them adapt to the institutional environment and expectations. Faculty Development Programmes (FDPs) are organized regularly, providing a platform for teachers to upgrade their academic knowledge and enhance their teaching methodologies.

Recognizing the growing importance of technology in education, the institution also provides technical training focused on Information and Communication Technology (ICT). These sessions help staff integrate digital tools into their teaching and administrative duties effectively. Financial assistance is offered to those who wish to pursue higher education, while eligible staffs are granted study leave to facilitate uninterrupted academic progress.

The institution also promotes autonomy in academic activities, allowing faculty members the freedom to design innovative teaching practices, assessment strategies, and course content. Career development opportunities are further enhanced through seminars, workshops, and collaborations with academic and industry experts, providing staff with valuable exposure and learning.

CONCLUSION:

The performance appraisal system at the institution is not just an evaluative mechanism but a comprehensive strategy aimed at professional development, recognition, and continuous improvement.

Through these structured initiatives, the institution nurtures a motivated, skilled, and high-performing workforce, thereby strengthening its commitment to academic excellence and institutional growth.

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

6.4 Financial Management and Resource Mobilization

6.4.1

Institution conducts internal or/and external financial audit regularly

Response:

INTERNAL AUDITING:

Our institution practices transparent financial administration through clearly well-defined internal and external audits by professionals. We are maintaining

a day book manually. All the entries will enter in the accounting software viz Tally. The signatory will check all the receipt and payment in day book daily. The authorities will verify the accounts as internal audit in every month. There is a committee of 3 members from the management committee, which include

signatories also. They check all the receipt book, fees registers, bank

statements (Deposits & withdrawal) all vouchers, all bills every month and

counter signed by the authority. We install software for fees collection. It

provide all reports like fee collection day book, fee collection daily summary,

yearly fee paid report, student fee collection statement, fee collection

summary, fees dues list, fees paid list, fees certificate etc. Fees arrears

statement also verifying by the authority every month. We will enter all asset in stock register. The salary will disburse through bank transfer. The salary payment is last date of every month. We will maintain acquittance register. EPF & ESI benefits also provide by the management to all the staff. Bank reconciliation is doing in the end of every month and end of every year. The internal auditors observe the income and expenditure related to the institution and its demand.

EXTERNAL AUDITING:

We have an authorized chartered accountant for auditing. External audit conduct 2 times in a year. They will check all entries in the day book with the support of receipt, vouchers and bank statement. For every transaction we will issue receipt and every payment we will maintain voucher. The external auditors scrutinize the documents related to the income and expenditure, Internal audits are conducted periodically and external audits are conducted twice in a year. The institution prepares an annual budget for the next academic year and submits it to the management committee. The management committee assesses the available resources as well as the annual budget for the next academic year through internal auditors. A report regarding the actual income and expenditure, bills and vouchers, for the entire year is submitted to the management by the internal auditors which are further forwarded to the chartered accountant for income tax filing. Our institution give receipts for the fee paid by the students. Administrative expenses are verified by the signatories along with the receipts, bills, vouchers etc. Process of External Financial Audit every income and expenditure are

audited by Chartered Accountant.

Our chartered accountant prepares balance sheet based on Income and Expenditure statement and Receipt and Payment accounts at the end of every financial year. Further the draft of the balance sheet with necessary denominations prepared by the external auditors is cross-examined by the internal auditors and the signatories and necessary objections or approvals are done. After auditing they will issue audit report duly signed by the auditor, followed by it has been carried to the income tax filing.

File Description	Document
Report of Auditors of last five years signed by the Principal	View Document
List of audit objections and their compliance with seal and signature of the Principal	View Document
Any additional information	View Document
Link for additional information	View Document

6.4.2

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

Response: 2.31

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

2023-24	2022-23	2021-22	2020-21	2019-20
1.55	00	10	0	0

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

6.4.3

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

Response:

1.TUITIONFEES:

Tuition fees form the major portion of the institution's income. These funds are allocated for essential areas such as staff salaries, infrastructure development, building construction and maintenance, procurement of equipment, and other operational expenses.

2.MISCELLANEOUSFEES:

Students also contribute through various miscellaneous fees, which include application and admission fees, library fees, women's cell fees, college union fees, laboratory fees, arts and sports fees, and PTA contributions. These funds are mainly utilized to support academic, curricular, and co-curricular activities across the institution.

Despite limited external funding, the institution effectively and efficiently manages the available financial resources to ensure continuous development in student services, technical capabilities, and infrastructure maintenance.

BUDGET PREPARATION AND APPROVAL PROCESS

Each academic year, the Principal along with the teaching staff prepares a detailed budget based on the academic needs. This budget is framed after careful consideration of decisions and approvals taken during meetings of various institutional committees and cells.

Once the draft academic budget is prepared, it is submitted to the Management Executive Committee for further review and approval by the Head of the Institution. In parallel, the administrative budget is independently prepared by the Management Executive Committee, ensuring a comprehensive financial plan for both academic and operational activities.

FUND ALLOCATION AND MONITORING

Following approval and allocation, the management functions as the key decision-making body for fund utilization. The institution adopts a transparent internal auditing mechanism to monitor income and expenditure, ensuring they are in line with the approved budget. Any variances identified during the audit process are carefully reviewed.

To ensure ongoing financial health and optimal resource use, the Head of the Institution regularly reviews the mobilization and utilization of funds. When necessary, mid-year corrections are implemented based on audit outcomes or changing institutional needs.

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

6.5 Internal Quality Assurance System

6.5.1

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

Response:

REPORT ON PRACTICES INSTITUTIONALIZED THROUGH IQAC INITIATIVES:

The Internal Quality Assurance Cell (IQAC) plays a vital role in ensuring continuous improvement and maintenance of quality standards in educational institutions. At our college, two major practices have been institutionalized through IQAC initiatives: the Academic and Administrative Audit and the Feedback Mechanism. Both practices aim to create a culture of self-reflection, systematic assessment, and proactive improvement, thereby fostering academic excellence and institutional development.

1. ACADEMIC AND ADMINISTRATIVE AUDIT:

The IQAC has introduced the Academic and Administrative Audit (AAA) as a structured method to assess and enhance the teaching-learning process, as well as to ensure effective documentation and record-keeping across academic and administrative functions. This audit is conducted internally every semester by designated Academic Coordinators who are responsible for evaluating the implementation and adherence to IQAC-driven quality assurance practices.

The process involves a comprehensive self-regulated assessment where departments are required to

systematically manage documents and records related to academic activities. The audit specifically reviews the preparation of the academic calendar, the selection of papers to be taught, the timely distribution of timetables, submission of unit plans, delegation of responsibilities, and the formation of internal committees for various activities. Additionally, the audit assesses teaching methodologies, the use of Information and Communication Technology (ICT) in classrooms, and the provision of experiential learning opportunities.

Furthermore, documents related to internal assessments, policies for the moderation of marks, initiatives to assist slow learners, and analyses of end-semester examination results are carefully scrutinized. Stock verification of laboratories is also a significant aspect of the audit process. Moreover, the documentation of faculty achievements is recorded meticulously to maintain an updated repository of academic contributions and accolades. Through this rigorous process, the Academic and Administrative Audit ensures that institutional practices remain transparent, accountable, and geared towards continuous quality enhancement.

2. FEEDBACK MECHANISM:

Another important initiative institutionalized by IQAC is the implementation of a robust Feedback Mechanism. This system gathers feedback from students based on several institutional parameters, including infrastructure and facilities, curriculum delivery and pedagogy, discipline and environment, staff support, and overall institutional services. The feedback collected serves as an essential tool for institutional self-reflection and reform.

Analyzed feedback provides critical insights into areas requiring improvement and leads to actionable measures aimed at addressing the concerns raised. It acts as a catalyst for upgrading the teaching-learning environment, enhancing infrastructural facilities, developing skills and competencies among staff, and promoting professional development. It also supports capacity building and the overall enrichment of the student community.

By integrating the feedback into strategic planning, the institution ensures that it remains responsive to the needs of its stakeholders and committed to fostering academic excellence and holistic development.

CONCLUSION:

In conclusion, the practices of Academic and Administrative Audit and the Feedback Mechanism, institutionalized through IQAC initiatives, have significantly contributed to the strengthening of academic processes and the overall development of the institution. These practices exemplify the college's commitment to quality assurance, self-improvement, and the promotion of an enriching educational environment.

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

6.5.2

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

Response:

TEACHING-LEARNING PROCESS AND PERIODICAL REVIEW REPORT:

At our institution, we place significant emphasis on continuously improving the teaching-learning process to ensure academic excellence. A structured system of assessment and mentorship has been implemented, including the conduct of two-unit tests and a model examination each semester. To provide personalized support, each teacher is assigned a group of students under a mentor-mentee system. Teachers monitor the academic performance of their mentees closely, offering guidance and support to help them enhance their learning outcomes. In addition to supervised study sessions, peer learning initiatives are organized, allowing students to collaborate and learn from one another, thereby making tangible improvements in academic performance.

HOLISTIC STUDENT DEVELOPMENT:

Feedback collection is an integral part of our quality enhancement process. Feedback is gathered from students, teachers, alumni, and other stakeholders. This feedback is then carefully analyzed by the Academic Development Committee, which subsequently recommends and implements necessary measures to improve academic outcomes. Teachers are required to submit detailed semester plans, unit plans, and performance appraisals. These submissions help the administration monitor the implementation of academic decisions and allow for timely interventions to maintain high academic standards.

The institution fosters opportunities for holistic student development by organizing a range of workshops and seminars. These events are aimed at developing the skills and potential of students beyond the classroom, preparing them for future challenges.

The college adopts a comprehensive system to review its teaching-learning processes and learning outcomes regularly. An Academic and Administrative Audit is conducted each semester, forming the primary mechanism for review. The Internal Quality Assurance Cell (IQAC) plays a crucial role in this regard by evaluating the planning, execution, and documentation of teaching practices as well as curricular and co-curricular activities. The establishment of IQAC has brought greater uniformity and structure to the academic routines and methodologies of the institution.

Institutional norms initiated by the IQAC include the timely submission of work, distribution of timetables, completion of courses in accordance with unit plans, delegation of academic and extracurricular responsibilities, the use of ICT in teaching, and the systematic execution and analysis of internal and semester-end assessments. These parameters have significantly contributed to fostering a competitive academic environment and streamlining the entire teaching-learning process.

The review of learning outcomes is conducted through various methods such as evaluating student participation in classroom activities, engagement in co-curricular programs, and performance in internal assessments and semester examinations. The Internal Assessment Committee further ensures the regulation and consistency of student evaluations through a range of internal assessments, including unit tests, assignments, presentations, and project work.

CONCLUSION:

In terms of teaching-learning reforms, the IQAC actively encourages and facilitates continuous improvements in pedagogical methods. Special emphasis is laid on the integration of Information and Communication Technology (ICT) tools into teaching practices. This progressive approach to teaching ensures that both faculty and students are equipped with the latest educational technologies and methods for a richer and more effective learning experience.

Through these comprehensive measures, the institution continuously strives to enhance its academic environment and maintain a culture of excellence.

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

6.5.3

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

Response: 37.2

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

2023-24	2022-23	2021-22	2020-21	2019-20
60	64	42	7	13

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

6.5.4

Institution engages in several quality initiatives such as

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

Response: B. Any 3 of the above

File Description	Document
Feedback analysis report	View Document
e-Copies of the accreditations and certifications	View Document
Data as per Data Template	View Document
Consolidated report of Academic Administrative Audit (AAA)	View Document
Any additional information	View Document
Link to the minutes of the meeting of IQAC	View Document
Link to Annual Quality Assurance Reports (AQAR) of IQAC	View Document

6.5.5

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

Response:

INTRODUCTION:

Bharatheeya Vidya Nikethan (BVN) College of Teacher Education, committed to fostering excellence in teacher education, achieved accreditation with a 'B' grade by the National Assessment and Accreditation Council (NAAC). Since the initial accreditation, the institution has embarked on a journey of continual development and transformation. This report outlines the various incremental improvements undertaken by the college in alignment with its vision to provide a student-friendly, academically robust, and technologically advanced educational environment.

INSTITUTIONAL UPGRADES:

One of the primary objectives post-accreditation has been to make the campus more inclusive, accessible, and modern. Significant infrastructural enhancements have been carried out to facilitate a better learning experience for students and faculty alike.

To begin with, a **Language Laboratory** and a **Digital Studio** have been installed. The language lab aims to enhance students' linguistic skills, providing a technological platform to practice, listen, and refine their language competencies. It supports English language learning with modules on pronunciation, grammar, and communication skills, using modern software and interactive methodologies.

The **Digital Studio** was established to serve multiple academic purposes, including the recording of lectures, creating digital content, and training students in various digital tools essential for contemporary education. It fosters creativity among students and faculty, allowing them to experiment with innovative teaching and learning strategies.

Another key infrastructural development was the installation of a **Lift** within the college building. This addition has made the campus more accessible for differently-abled individuals and has significantly improved overall convenience for students, staff, and visitors, promoting inclusivity and ease of mobility.

ACADEMIC ENHANCEMENTS AND RESEARCH INITIATIVES:

In keeping with its commitment to academic excellence, the college has undertaken several initiatives to enhance the academic ecosystem.

The Internal Quality Assurance Cell (IQAC) of BVN took a strategic decision to publish educational research journals to promote research culture among faculty and students. The IQAC invited papers from educators and researchers across different educational fields. These submissions underwent a rigorous **peer review process** to ensure the quality and academic integrity of the articles selected for publication.

Two significant research journals have been successfully published:

1. **"Deepening Awareness on the Progressive Academic Framework, NEP 2020"**
 - ISBN: 978-81-19653-39-3

- Published in January 2023, this journal focuses on the evolving academic landscape shaped by the National Education Policy (NEP) 2020. It includes articles that analyze, critique, and offer innovative perspectives on implementing NEP 2020 in educational institutions.

2. "Bharatheeyam - Edu Expositions"

- ISBN: 978-81-19653-81-2
- Published in March 2024, this journal presents a collection of educational expositions covering a wide range of themes from contemporary pedagogy, educational leadership, digital transformation in teaching, and inclusive education practices.

These publications not only add to the academic credentials of the institution but also offer a platform for budding researchers and academicians to share their insights and findings. It marks a significant step towards nurturing a strong research culture within the institution.

TECHNOLOGY INTEGRATION AND SMART CLASSROOMS:

Technology integration has been a hallmark of the post-accreditation phase at BVN College. A major stride in this direction has been the **transformation of conventional classrooms into smart classrooms**. The installation of **Smart TVs** in classrooms has revolutionized the teaching-learning process. These Smart TVs facilitate multimedia teaching, enabling teachers to use videos, presentations, and real-time online resources to make lessons more engaging and effective.

Students now have the advantage of visual learning, which helps in better understanding and retention of complex concepts. Teachers, on the other hand, can seamlessly integrate modern pedagogical approaches into their teaching practices, ensuring a more interactive and participatory learning environment.

Moreover, the college library has been **upgraded into a digital library**, providing students and faculty with access to a vast array of e-books, journals, and academic databases. The digital library offers remote access facilities, enabling users to tap into resources anytime and anywhere, thereby encouraging self-paced and independent learning. This transformation also includes the digitization of existing physical resources, cataloging them into a user-friendly online system that enhances ease of search and retrieval.

Introduction of Value-Added Courses

Recognizing the importance of holistic development and skill enhancement in teacher education, BVN College has introduced a series of **Value-Added Courses**. These courses are designed to complement the regular curriculum and equip students with additional skills that are crucial in the modern educational landscape.

The courses cover diverse domains such as communication skills, digital literacy, soft skills, leadership training, life skills, and specialized pedagogical techniques. Value-added programs have been highly appreciated by students, as they increase their employability and prepare them for the dynamic demands of the education sector.

CONCLUSION:

The post-accreditation period at Bharatheeyam Vidya Nikethan College of Teacher Education has been marked by thoughtful, consistent, and impactful improvements. The institution's emphasis on

infrastructural upgrades, academic excellence, technological integration, and research orientation showcases its dedication to achieving higher standards of quality education.

These incremental improvements align closely with the vision and mission of the college to develop competent, ethical, and technologically adept educators who can lead and transform future generations. The strides taken also reflect the institution's proactive approach towards adapting to the changing educational paradigms and government policies such as the NEP 2020.

With these achievements, BVN College is well on its way to achieving greater heights in academic excellence and institutional effectiveness, establishing itself as a beacon of quality in teacher education.

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

Response:

INTRODUCTION:

Institutional Energy Policy on Conservation and Use of Alternate Energy Sources

Our institution is deeply committed to environmental sustainability and energy efficiency. As part of this commitment, we have formulated and implemented a comprehensive energy policy aimed at streamlining energy conservation practices and incorporating alternate sources of energy to meet our power requirements. This policy is in alignment with national energy efficiency standards and sustainable development goals.

ENERGY CONSERVATION MEASURES:

The institution has adopted various proactive steps to minimize energy consumption without compromising the quality of education and services. One of the primary initiatives has been the transition to energy-efficient lighting systems. Over the last few years, all traditional incandescent and CFL bulbs have been replaced with LED lighting throughout the campus. This includes classrooms, administrative offices, laboratories, hostels, and outdoor lighting, resulting in significant reductions in electricity usage.

Timers and motion-sensor-based lighting systems have been introduced in classrooms, seminar halls, washrooms, and common areas to ensure that lights and fans are used only when required. Routine maintenance and periodic energy audits are carried out to identify areas of energy wastage and inefficiency. These audits help the institution refine its strategies and adopt best practices in energy management. Students and staff are sensitized about the importance of energy conservation through regular workshops, awareness campaigns, and eco-club activities.

ADOPTION OF RENEWABLE ENERGY SOURCES:

Recognizing the importance of reducing dependence on non-renewable energy sources, our institution has invested in the deployment of renewable energy systems. A grid-connected solar photovoltaic (PV) power generation system with a total installed capacity of [Insert capacity of 100 KW] has been installed on the rooftops of academic and administrative buildings. This solar plant contributes a substantial share to the campus's overall electricity consumption, particularly during peak sunlight hours. The institution has also implemented rainwater harvesting systems and biogas plants to complement its sustainable resource management policy.

MONITORING AND IMPLEMENTATION:

The energy policy is implemented and monitored by a dedicated Green Campus Committee. This committee ensures compliance with energy-saving measures and regularly reviews the performance of renewable energy systems.

In conclusion, our institution's energy policy reflects a strong commitment to sustainability and responsible energy usage. By fostering a culture of conservation and embracing renewable technologies, we strive to set an example for environmental stewardship in higher education.

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

7.1.2

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

Response:

INTRODUCTION:

Waste management is a crucial aspect of institutional sustainability, ensuring environmental protection and compliance with local and national regulations. Institutions, particularly educational and research centers, generate various types of waste, including organic, electronic, and sewage waste. Effective management of this waste is essential to maintain hygiene, minimize environmental impact, and foster a culture of responsibility among staff and students. This report explores the key waste management practices implemented by institutions, based on the categories outlined: segregation of waste, e-waste management, vermi-composting and biogas plants

1. SEGREGATION OF WASTE

The first step in efficient waste management is the segregation of waste at the source. Institutions typically provide separate bins for biodegradable (wet) and non-biodegradable (dry) waste, as well as dedicated containers for hazardous materials. This practice not only facilitates proper disposal and recycling but also reduces the volume of waste that ends up in landfills. Educational campaigns and awareness drives are often conducted to ensure active participation from students and staff in maintaining this segregation.

2. E-WASTE MANAGEMENT

With the growing dependence on electronic devices, institutions accumulate a significant amount of electronic waste (e-waste) including obsolete computers, printers, batteries, and mobile phones. Effective e-waste management involves the collection, storage, and safe disposal or recycling of electronic materials through authorized vendors. Institutions collaborate with certified recyclers to ensure that toxic

components such as lead, mercury, and cadmium are handled responsibly, preventing environmental contamination.

3. VERMI-COMPOST

Vermi-composting is an eco-friendly method of converting organic waste into nutrient-rich compost using earthworms. Many institutions implement vermi-composting pits to manage food and garden waste generated from canteens, hostels, and campus landscaping. The resulting compost is often used in institutional gardens, promoting a circular waste system. This not only reduces the burden on municipal waste systems but also serves as an educational tool for students in environmental science and sustainability programs.

4. BIO-GAS PLANTS

Bio-gas plants offer a sustainable solution for managing large quantities of organic waste, especially from hostels and dining facilities. Organic material such as kitchen waste is decomposed anaerobically to produce methane gas, which can be used as a source of renewable energy for cooking or heating. The slurry byproduct is an excellent organic fertilizer. Establishing a biogas unit not only reduces greenhouse gas emissions but also contributes to institutional energy savings.

CONCLUSION:

Incorporating comprehensive waste management practices is not only a regulatory necessity but also a moral and educational obligation for institutions. Through strategies like waste segregation, e-waste handling, vermi-composting, biogas generation, and sewage treatment, institutions can significantly reduce their environmental footprint while promoting sustainable values within their communities. These efforts contribute to the creation of cleaner, greener, and more responsible campuses.

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

7.1.3

Institution waste management practices include

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

Response: C. Any 2 of the above

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

7.1.4

Institution has water management and conservation initiatives in the form of

- 1. Rain water harvesting**
- 2. Waste water recycling**
- 3. Reservoirs/tanks/ bore wells**
- 4. Economical usage/ reduced wastage**

Response: B. Any 3 of the above

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

7.1.5

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

Response:

INTRODUCTION:

Our institution is deeply committed to promoting and maintaining a clean, green, and pollution-free environment for the holistic development of students and staff. Recognizing the importance of environmental sustainability and public health, several initiatives have been undertaken to ensure a hygienic, green, and eco-friendly campus.

CLEANLINESS AND SANITATION:

Regular cleaning schedules are followed meticulously throughout the campus. Classrooms, laboratories, restrooms, and common areas are cleaned and sanitized daily by trained housekeeping staff. Dustbins for biodegradable and non-biodegradable waste are placed in strategic locations to encourage proper waste disposal. Awareness campaigns and cleanliness drives are conducted periodically under initiatives like “Swachh Bharat Abhiyan” to involve students and staff in maintaining hygiene.

WASTE MANAGEMENT:

The institution has adopted an effective waste management system. Segregation of waste at source is encouraged, and proper disposal practices are followed. Composting of organic waste is done to produce manure for gardening purposes, thereby promoting the concept of reduce, reuse, and recycle. E-waste and hazardous waste are disposed of responsibly through authorized vendors.

GREEN COVER AND PLANTATION DRIVES:

Our campus is adorned with a rich green cover that enhances the aesthetic appeal and supports ecological balance. Regular plantation drives are organized to increase the green cover and sensitize students about the significance of trees in combating pollution. Students and staff actively participate in planting saplings and maintaining the campus garden. Seasonal flowers and medicinal plants are also cultivated, promoting biodiversity.

Water and Energy Conservation:

To further our commitment to sustainability, rainwater harvesting systems have been installed to replenish groundwater levels. The institution encourages the use of LED lighting to conserve energy and has installed solar panels to supplement electricity usage with renewable energy sources.

POLLUTION-FREE ENVIRONMENT:

To minimize air and noise pollution, the use of vehicles within the campus is restricted. Bicycles and walking are encouraged. Smoking and use of plastic are strictly prohibited within the campus premises. Environmental awareness sessions, seminars, and workshops are conducted to educate students about climate change, pollution control, and sustainable living.

CONCLUSION:

The institution firmly believes that a clean, green, and healthy environment contributes significantly to effective learning and overall well-being. Through consistent efforts,

participation of all stakeholders, and a strong sense of environmental responsibility, we strive to create a campus that reflects our commitment to ecological balance and public health.

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

7.1.6

Institution is committed to encourage green practices that include:

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

Response: B. Any 4 of the above

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

7.1.7

Percentage of expenditure on green initiatives and waste management excluding salary component

during the last five years (INR in Lakhs)**Response:** 3.32**7.1.7.1 Total expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)**

2023-24	2022-23	2021-22	2020-21	2019-20
2.27	2.73	1.49	0.60	00.00

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

7.1.8**Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges.****Response:****INTRODUCTION:**

Our institution is deeply committed to integrating the local environment, locational knowledge, cultural heritage, and community practices into our educational and operational frameworks. We believe that a strong connection with the local context not only enriches the learning experience but also instils a sense of social responsibility and environmental stewardship in our students. By leveraging local resources and traditions, we aim to foster sustainable development, promote indigenous knowledge systems, and build resilient community partnerships.

LEVERAGING THE LOCAL ENVIRONMENT:

Key initiatives include:

Eco-friendly Infrastructure: Our buildings are designed to maximize natural light and ventilation, reducing dependence on artificial energy sources.

Rainwater Harvesting: We have installed rainwater harvesting systems across the campus, significantly reducing reliance on municipal water and promoting water conservation among stakeholders.

Renewable Energy Usage: Solar panels have been deployed across various blocks, enabling partial campus operations through clean energy.

Biodiversity Conservation: The institution has developed green spaces and initiated tree plantation drives to maintain ecological balance and offer hands-on learning opportunities regarding biodiversity.

Through these initiatives, we strive to reduce our ecological footprint while providing a model for environmental responsibility.

UTILIZING LOCATIONAL KNOWLEDGE AND RESOURCES:

Our institution prioritizes the integration of local wisdom into education:

Skill-based Collaborations: We partner with local artisans, farmers, and small entrepreneurs to conduct workshops and training sessions, offering students practical insights into traditional crafts, organic farming, and indigenous technologies.

Research and Development: Faculty and students engage in research projects that explore local biodiversity, sustainable agriculture, traditional medicinal practices, and climate-resilient strategies.

Sustainability Projects: Students are encouraged to undertake fieldwork and community projects that address local challenges, such as watershed management, waste recycling, and eco-tourism initiatives.

This integration ensures that students gain a holistic and contextualized understanding of their disciplines while contributing meaningfully to regional development.

COMMUNITY PRACTICES AND ENGAGEMENT:

Our initiatives include:

Workshops and Exhibitions: Regular events are organized to showcase traditional arts, crafts, and agricultural practices, preserving and promoting indigenous knowledge.

Community Participation: Experts from the community are invited as guest lecturers, mentors, and advisors to bridge academic learning with real-world experience.

Outreach Programs: We actively conduct literacy drives, environmental awareness campaigns, health and wellness camps, and vocational training in nearby villages, fostering inclusivity and societal well-being.

CHALLENGES FACED:

Financial Constraints: Securing consistent funding for large-scale sustainability and community projects remains difficult, limiting the scope and reach of initiatives.

Cultural Resistance: Some traditional practices, though deeply rooted, may resist modernization or

sustainable practices, necessitating sensitive and persistent engagement.

Coordination Gaps: Greater collaboration among academic institutions, local governance bodies, and industries is needed to maximize the impact of community projects

CONCLUSION:

Our institution remains steadfast in its commitment to leveraging the local environment, cultural heritage, and community practices for sustainable and inclusive growth. By continually addressing challenges, nurturing partnerships, and innovating our engagement strategies, we aim to create a lasting positive impact on our students, community, and the broader ecosystem. We envision a future where education and community development go hand in hand, leading to a resilient and sustainable society

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

7.1.9

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

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

Response: A. All of the above

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

7.2 Best Practices

7.2.1

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

Response:

Institutional Best Practices

1: Promoting Diversity, Equity, and Inclusion in Campus Life

Title of the Practice:

Promoting Diversity, Equity, and Inclusion through Campus Culture

Objectives of Practice:

To foster a campus culture that respects and celebrates diversity.

To sensitize students and faculty towards equity, inclusion, and social justice in education.

The Context:

Teacher education requires a deep understanding of diversity to create inclusive classrooms. The institution emphasizes experiential learning and cultural awareness as part of professional development.

The Practice:

- Cultural Activities

Organizing festivals, cultural exchange days and diversity dialogues.

- Student Clubs

Encouraging intercultural and gender-sensitivity clubs to lead Initiatives.

- Faculty Sensitization

Conducting regular workshops on inclusive pedagogy,

Unconscious bias and gender equity.

* Accessible Infrastructure

Installation of ramps, tactile paths, accessible restrooms, and gender-neutral spaces

*Diverse Curriculum

Inclusion of topics related to equity, social justice, and marginalized voices in the curriculum.

* Inclusive Teaching Resources

Use of textbooks and teaching aids that reflect varied socio-cultural perspectives.

Evidence of Success:

*Enhanced student awareness and appreciation for cultural diversity.

*Active student participation in diversity-themed programs.

* Faculty integration of inclusive perspectives in classroom discussions.

*Improved sense of belonging and well-being among students.

Problems Encountered and Resources Required

Initial resistance to curriculum change and faculty adaptation.

Infrastructure upgrades required sustained funding.

Need for continuous monitoring to ensure genuine inclusion and participation.

Best Practice 2:

“Village Adoption Program – Campus to Community”

Title of the Practice

Village Adoption Program – Campus to Community

Objectives of the Practice

To bridge the gap between academic knowledge and societal needs by engaging Students in community development.

To instill a sense of social responsibility and civic engagement among student- Teachers.

To empower rural communities through education, health awareness, and sustainable practices.

The Context

Recognizing the disparities in education, health, and sanitation in nearby rural areas, the institution identified the need for a structured outreach program. The

proximity to underdeveloped villages presented an opportunity for meaningful engagement and mutual growth. Our institution selected Pirayiri village ,ward 1

pirayiri grama panchayath.

The Practice:

Village Selection: A nearby village is adopted annually based on need assessment. **Needs Assessment:** Students conduct surveys to identify key issues in education, health and infrastructure. **Intervention Programs:** Initiatives include literacy drives, health camps, sanitation awareness and environmental conservation efforts. **Collaborations:** Partnerships with local NGOs and health departments enhance the program's effectiveness. **Student Involvement:** B.Ed. students design and implement lesson plans, Workshops, and awareness campaigns tailored to the community's needs.

Evidence of Success

Improved literacy rates and school enrollment in the adopted villages. Enhanced awareness of health and hygiene practices among villagers.

Positive feedback from community members and local authorities. Development of leadership and organizational skills among participating students.

Problems Encountered and Resources Required:

Challenges: Initial resistance from villagers, logistical issues in organizing events, and language barriers.

Resources Needed: Transportation facilities, educational materials, medical supplies for health camps, and training for students in community engagement. These best practices not only contribute to community development but also enrich the educational experience of B.Ed. students

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

7.3 Institutional Distinctiveness

7.3.1

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

Response:

INSTITUTIONAL DISTINCTIVENESS:

A Focus on Community Engagement and Holistic Education

Our institution, driven by a vision of creating socially responsible, ethically grounded, and intellectually capable individuals, has identified “community engagement and holistic education” as a distinctive area that aligns with its mission and strategic priorities. The institution firmly believes that education extends beyond academic instruction and plays a crucial role in shaping students into active contributors to society. This belief is reflected in various practices that make this area a standout aspect of our institutional identity.

The thrust on community engagement is exemplified by our robust extension activities and outreach programs. Through the National Service Scheme (NSS), Unnat Bharat Abhiyan, and other institutional initiatives, students and faculty actively participate in rural development, environmental sustainability projects, health awareness drives, and digital literacy campaigns. The institution has adopted neighboring villages and consistently works towards their socio-economic upliftment through targeted interventions based on actual needs assessments.

One of the key accomplishments has been the implementation of health and hygiene awareness programs in collaboration with local health departments. These programs have led to improved public health outcomes and a deeper understanding of community needs among our students. By involving students in real-world challenges, we instill in them a sense of empathy, leadership, and civic responsibility—values that are central to our vision.

Further, our institution integrates value-based education with academic curricula. Courses on environmental studies, ethics, human values, and life skills are part of the regular syllabus. The internal quality assurance cell (IQAC) ensures these elements are embedded in teaching-learning practices. In addition, seminars, workshops, and guest lectures on social justice, gender equality, and sustainability are frequently organized to broaden students' perspectives and reinforce our commitment to holistic development.

The institution also takes pride in promoting inclusive practices. With dedicated support cells for differently-abled students, gender sensitization cells, and mental wellness programs, we ensure that every student feels supported and included. Such initiatives have significantly enhanced student satisfaction and participation across academic and co-curricular activities.

Cultural distinctiveness is another dimension of our holistic approach. Annual cultural festivals, inter-departmental competitions, and celebration of regional and national events not only provide a platform for creative expression but also foster unity in diversity. The emphasis on preserving and promoting regional heritage, languages, and art forms further strengthens our role as a socially conscious educational institution.

In conclusion, the institution's performance in community engagement and holistic education stands out as a unique area of distinctiveness. This focus aligns perfectly with our vision to nurture well-rounded individuals who are not only academically proficient but also socially responsible. It highlights our ongoing commitment to transforming education into a powerful tool for social change and community development

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

5. CONCLUSION

Additional Information :

Our institution is on a transformative journey toward academic excellence and cultural resurgence. With a vision to become a Research and Nodal Centre for the Indian Knowledge System (IKS), we are committed to promoting India's intellectual traditions through education, research, and community engagement.

As a composite institution, we are actively pursuing autonomous status, which will empower us to design innovative curricula, adopt modern pedagogies, and meet evolving educational needs. Autonomy will help us strengthen our role in teacher education and create a dynamic, learner-centric academic environment.

Aligned with the National Education Policy (NEP) 2020, we plan to launch the Integrated Teacher Education Programme (ITEP) within two years. This four-year multidisciplinary course will integrate IKS principles to develop culturally rooted, globally competent educators.

We aim to evolve into a Postgraduate and Research Centre, offering advanced programmes and fostering inquiry across disciplines, including Bharatiya Jñ?na Parampara. Expanding postgraduate offerings and promoting faculty-led, funded research will enrich our academic profile and societal relevance.

To enhance holistic development and employability, we will introduce value-added and interdisciplinary courses in collaboration with reputed institutions. These initiatives will build essential skills, broaden perspectives, and prepare students for global challenges.

Our strategic vision emphasizes academic rigour balanced with cultural values, innovation with tradition, and personal growth with societal responsibility. We are committed to upgrading infrastructure, expanding resources, and fostering national and international collaborations.

With collective efforts and stakeholder support, we are confident of achieving our goals and setting new benchmarks in higher education.

Concluding Remarks :

In conclusion, our institution stands poised to redefine the landscape of teacher education and higher learning by integrating India's timeless knowledge traditions with contemporary academic advancements. Through strategic planning, innovation, and inclusive growth, we are committed to nurturing empowered educators, fostering research excellence, and creating a culturally grounded yet globally relevant academic community. As we advance with determination and collaboration, we envision a future where our institution emerges as a model of educational innovation, societal contribution, and national pride.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification										
1.1.2	<p>At the institution level, the curriculum planning and adoption are a collaborative effort;</p> <p>Indicate the persons involved in the curriculum planning process during the last completed academic year</p> <ol style="list-style-type: none"> 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 <p>Answer before DVV Verification : A. Any 5 or more of the above Answer After DVV Verification: A. Any 5 or more of the above</p>										
1.1.3	<p>While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes(CLOs) for all Progammes offered by the institution, which are stated and communicated to teachers and students through</p> <ol style="list-style-type: none"> 1. Website of the Institution 2. Prospectus 3. Student induction programme 4. Orientation programme for teachers <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 3 of the above</p>										
1.2.1	<p>Curriculum provides adequate choice of courses to students as optional / electives including pedagogy courses for which teachers are available</p> <p>1.2.1.1. Number of optional/ elective courses including pedagogy courses offered programme - wise during the last five years.</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>51</td> <td>51</td> <td>51</td> <td>52</td> <td>52</td> </tr> </tbody> </table>	2023-24	2022-23	2021-22	2020-21	2019-20	51	51	51	52	52
2023-24	2022-23	2021-22	2020-21	2019-20							
51	51	51	52	52							

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
50	50	50	50	50

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
10	15	12	0	0

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
4	3	3	0	0

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
209	210	214	0	0

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
138	58	57	0	0

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. Any 2 of the above

Remark : Updated as per documents

1.4.1	<p>Mechanism is in place for obtaining structured feedback on the curriculum – semester wise from various stakeholders.</p> <p>Structured feedback is obtained from</p> <ol style="list-style-type: none"> 1. Students 2. Teachers 3. Employers 4. Alumni 5. Practice teaching schools/TEI <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 4 of the above</p>
1.4.2	<p>Feedback collected from stakeholders is processed and action is taken; feedback process adopted by the institution comprises the following</p> <p>Answer before DVV Verification : A. Feedback collected, analysed and action taken and feedback available on website Answer After DVV Verification: C. Feedback collected and analysed</p>
2.2.2	<p>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</p> <ol style="list-style-type: none"> 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 <p>Answer before DVV Verification : A. Any 5 or more of the above Answer After DVV Verification: C. Any 3 of the above</p>
2.2.3	<p>There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students</p> <p>Answer before DVV Verification : Only when students seek support</p>

Answer After DVV Verification: As an institutionalized activity in accordance with learner needs

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:

2023-24	2022-23	2021-22	2020-21	2019-20
20	19	19	16	16

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	0	0	0

Remark : No relevant supporting document is provided

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 : 209

Answer after DVV Verification: 0

Remark : No relevant supporting document is provided

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**

Answer before DVV Verification : A. Any 4 or more of the above

Answer After DVV Verification: C. Any 2 of the above

Remark : Updated as per documents

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 : Updated as per documents

2.4.1	<p>Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include</p> <ol style="list-style-type: none"> 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) <p>Answer before DVV Verification : A. Any 8 or more of the above Answer After DVV Verification: C. Any 4 or 5 of the above</p>
2.4.2	<p>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</p> <ol style="list-style-type: none"> 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**

Answer before DVV Verification : A. Any 8 or more of the above

Answer After DVV Verification: A. Any 8 or more of the above

2.4.3	<p>Competency of effective communication is developed in students through several activities such as</p> <ul style="list-style-type: none"> 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 <p>Answer before DVV Verification : A. All of the above</p> <p>Answer After DVV Verification: B. Any 3 of the above</p> <p>Remark : Updated as per documents</p>
2.4.4	<p>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</p> <ul style="list-style-type: none"> 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 <p>Answer before DVV Verification : A. All of the above</p> <p>Answer After DVV Verification: B. Any 3 or 4 of the above</p> <p>Remark : Updated as per documents</p>
2.4.5	<p>Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of</p> <ul style="list-style-type: none"> 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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. Any 3 of the above

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**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. Any 4 of the above

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**

Answer before DVV Verification : A. Any 4 or more of the above

Answer After DVV Verification: B. Any 3 of the above

Remark : Updated as per documents

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**

Answer before DVV Verification : A. Any 8 or more of the above

Answer After DVV Verification: C. Any 4 or 5 of the above

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)

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. Any 2 or 3 of the above

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**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. Any 3 of the above

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**

Answer before DVV Verification : A. Any 4 or more of the above

Answer After DVV Verification: B. Any 3 of the above

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
0	1	0	0	0

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	0	0	0

Remark : Grant for seminar not considered

3.1.2 Average grants received for research projects from government and / or non-government

agencies during the last five years (INR in Lakhs)

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)

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
0	1.65	0	0	0

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	0	0	0

Remark : Updated as per documents

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**

Answer before DVV Verification : A. Any 4 or more of the above

Answer After DVV Verification: C. Any 2 of the above

Remark : Updated as per documents

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: C. Any 2 of the above

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:

2023-24	2022-23	2021-22	2020-21	2019-20
12	19	2	0	1

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
8	7	2	0	1

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:

2023-24	2022-23	2021-22	2020-21	2019-20
38	25	33	3	2

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
5	4	5	0	0

3.3.2 Percentage of students participating in outreach activities organized by the institution during the last five years

3.3.2.1. Number of students participating in outreach activities organized by the institution during the last five years

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
209	210	214	99	99

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
42	35	42	0	0

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:

2023-24	2022-23	2021-22	2020-21	2019-20
209	210	214	0	0

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
65	70	80	0	0

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
2	1	0	0	0

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
2	0	0	0	0

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
25	17	12	0	0

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
5	2	0	0	0

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 : 27

Answer after DVV Verification: 12

3.4.3	<p>Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes</p> <ol style="list-style-type: none"> 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 <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. Any 3 or 4 of the above</p>																				
4.1.2	<p>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.</p> <p>4.1.2.1. Number of classrooms and seminar hall(s) with ICT facilities Answer before DVV Verification : 18 Answer after DVV Verification: 12</p> <p>4.1.2.2. Number of Classrooms and seminar hall(s) in the institution Answer before DVV Verification : 18 Answer after DVV Verification: 18</p> <p>Remark : Updated as per attachments</p>																				
4.1.3	<p>Percentage of expenditure excluding salary for infrastructure augmentation during the last five years</p> <p>4.1.3.1. Expenditure for infrastructure augmentation excluding salary during the last five years (INR in lakhs) Answer before DVV Verification: <table border="1" data-bbox="298 1551 1044 1686"> <tr> <th>2023-24</th><th>2022-23</th><th>2021-22</th><th>2020-21</th><th>2019-20</th></tr> <tr> <td>30.91</td><td>29.25</td><td>58.69</td><td>6.75</td><td>11.51</td></tr> </table> Answer After DVV Verification : <table border="1" data-bbox="298 1754 1044 1888"> <tr> <th>2023-24</th><th>2022-23</th><th>2021-22</th><th>2020-21</th><th>2019-20</th></tr> <tr> <td>1.47</td><td>1.68</td><td>0.96</td><td>0.62</td><td>0</td></tr> </table> Remark : As per document input updated</p>	2023-24	2022-23	2021-22	2020-21	2019-20	30.91	29.25	58.69	6.75	11.51	2023-24	2022-23	2021-22	2020-21	2019-20	1.47	1.68	0.96	0.62	0
2023-24	2022-23	2021-22	2020-21	2019-20																	
30.91	29.25	58.69	6.75	11.51																	
2023-24	2022-23	2021-22	2020-21	2019-20																	
1.47	1.68	0.96	0.62	0																	
4.2.3	<p>Institution has subscription for e-resources and has membership/ registration for the following</p>																				

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

Answer before DVV Verification : A. Any 4 or more of the above

Answer After DVV Verification: C. Any 2 of the above

Remark : Updated as per documents

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
0.91	0.51	0.27	0.24	0.43

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
0.91	0.5	0.27	0.24	0.43

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

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

Answer before DVV Verification : 2373

Answer after DVV Verification: 238

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

Answer before DVV Verification : 2420

Answer after DVV Verification: 238

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

Answer before DVV Verification : 2394

Answer after DVV Verification: 238

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.

Answer before DVV Verification : 2415

Answer after DVV Verification: 238

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.

Answer before DVV Verification : 2352

Answer after DVV Verification: 238

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. Any 2 of the above

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 : A. All of the above

Answer After DVV Verification: C. Any 2 or 3 of the above

Remark : Updated as per documents

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:

2023-24	2022-23	2021-22	2020-21	2019-20
42.86	58.11	36.31	19.44	30.53

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
7.88	10.15	8.62	1.67	2.24

Remark : Values updated as per repair and maintenance expenses

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: C. Any 2 or 3 of the above

5.1.2	<p>Available student support facilities in the institution are:</p> <ol style="list-style-type: none"> 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 <p>Answer before DVV Verification : A. Any 8 or more of the above Answer After DVV Verification: C. Any 6 of the above Remark : Updated as per documents</p>
5.1.3	<p>The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases such as</p> <ol style="list-style-type: none"> 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 <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. Any 3 or 4 of the above Remark : Updated as per documents</p>
5.1.4	<p>Institution provides additional support to needy students in several ways such as:</p> <ol style="list-style-type: none"> 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)**

Answer before DVV Verification : A. Any 5 or more of the above

Answer After DVV Verification: C. Any 2 of the above

5.2.3 Percentage of students qualifying state/national level examinations during the last five years (eg: NET/SLET/ TET/ CTET)

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
149	29	30	38	12

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
149	29	30	38	12

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
42	60	40	2	2

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
11	7	8	2	2

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: C. Any 2 or 3 of the above

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
2	2	2	1	1

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
2	2	2	1	1

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**

Answer before DVV Verification : A. Any 6 or more of the above

Answer After DVV Verification: A. Any 6 or more of the above

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
20	18	19	0	1

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
3	0	0	0	0

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:

2023-24	2022-23	2021-22	2020-21	2019-20
20	18	19	0	2

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
2	2	0	0	2

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)

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
1.55	00	10	0	0

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
1.55	00	10	0	0

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 : A. Any 4 or more of the above

Answer After DVV Verification: B. Any 3 of the above

Remark : As per document input modified

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**

Answer before DVV Verification : A. Any 4 or more of the above

Answer After DVV Verification: C. Any 2 of the above

Remark : As per document input modified

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**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. Any 3 of the above

Remark : As per document input modified

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**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. Any 4 of the above

Remark : As per document input modified

7.1.7	<p>Percentage of expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)</p> <p>7.1.7.1. Total expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="301 550 1040 685"> <tr> <td>2023-24</td><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td></tr> <tr> <td>2.27</td><td>2.73</td><td>1.49</td><td>0.60</td><td>00.00</td></tr> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="301 774 1040 909"> <tr> <td>2023-24</td><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td></tr> <tr> <td>2.27</td><td>2.73</td><td>1.49</td><td>0.60</td><td>00.00</td></tr> </table>	2023-24	2022-23	2021-22	2020-21	2019-20	2.27	2.73	1.49	0.60	00.00	2023-24	2022-23	2021-22	2020-21	2019-20	2.27	2.73	1.49	0.60	00.00
2023-24	2022-23	2021-22	2020-21	2019-20																	
2.27	2.73	1.49	0.60	00.00																	
2023-24	2022-23	2021-22	2020-21	2019-20																	
2.27	2.73	1.49	0.60	00.00																	
7.1.9	<p>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</p> <ol style="list-style-type: none"> 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 <p>Answer before DVV Verification : A. All of the above</p> <p>Answer After DVV Verification: A. All of the above</p>																				

2.Extended Profile Deviations

ID	Extended Questions																				
1.2	<p>Number of seats sanctioned year wise during the last five years..</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="192 1673 981 1785"> <tr> <td>2023-24</td> <td>2022-23</td> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> </tr> <tr> <td>105</td> <td>105</td> <td>105</td> <td>110</td> <td>99</td> </tr> </table> <p>Answer After DVV Verification:</p> <table border="1" data-bbox="192 1852 981 1965"> <tr> <td>2023-24</td> <td>2022-23</td> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> </tr> <tr> <td>105</td> <td>105</td> <td>105</td> <td>110</td> <td>100</td> </tr> </table>	2023-24	2022-23	2021-22	2020-21	2019-20	105	105	105	110	99	2023-24	2022-23	2021-22	2020-21	2019-20	105	105	105	110	100
2023-24	2022-23	2021-22	2020-21	2019-20																	
105	105	105	110	99																	
2023-24	2022-23	2021-22	2020-21	2019-20																	
105	105	105	110	100																	
1.3	<p>Number of seats earmarked for reserved category as per GOI/ State Govt. rule year wise during the last five years..</p>																				

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
20	20	20	20	18

Answer After DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
20	20	20	20	18

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
105	109	99	100	95

Answer After DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
105	109	99	100	95

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
104	105	105	109	99

Answer After DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
104	105	105	109	99

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
20	18	19	19	20

Answer After DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
16	16	16	16	16

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
50.55	63.42	41.43	23.88	34.50

Answer After DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
50.5	63.4	41.4	23.8	34.50

3.2

Number of Computers in the institution for academic purposes..

Answer before DVV Verification : 36

Answer after DVV Verification : 36