



YEARLY STATUS REPORT - 2022-2023

Part A

Data of the Institution

Part A	
Data of the Institution	
1.Name of the Institution	BHARATHEEYA VIDYA NIKETHAN COLLEGE OF TEACHER EDUCATION KALLEKKAD, PALAKKAD
• Name of the Head of the institution	DR. RENUKA P C V
• Designation	PRINCIPAL
• Does the institution function from its own campus?	Yes
• Alternate phone No.	9446237183
• Mobile No:	9497899276
• Registered e-mail ID (Principal)	bvncte@gmail.com
• Alternate Email ID	bvncteprincipal@gmail.com
• Address	BHARATHEEYA VIDYA NIKETHAN COLLEGE OF TEACHER EDUCATION KALLEKKAD, PALAKKAD
• City/Town	PALAKKAD
• State/UT	KERALA
• Pin Code	678006
2.Institutional status	
• Teacher Education/ Special Education/Physical Education:	Teacher Education
• Type of Institution	Co-education

• Location	Rural							
• Financial Status	Self-financing							
• Name of the Affiliating University	UNIVERSITY OF CALICUT							
• Name of the IQAC Co-ordinator/Director	ASA P							
• Phone No.	9447111577							
• Alternate phone No.(IQAC)	8075704407							
• Mobile (IQAC)	9447111577							
• IQAC e-mail address	bvniqac@gmail.com							
• Alternate e-mail address (IQAC)	bvncte@gmail.com							
3.Website address	http://www.bvnbedcollege.com							
• Web-link of the AQAR: (Previous Academic Year)	NA							
4.Whether Academic Calendar prepared during the year?	Yes							
• if yes, whether it is uploaded in the Institutional website Web link:	http://www.bvnbedcollege.com/wp-content/uploads/2023/12/Academic-Calendar.pdf							
5.Accreditation Details								
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to			
Cycle 1	B	2.01	2022	18/10/2022	17/10/2027			
6.Date of Establishment of IQAC			17/08/2015					
7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNMNTT etc.								

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
Institution	Seminar	Bhrathiya Bhasha Samiti Ministry of Education Govt. of India	21/01/2023	165500
8.Whether composition of IQAC as per latest NAAC guidelines			Yes	
<ul style="list-style-type: none">• Upload latest notification of formation of IQAC			View File	
9.No. of IQAC meetings held during the year			9	
<ul style="list-style-type: none">• Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?			Yes	
<ul style="list-style-type: none">• (Please upload, minutes of meetings and action taken report)			View File	
10.Whether IQAC received funding from any of the funding agency to support its activities during the year?			Yes	
<ul style="list-style-type: none">• If yes, mention the amount			165500	
11.Significant contributions made by IQAC during the current year (maximum five bullets)				
Two Day National Online Workshop "Deepening Awareness on the Progressive Academic Framework- NEP 2020" on 22,23 July 2022. Papers are Called for the same and the proceedings are Published in January 2023.				
The College is Accredited by NAAC with B Grade, CGPA 2.01 on 18/10/2022.				
National Seminar "Developing Skill of Word Creation in Indian Languages under Bharatheeya Bhasha Smithi , Ministry of Education,				

Govt. of India on 21/01/2023

Sanskrit Workshop "TLMS AND TUTELAGE IN SANSKRIT ON 11/06/2022

Two Day National workshop on "Art of Classroom Enlightenment Through Edification" on 24,25 March 2023

12. Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year (web link may be provided).

Plan of Action	Achievements/Outcomes
NAAC Accreditation	Accredited With B grade in Oct.2022
Academic	Conducted various Seminars, workshops, Academic activities, Online courses, outreach activities, Study tours, field trips, etc
Infrastructure	Purchased of electronic equipment- android phone, intercom, public addressing system, cordless microphone Purchased of water heater, water purifier, napkin destroyer, soap kit Lift structural work Aluminium fabrication works
Office	Office automation Updated of tally software, Purchased of UPS, Colour Printer
Library	Barcode to Library books. Digitalization of library, Mat fitted on library floor, Purchased of library books
ICT resources	Purchased Computers and accessories
Miscellaneous	Purchased Lab equipments Almirahs, chairs

13. Whether the AQAR was placed before statutory body?

No

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
Nil	Nil

14. Whether institutional data submitted to AISHE

Year	Date of Submission
2021-2022	21/12/2022

15. Multidisciplinary / interdisciplinary

In the new era of education with the NEP 2020, one of its central tenets is the implementation of multidisciplinary and interdisciplinary approach. As a part of this, our institution initiated various steps to impart the relevance of multidisciplinary and interdisciplinary approach in education. Our students attended different courses related to interdisciplinary area like Integration of arts in higher education. Through these programmes students developed good awareness regarding how education is integrated with arts. In connection with this our institution conducted one day workshop in art education based on the theme "The role of art education in integrating various disciplines with a genuine aesthetic spirit" on 20/12/2022.

Our institution also conducted a dramatization workshop on 27/04/2023 in relation with relevant social issues. The resource person was Smt. Sreeja Arangotukara.

We also organized a Kathakali demonstration on 29/04/2023. To give awareness on the impact of performing arts in school as well as higher education curriculum. The resource person was Smt. Arya K P (Kathakali Artist)

16. Academic bank of credits (ABC):

At present the institution follows the course structure of the University of Calicut, which consists of 4 semesters combined with school based, college based and community based practicums. The course has 2 year duration and as per University norms dropping out of the course will cause year loss for the students.

However steps will be taken in future for students to redeem the credits and to rejoin the course in any other institute to continue their education.

To know more about the credit based system, our faculty Lakshmi Kumar Pillai (Assistant professor in Education) perform an awareness session on the topic "Choice Based Credit System" for the teachers on 20/09/2022. Under credit based system one of the staff members completed an online course under the SWAYAM app

17.Skill development:

The best practices that our institution adopted to promote the skill development in view of NEP 2020 were Additional Skill Acquisition Program (ASAP) , YIP (Young Innovators Program) , Craft education etc. ASAP is an undertaking by the higher education department of Kerala government that focuses on training students' employability. In our college 22 students were registered and qualified under the ASAP course (Basic Proficiency in English).

YIP is a flagship program of K- DISC to promote a culture of innovation among the Kerala youths. This event inspires students to share and apply innovative ideas effectively. Seventy students registered in YIP. Thirteen students submitted their Idea. Seven students completed the voice of customer training and have received their course certificate as well. Two teams were selected for the district evaluation.

Rohan. P of Sanskrit department became the state level winner in YIP for his idea " Pedestal censored washer " . He also got an offer letter from K - DISC for a 1 month internship.

Our institution also conducted a Fevicryl workshop for the students. Smt. Sandhya . K was the resource person. Through this session students developed the basic skill in making candle stand, Coconut shell and book mark.

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

Indian Knowledge system is vast, deep and so powerful and hence treated as an ocean of wisdom and spirit. It involves everything related to Language, Literature, Art, Music, Philosophy, Astronomy and Mathematics and so on. It is said to be complex and life oriented. NEP 2020 has rightly suggested the need and significance of integrating both.

To promote such an appropriate integration of Indian knowledge system various strategies and good practices were implemented by our institution. One of the best practices conducted in our institution was the two day national online workshop based on the topic "

Deepening awareness on the progressive academic framework - NEP 2020" on 22nd and 23rd July 2022 .

Different experts delivered prominent lectures on the topics - "Past and Present Scenario of Indian Education System," "Pith and Focus Areas of NEP 2020" also discussed the future prospects of NEP 2020.

Through this workshop our institution aim to empower participants in terms of the education system that prevailed in our nation during the recent past century and also to concretize the need and significance of a paradigm shift in view of the earlier academic experiences.

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

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 the semester have their own specific outcomes too.

Our institution conducted one day workshop in art education on 20/12/2022. It was the best practice of our institution pertaining to the outcome based education in view of NEP - 2020

Objectives:

1. To strengthen the awareness on "The role of Art Education in Integrating various disciplines with a genuine Aesthetic Spirit as proposed in NEP2020
2. To develop awareness on the role of Art Education as an effective pedagogical tool as envisaged in NEP 2020.

20.Distance education/online education:

The two best practices provided by our institution pertaining to the distance education or online education are 2 value added courses. One is based on the topic "Oral Traditions of Vedic Education - Structural and Phonetic Perspective" on 9/6/2022 to 19/6/2022. This course mainly aims to learn Vedas by chanting traditions of oral transactions. India followed by a systematic approach and methods in teaching and learning Vedas. This course aims to explore various possibilities of oral transmission of Vedas in the field of research. This course also designed to motivate the students to know the cultural heritage of Vedas. It was a 35 hour duration course. Next Value added course is based on the topic "Comprehensive and easy Sanskrit Pursuing Minuscule" on 3/8/2022 to 17/8/2022.

Extended Profile

1.Student

2.1 209

Number of students on roll during the year

File Description	Documents
Data Template	View File

2.2 105

Number of seats sanctioned during the year

File Description	Documents
Data Template	View File

2.3 20

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

File Description	Documents
Data Template	View File

2.4 109

Number of outgoing / final year students during the year:

File Description	Documents
Data Template	View File

2.5Number of graduating students during the year 93

File Description	Documents
Data Template	View File

2.6 105

Number of students enrolled during the year

File Description	Documents
Data Template	View File

2.Institution	
4.1	1470808
Total expenditure, excluding salary, during the year (INR in Lakhs):	
4.2	50
Total number of computers on campus for academic purposes	
3.Teacher	
5.1	20
Number of full-time teachers during the year:	
File Description	Documents
Data Template	View File
Data Template	View File
5.2	16
Number of sanctioned posts for the year:	
Part B	
CURRICULAR ASPECTS	
1.1 - Curriculum Planning	
1.1.1 - Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation. Describe the institutional process of planning and/or reviewing, revising curriculum and adapting it to the local context in not more than 100 - 200 words	
<p>The curriculum of B.Ed. is integration of education and co-curricular activities. The NCTE Regulation 2014, University of Calicut revised its teacher education programme and was introduced with effect from the academic year 2015-2016. IQAC of Farook Training College has organized a workshop for developing the draft curriculum is duly acknowledged. . The Two year B.Ed. programme was introduced with effect from academic year 2015-16 and implemented from the academic year 2017-18. The programme is comprised of three broad inter-related curricular areas I) Perspectives in Education, II) Curriculum and Pedagogic Studies, and III) Engagement with the Field. The programme consists of four semesters of 100 days each. The theory course includes seven courses under Perspectives in Education, six courses under Curriculum and Pedagogic Studies and</p>	

one additional Optional Course. Under the category Engagement with the Field apart from School Internship four (4) EPC courses are introduced for enhancing professional efficiency.

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

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

A. All of the above

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

1.1.3 - While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course

A. All of the Above

**Learning Outcomes (CLOs) for all programmes offered by the institution, which are stated and communicated to teachers and students through Website of the Institution
Prospectus Student induction programme
Orientation programme for teachers**

File Description	Documents
Data as per Data Template	View File
URL to the page on website where the PLOs and CLOs are listed	http://www.bvnbedcollege.com/wp-content/uploads/2023/12/Documentary-evidence-2.7.1.pdf
Prospectus for the academic year	View File
Report and photographs with caption and date of student induction programmes	View File
Report and photographs with caption and date of teacher orientation programmes	View File
Any other relevant information	View File

1.2 - Academic Flexibility

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

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

10

File Description	Documents
Data as per Data Template	View File
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	View File
Academic calendar showing time allotted for optional / electives / pedagogy courses	View File
Any other relevant information	http://www.bvnbedcollege.com/wp-content/uploads/2023/12/Academic-Calender.pdf

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

4

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

4

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

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

106

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

106

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

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

All of the above

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

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

209

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

209

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

1.3 - Curriculum Enrichment

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

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 familiarise 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.

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

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

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. Similarly, the curriculum also articulates opportunities to internalise the ideas of functioning of the various boards of school education. 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

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

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

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.

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

1.4 - Feedback System

1.4.1 - Mechanism is in place for obtaining

All of the above

structured feedback on the curriculum – semester wise from various stakeholders. Structured feedback is obtained from Students Teachers Employers Alumni Practice Teaching Schools/TEI

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

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

Feedback collected, analyzed and action taken

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

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

105

2.1.1.1 - Number of students enrolled during the year

105

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

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

20

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

20

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

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

5

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

5

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

2.2 - Honoring Student Diversity

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

Our college Bharatheeya Vidya Nikethan College of Teacher Education kallekkad Palakkad give very much importance for assessing students when they start their studies at the first semester. During programme students are given opportunities to organize and conduct which will help them to do so effectively in the future. We have adopted variety of methods to assess student's prior knowledge and skills by conducting Talents day, Micro teaching, Judgment in various schools and duties allotted to them in various schools of Palakkad district which really help them to add advantage to their career. Initiatory which is considered as the first step of teaching is part of our syllabus in which student need to go for training in various schools of Palakkad district for one week. Here students will have to study the whole working atmosphere of schools, history of the school and also the administrative responsibilities Seminars will be divided among students by all option teacher's as well as general paper teachers so that students can get a relaxation from fear of facing students and stage as well. Assembly is been organized daily and students should conduct the same which includes book review, newspaper reading, thought for the day.

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

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

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

2.2.4 - Student-Mentor ratio for the academic year**10:1****2.2.4.1 - Number of mentors in the Institution****20**

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

2.3 - Teaching- Learning Process

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

Our college is following student centered approach since schools in Kerala is following constructivist teaching strategy rule of government of Kerala. We follow the following methods. Student centered method. Project method. Problem solving method. Assignment method. Participant learning. Brainstorming are practiced in our college in the teaching learning process. Variety ensures that students are never bored. It also ensures that students will likely be exposed to strategies that align with their preferred individualized learning style. Through using varied teaching techniques and mediums, teachers can increase the engagement of their entire class, not just the students who respond to a particular style of learning and expression. Different students have different learning styles, and effective methods can engage them in a way that best fits their individual learning styles. We make sure of all the above mentioned with at most care in teaching.

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

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

20

File Description	Documents
Data as per Data Template	View File
Link to LMS	http://www.bvnbedcollege.com/wp-content/uploads/2023/12/Unit-4-1(2).pdf
Any other relevant information	View File

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

209

File Description	Documents
Data as per Data Template	View File
Programme wise list of students using ICT support	View File
Documentary evidence in support of the claim	View File
Landing page of the Gateway to the LMS used	No File Uploaded
Any other relevant information	View File

2.3.4 - ICT support is used by students in various learning situations such as Understanding theory courses Practice teaching Internship Out of class room activities Biomechanical and Kinesiological activities Field sports

Five/Six of the above

File Description	Documents
Data as per Data Template	View File
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	View File
Geo-tagged photographs wherever applicable	View File
Link of resources used	https://www.youtube.com/watch?v=rsVtxwOADIQ
Any other relevant information	View File

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

Our college has got very good working environment for the development of the faculty as well as students. Faculty members are provided with good staff room with WIFI facility as well as in all the class rooms. Audio visual aids is made effectively and efficiently. Our teachers adopt a teaching style that teaches students to use their innate abilities and talents and live a life, which is much more than merely teaching them how to make a living. We give importance to motivation among students as well as teacher educators in order to have an effective mentoring relationship. Each student as well as teachers has a different need. It is vital that mentoring remains a professional partnership with clear boundaries that differentiate the role from that of friend to enable the mentor to balance the need to promote both supportive guidance with the requirement to make an objective. Positive attitude is key to our education process

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

2.3.6 - Institution provides exposure to students about recent developments in the field of education through Special lectures by experts Book reading & discussion on it

Five/Six of the above

Discussion on recent policies & regulations
Teacher presented seminars for benefit of teachers & students
Use of media for various aspects of education
Discussions showcasing the linkages of various contexts of education- from local to regional to national to global

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

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

Some educators emphasize the idea that schools should be child centered but probably none will question the statement that the success of our educational endeavor depends to a very great extent on the teacher who is responsible for implementing the educational programs. In our college importance is given to nurture creativity, innovativeness and thinking skills. A teacher has to display exceptional empathy, persistence, diligence, sincerely, research orientation, honesty and flexibility the development of life skills helps students to find new ways of thinking and problem solving, recognize the impact of their actions and teaches them to take responsibility for what they do rather than blame others. It helps build confidence in spoken skills and for group collaboration and cooperation.

EMPATHY

- Model kindness and empathy to your students.
- Give them tools with empathy activities
- Let them know they're not alone.
- Encourage empathy and don't force apologies. .
- Help their families' model empathy to students.
- Empathy allows people to build social connections with others.

CREATIVITY

- Use of creative instructional strategies models and methods
- We should make clear students that creativity requires effort
- Experiments with activities
- Innovativeness
- Problem finding method
- Students should take risks
- Real world learning
- Brainstorming

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

2.4 - Competency and Skill Development

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

All of the above

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

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

Ten/All of the above

as Formulating learning objectives Content mapping Lesson planning/ Individualized Education Plans (IEP) Identifying varied student abilities Dealing with student diversity in classrooms Visualising differential learning activities according to student needs Addressing inclusiveness Assessing student learning Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement

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

2.4.3 - Competency of effective communication is developed in students through several activities such as Workshop sessions for effective communication Simulated sessions for practicing communication in different situations Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’ Classroom teaching learning situations along with teacher and peer feedback

All of the above

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

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

All of the above

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

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

All of the above

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

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

All of the above

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

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

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

All of the above

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

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

Our college Bharatheeya Vidya Nikethan College of teacher education provides orientation class before the teaching practice. First step that we follow is practicing micro teaching. And there after the lesson plan preparation starts. Constructivist method is being followed since it's been followed by the Kerala state government.

Then criticism class is being arranged for about 40 minutes in various schools which enhance student learning and performance which help students increase opportunity to learn and potentially improving their performance. This will help them to effectively use of time too. Five demonstration classes are always arranged in schools by teacher educators and senior teachers helps then to having knowledge of different method of teaching and knowing which one to use and when is able teach effectively. Subject matter preparation is more important in teaching and we make them aware about the importance of content knowledge in teachers and also the importance of current affairs is also important during the time of teaching practice.

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

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

2.4.9.1 - Number of final year students during the academic year

105

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

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

Nine/All of the above

File Description	Documents
Data as per Data Template	View File
Sample copies for each of selected activities claimed	View File
School-wise internship reports showing student engagement in activities claimed	View File
Wherever the documents are in regional language, provide English translated version	No File Uploaded
Any other relevant information	View File

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

THE MONITORING MECHANISMS ADOPTED IN OUR COLLEGE

Total of 17 schools has been selected for our student which is government and government aided higher secondary schools.

- According to the time table given by the school's minimum of 2 classes is to taken by the students
- Teacher educators from all the 7 options like Commerce, English, Mathematics, Natural science, Physical science, Sanskrit, Social science will go through lesson plan, learning aids every week and only after getting signature from teacher educator's they were asked to teach and present them in the schools.
- Teacher educators visit all the schools 5 times and observe students teaching individually 5 times
- RUBRICS is been used by the teacher educators for the evaluation and feedback
- Our principal also visits once to every schools and all the classes is being viewed by the principal
- Mentor teachers also give them feedback regularly
- For improving themselves students watch classes of their mentor teachers in the schools and also of their peer

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

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

All of the above

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

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

Five of the above

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

2.5 - Teacher Profile and Quality

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

20

File Description	Documents
Data as per Data Template	View File
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	View File
English translation of sanction letter, if it is in regional language	No File Uploaded
Any other relevant information	View File

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

5

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

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

92

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

92

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

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

In-house deliberations take place formally and informally in the

principals' cabin on topics of educational importance. All the teachers actively discuss and present their views on recent academic and technological developments. In order to keep teachers updated professionally the institution encourages teachers to take part in professional development programs regularly. Information on teacher professional development courses in SWAYAM platforms are also shared in these inhouse discussions. The institution also organises seminars, workshop and webinar as well as special lectures and talks for professional development of faculty and students. The faculty members are encouraged to pursue research and extension activities as per institutional policy guidelines. Visit to specific educational institution further offers exposure for the teachers to update and understand the professional working nature of similar institutions. Inhouse discussions were also carried out to sensitize teachers about the New Educational Policy -2020 and its implementation strategies. In order to equip teachers about the new technological advancements in the education field the teachers who are expert in ICT render effective support to their fellow teachers by offering hands on training. Moreover teacher preparedness and the issues and challenges of teachers that need immediate addressing are closely monitored and effective solutions are deliberated in the house discussions.

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

2.6 - Evaluation Process

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

Continuous Internal Evaluation of students for each course will be done by internal evaluation system and end-semester examinations. The internal evaluation of theory courses shall be based on predetermined transparent system involving periodic written tests, practicum/tasks and assignments. The practical courses are classified into College, Community and School based practical.

The weightage to internal continuous assessment marks should be 50% to the test papers and tasks and assignments. Micro teaching will be assessed through one-week hands-on training and observation. Semester wise continuous assessment on professional capacity building are done through Reading and Reflecting on Texts, Art and

Drama, Critical Understanding of ICT and Understanding the Self. Yoga, Health and Physical Education competencies are assessed through regular performance of the student-teachers. At the institution level student-teachers teaching proficiencies are assessed through Peer Discussion Lessons, Observation Lessons, Peer Criticism Lessons. By conducting workshop on teacher enrichment, the trainees Teaching-Learning Material preparation capacities are assessed. The entire college-based continuous internal assessment testimonials will be examined by the external examination board constituted by the university.

The institution has community-based continuous internal evaluation through Community Living Camp, SUPW, Field Work.

Training for teaching programme are done by Initiatory School Experiences and School Internship.

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

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

Five of the above

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

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

The institution has operationally effective examination grievance redressal cell. The scheme of theory and practical examination and the role of institution on it will be informed well in advance to student-teachers under the guidelines of examination cell during the orientation programme and while doing so the examination grievance lodging procedure will be guided by the examination grievance redressal cell.

The student-teachers are guided to lodge their grievances related to assessment by oral or written directly to the respective cell members or to the Principal. For those who don't want to reveal their identity, there is a provision of suggestion box where the student-teachers are advised to drop their grievances without mentioning their credentials.. The received grievances are discussed during the meeting of the cell and the necessary remedial actions or solutions will be taken within seven working days and the same is informed to the student-teachers during the morning assembly whenever necessary. The same are recorded in the minutes for the future reference..

The major thrust areas of examination grievance redressal cell are continuous internal assessment, viva- voce, end semester university examination, re-appearing, testimonials, etc.

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

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

The commencement of every academic year, the College Development Committee under the guidelines of IQAC is conducting meeting and the academic calendar is prepared by including all the curricular, co-curricular and extra-curricular teaching-learning activities.

The institution prepares its academic calendar incorporating the Vision & Mission, Programme Learning Outcomes (PL.Os) and Course Learning (CLOs) by including all the teaching-learning tasks. Every month, at the beginning, the academic council conducts the academic meeting and discuss about the monthly academic calendar and plan in-advance in order to execute and administer the same in effective manner. Based on the academic calendar, time-table for each semester is prepared by calculating the total number of working hours for each course including library hours, laboratory hours, sports hours, EPC hours, etc.

Each semester, 2-unit tests, model examinations are pre-planned and same is administered by the examination cell. For practical courses all practical learning tasks are properly executed by the subject teachers by following the academic calendar. The outreach activities are administered by the respective committees well in advance as per the academic plan. With the assistance of the academic calendar there is proper execution of community based practical and school based practical tasks.

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

2.7 - Student Performance and Learning Outcomes

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

Every academic year our institution creates its own PLOs and CLOs based on the PLOs and CLOs in the university curriculum. While framing the PLOs and CLOs the institution adheres the vision and mission of the institution as well as the recommendations of the National Education Policy.

At the commencement of each academic year, an induction programme is given to the teacher-educators to know about PLOs and CLOs of the programme. An academic calendar is prepared based on the PLOs and CLOs. After successful completion of each learning tasks, the institution ensures whether the CLOs are achieved by assessing student-teachers records. For assuming the role of a regular teacher with appropriate planning in the teaching learning process, micro-teaching, peer discussion lessons, observation lessons, faculty demonstration lessons, peer criticism lessons are effectively implemented.

To acquire competencies and skills required for effective classroom teaching, class management and evaluation of student learning, organization of co-curricular activities and working with the community, a 16-week school internship practice is ensured in the curriculum. At end of every semester, the staff council review the matrix and achievement of each PLOs and CLOs in terms of student-teachers achievements and performances report and necessary remedial measures are taken accordingly.

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

2.7.2 - Pass percentage of Students during the year

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

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

The institution aims at a complete development of the student-teacher; particularly in knowledge and skills, individual care of the learner and also in methods and evaluation designed to facilitate learning in line with the PLOs and CLOs of the institution. Institution takes care on monitoring and recording the student-teachers performance with its continuous internal evaluation. Optimizing cognitive development among the student-teachers, periodical learning tasks are assigned by means of case studies, group presentations, projects, discussions, observations and documentation of the same maintained for the internal evaluation. Series of class tests, unit tests and model exams are conducted by the examination cell which reflects on students academic achievement. Student-teachers teaching skills are assessed and recorded by the teacher-educators by mentioning their progressive performance in the name of mentor evaluation report. During the internship the professional competencies of the student-teachers in tune with the PLOs and CLOs are documented and recorded. EPC courses are introduced for enhancing professional capacities of student teachers. To nurture ideas of preparing relevant teaching aids for identified content areas, workshops are conducted by the subject experts. Each and every learning task are designed in line with PLOs & CLOs incorporating with the NEP 2020 and all the records are subject to the assessment of the subjective teachers and external practical examiners.

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

2.7.4 - Performance of outgoing students in internal assessment

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

109

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

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

The institution offers adequate opportunities and support to students, to widen their initially identified learning needs. During the admission process itself institution tries to understand and seeks students' aspirations and expectations, their academic and non-academic achievements. Through continuous and comprehensive evaluation, teachers analyse the performance of students.

There are a number of assessment tasks in the curriculum to assess the students' performance. Teachers effectively utilizes all these assessment tasks in order to cater the initially identified learning needs. In addition to that institution conducts 2 unit tests and 1 model exams to identify the weakness of students in academics.

The institution helps the students to overcome the weakness in their academics by providing supervised study, remedial coaching and peer

tutoring. Hence, the support given to students reflects in their academic excellence. The institution further helps in moulding student's perception about teaching profession through various lectures, talks and seminars. The institution also enhances the co-curricular activities of students through specially designed programs and celebrations.

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

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

209

RESEARCH AND OUTREACH ACTIVITIES

3.1 - Resource Mobilization for Research

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

1

File Description	Documents
Data as per Data Template	View File
Sanction letter from the funding agency	View File
Any other relevant information	View File

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

2.12965

File Description	Documents
Sanction letter from the funding agency	View File
Income Expenditure statements highlighting the research grants received certified by the auditor	View File
Any other relevant information	View File

3.1.3 - In-house support is provided by the institution to teachers for research purposes during the year in the form of Seed money for doctoral studies / research projects Granting study leave for research field work Undertaking appraisals of institutional functioning and documentation Facilitating research by providing organizational supports Organizing research circle / internal seminar / interactive session on research	Two of the above
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File Description	Documents
Data as per Data Template	View File
Institutional Policy document detailing scheme of incentives	View File
Sanction letters of award of incentives	View File
Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	View File
Documentary evidence for each of the claims	View File
Any other relevant information	View File

3.1.4 - Institution has created an eco-system for innovation and other initiatives for creation and transfer of knowledge that include Participative efforts (brain storming, think tank etc.) to identify possible and needed innovations Encouragement to novel ideas Official approval and support for innovative try-outs Material and procedural supports	All of the above
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File Description	Documents
Documentary evidences in support of the claims	View File
Details of reports highlighting the claims made by the institution	View File
Reports of innovations tried out and ideas incubated	View File
Copyrights or patents filed	No File Uploaded
Any other relevant information	View File

3.2 - Research Publications

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

19

File Description	Documents
Data as per Data Template	View File
First page of the article/journals with seal and signature of the Principal	View File
E-copies of outer jacket/contents page of the journals in which articles are published	View File
Any other relevant information	View File

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

19

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

3.3 - Outreach Activities

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

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

13

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

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

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

209

File Description	Documents
Event-wise newspaper clippings / videos / photographs with captions and dates	View File
Report of each outreach activity with seal and signature of the Principal	View File
Any other relevant information	View File

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

209

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

209

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

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

Our students participated in Kerala School Sasthrolsavam of Parali sub district conducted by GHSS Pathiripala on 17th and 18th October 2022. Our 26 students are actively participated in this programme .

The students from BVNCTE officially participated in the Kerala School Kalolsavam of Parali sub district held on 2022 November 9,10,11 at Keralassery Higher Secondary School . Kerala school Sasthrolsavam 2022 Palakkad Sub district held on 2022 October 13,14,15 at GHSS Malampuzha ,

Abhyam project was conducted during the camp on 26.4.2023 -2.5.2023.

The volunteers of BVN B.Ed college NSS Unit 307 University of calicut organized an Anti - intoxicant awareness programme at Anganvadi ward1

Pirayiri gramapanchayath

Reading week celebration was started on 19THJune 2022. It was inaugurated by Sri Sudhakaran Moorthiyedam, former principal HSS Sreekrishnapuram.

We organized a programme , Ablution of Bharathappuzha at ,Panchalikadavu ,ward 8,Andimadam ,akathethara GramaPanchayath on 4.4.2023. Our NSS Volunteers collected and removed plastic wastes from river bank . The project was led by smt sunitha anandakrishnan (president Akathethara gramapanchayath)

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

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

1

File Description	Documents
Data as per Data Template	View File
Appropriate certificates from the awarding agency	View File
Any other relevant information	View File

3.4 - Collaboration and Linkages

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

29

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

29

File Description	Documents
Data as per Data Template	View File
List of teachers/students benefited by linkage – exchange and research	View File
Report of each linkage along with videos/photographs	View File
Any other relevant information	View File

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

7

File Description	Documents
Data as per Data Template	View File
Copies of the MoU's with institution / industry/ corporate houses	View File
Any other relevant information	View File

3.4.3 - Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes Local community based activities Practice teaching /internship in schools Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education Discern ways to strengthen school based practice through joint discussions and planning Join hands with schools in identifying areas for innovative practice Rehabilitation Clinics Linkages with general colleges

All of the above

File Description	Documents
Data as per Data Template	View File
Report of each activities with seal and signature of the Principal	View File
Any other relevant information	View File

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

Our institution has adequate physical facilities for teaching -learning:

- 4 digitalized general halls with internet facility
- 14 ICT enabled classrooms
- well-equipped computer lab with internet facility
- Language lab with internet facility for developing communication skills
- Psychology lab provided with all facilities to research in various sub discipline
- Well-equipped and fully furnished Natural Science and Physical Science lab
- An audio-visual lab with internet facility with seating capacity of 100
- College library well stocked with appx.6500 books, 15 journals,6 magazines,4 Newspapers, 250 VCDs etc. One reading hall with 50 seating capacity. One computer with Internet facility & a photocopier machine
- A conference hall, a multi-purpose hall, 2 copier machines, a Wi-Fi enabled auditorium with a projector and 200 seating capacity.
- Our institution provide well equipped sports complex, fitness centre, Gymnasium club, Kalari, indoor stadium for games, 400m standard track with all field event facilities
- Lift service provided to everyone for reaching at 1st or 2nd floor
- Parking area, Garden, purified water drinking facility, canteen, rest rooms for boys & girls, toilet facilities for

staff & students etc.

- Guidance & Counselling room for students
- Prayer hall for yoga & meditation

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

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

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

18

File Description	Documents
Data as per Data Template	View File
Geo-tagged photographs	View File
Link to relevant page on the Institutional website	http://www.bvnbedcollege.com/profile/
Any other relevant information	View File

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

1470808

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	View File
Any other relevant information	View File

4.2 - Library as a Learning Resource

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

words.

Our college library installed KOHA library management software in the year 2019. It includes the details of all books, journals & periodicals, details of students & staff etc. KOHA is the world's first free and open source integrated library management system. Its features as follows:

Database

Cataloguing

Circulation

Patron Management

OPAC

Staff interface

Reports

Barcode & spine label printing

MARC 21 compatible and Z39.50 search

MARC imports & exports

Multilingual web OPAC

Comprehensive advance search

Flexibility to customize according to our library needs

Printing function for barcode label reports virtual bookshelf

Branch libraries management & items transfers

Budget management

KOHA functioned partially as the part of our library day-today affairs. It is fully featured, scalable library management system. It includes:

- Cataloguing module and authority control
- Circulation module
- Serials module
- Reports module
- Acquisition module
- Inventory module
- Administration module
- Course reserve module

Overall it provides the search function which helps the students & faculties in searching of any book in the library. Library strengthened the support facilities such as provision for reprography, internet connectivity, library automation etc. Library is partially implemented digitization and computerization. The college library website is created and IP address, user id & password given to the students & faculties.

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

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

Our college library has 6500 books, 15 journals, 5 magazines, 145 CDs, 45 encyclopedias, nearly 100nos of reference books, previous years question papers, back volumes of journals & periodicals for reference purposes. Partially automated library with KOHA software is used for barcoding, access to books catalogue and issue & return books to students and teachers. Internet is provided to staff & students at free cost. The library provides open access to staff & students. Barcode scanner is connected with KOHA software which is quickly enabled the issue & return of books easily. There is an opportunity of remote access to students & teachers by providing IP address & WI fi accessibility. We are planning to upgrade the remote access facility as earlier as possible as a future plan related to the extension facilities of the library. At present a user can freely retrieve study materials, Journals & periodicals, previous

question papers etc. For the purpose of giving remote facility we collect whatsapp no., e-mail id of both students & teachers, if they asked for sending any topic for further reference.

IP address, username & password given to the students & faculties for the purpose of remote access inside the campus.

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

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

File Description	Documents
Data as per Data template	View File
Receipts of subscription /membership to e-resources	View File
E-copy of the letter of subscription /member ship in the name of institution	View File
Any other relevant information	View File

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

0.51409

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

4.2.5 - Per day usage of library by teachers and students during the academic year**4.2.5.1 - Number of teachers and students using library for Month one (not less than 20 working days) during the academic year****327**

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

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

Two of the above

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

4.3 - ICT Infrastructure

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

The college has ICT facilities including Wi-Fi both in academic and administrative purposes:

- Ø Computers
- Ø interactive boards
- Ø Bio-metric punching system
- Ø Tally software for accounting
- Ø KOHA software for LMS
- Ø Language Lab
- Ø Digital studio
- Ø Technology used in classroom by using LCD/OHP/PPT and Laptop
- Ø Public addressing system
- Ø Photostat copier machines
- Ø Lift
- Ø Intercom facility
- Ø CCTV camera installed in every rooms (office, control room, library, classrooms, staffroom, general halls, computer lab etc.)

For academic purposes we use the ICT facilities for:

- Ø power point presentation
- Ø Training in net searching, creating e-mail id, website, blog etc.
- Ø ICT based seminar presentation
- Ø using interactive white board
- Ø using PPT power point presentation
- Ø reprographic services

Ø language lab

Ø one period in a week for using computer lab

Ø collar mic, code mic, codeless mic with amplifier used in general classroom

For administrative purposes:

Ø Admission

Ø Registration

Ø downloading hall tickets, question papers etc.

Ø E-grants procedures

Ø computerised administration in the college office etc.

Ø Online facility for fee collection

Ø renewal of journals & periodicals

Ø payment for contribution of EPF,ESI etc.

Ø Salary payment

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

4.3.2 - Student – Computer ratio during the academic year

4:1

File Description	Documents
Data as per data template	View File
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	View File
Any other relevant information	View File

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

D. 50 MBPS - 250MBPS

File Description	Documents
Receipt for connection indicating bandwidth	View File
Bill for any one month during the academic year indicating internet connection plan, speed and bandwidth	View File
Any other relevant Information	View File

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

Two of the above

File Description	Documents
Data as per Data Template	View File
Link to videos of the e-content development facilities	https://youtube.com/watch?v=lpfNyL4mIzk&feature=share
List the equipment purchased for claimed facilities along with the relevant bills	View File
Link to the e-content developed by the faculty of the institution	http://www.bvnbedcollege.com/wp-content/uploads/2023/12/Unit-4-1(2).pdf
Any other relevant information	View File

4.4 - Maintenance of Campus and Infrastructure

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

1014806

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

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

Both academic and administrative staffs are responsible for the proper maintenance & utilisation:

Ø Each and every lab has its own in-charge from staff, student representative and an attender

for the proper care and maintenance of computers in computer lab, audio-visual lab,

language lab, digital studio etc. & assets of Psychology Lab, Natural Science Lab, Physical

Science Lab etc.

Ø Rules & regulations displayed outside the Lab & Library regarding the proper maintenance

& utilization of assets

Ø All systems, electronic items, CCTV, software are maintained & renewed on the basis of

annual contract regularly

Ø Purchase requirements of fixed assets viz.; furniture & equipment's, books & journals, all

lab requirements etc. are done by staff-in -charge forward to the management committee

through principal.

Ø Stock registers and log book are maintained separately in all labs & library. Timely

purchase of consumables & books done regularly by staff-in-charge. Stock verification is

done at the end of every academic year.

Ø Sports ground, sports equipments etc. are properly maintained by the Physical Education

teacher.

The support facilities of our institution:

Ø Parking area

Ø purifying drinking water

Ø wash room

Ø Fire extinguisher

File Description	Documents
Appropriate link(s) on the institutional website	http://www.bvnbedcollege.com/
Any other relevant information	View File

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - A range of capability building and skill enhancement initiatives are undertaken by the

All of the above

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

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

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

Nine or more of the above

File Description	Documents
Geo-tagged photographs	View File
Any other relevant information	View File

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

A. All of the above

redressal of the grievances through appropriate committees

File Description	Documents
Data as per Data Template for the applicable options	View File
Institutional guidelines for students' grievance redressal	View File
Composition of the student grievance redressal committee including sexual harassment and ragging	View File
Samples of grievance submitted offline	View File
Any other relevant information	View File

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

Four of the above

File Description	Documents
Data as per Data template	View File
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	View File
Report of the Placement Cell	View File
Any other relevant information	View File

5.2 - Student Progression

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

Number of students placed as teachers/teacher educators	Total number of graduating students
14	109

File Description	Documents
Data as per Data Template	View File
Reports of Placement Cell for during the year	View File
Appointment letters of 10 percent graduates for each year	View File
Any other relevant information	View File

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

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

5

File Description	Documents
Data as per Data Template	View File
Details of graduating students and their progression to higher education with seal and signature of the principal	View File
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

111

File Description	Documents
Data as per Data Template	View File
Copy of certificates for qualifying in the state/national examination	View File
Any other relevant information	View File

5.3 - Student Participation and Activities

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

Students Council -2022-23

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 a teacher or administrator, 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 Honor 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

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

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

13

File Description	Documents
Data as per Data Template	View File
Reports of the events along with the photographs with captions and dates	View File
Copy of circular / brochure indicating such kind of events	View File
Any other relevant information	View File

5.4 - Alumni Engagement

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

5.4.1 aluminium association chapter registered non-registered but functional contributes significantly for the development of the Institution

Introduction

The involvement of alumni in supporting and providing contributions voluntarily to their college is important for maintaining and expanding a college's development.

Alumni especially the more senior ones that are more stable from the economy perspective are able to reduce the financial burden of underprivileged students in college. It is similar to lighting a candle that will give meaningful positive impact to the students' lives. An active alumni association can encourage greater collection of funds enabling the establishment of scholarships, supporting students' activities, cultural programs and clubs and associations expeditions, assisting in establishment of infrastructure for people with disabilities (CWSN) and support innovative improvements at the college(.Calicut University and Kerala University are examples of universities having the largest endowment funds in the State and a substantial part of it is contributed by the alumni.) The endowment fund can sustain the sponsorship of significant programs, scientific research discoveries and supported hundreds of professors in various fields of academic.

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

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

All of the above

File Description	Documents
Documentary evidence for the selected claim	View File
Income Expenditure statement highlighting the alumni contribution	View File
Report of alumni participation in institutional functioning for the academic year	View File
Any other relevant information.	View File

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

1

File Description	Documents
Data as per Data Template	View File
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	View File
Any other relevant information	View File

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

through which Alumni Association acts as an effective support system to the institution in motivating, nurturing special talent in not more than 100 - 200 words

The involvement of alumni in supporting and providing contributions voluntarily to their college is important for maintaining and expanding a college's development.

Alumni especially the more senior ones that are more stable from the economy perspective are able to reduce the financial burden of underprivileged students in college. It is similar to lighting a candle that will give meaningful positive impact to the students' lives. An active alumni association can encourage greater collection of funds enabling the establishment of scholarships, supporting students' activities, cultural programs and clubs and associations expeditions, assisting in establishment of infrastructure for people with disabilities (CWSN) and support innovative improvements at the college(.Calicut University and Kerala University are examples of universities having the largest endowment funds in the State and a substantial part of it is contributed by the alumni.) The endowment fund can sustain the sponsorship of significant programs, scientific research discoveries and supported hundreds of professors in various fields of academic.

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

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

VISION

Ensuring our commitment and dedication for igniting the synergy flames of our youth by harnessing all possible resources of this amazing universe through the noble and serene profession of Nation building.

MISSION

Exploring all possibilities of revamping our system in tune with the upcoming educational requirements with powerful footing on our sacred National Values. Undertaking initiatives to convert ideal thoughts into feasible actions by coordinating brain, muscles and heart in the very spirit of empowerment and wisdom. Blending all the scholastic and co- scholastic faculties in tune with the individual and collective ideals within the campus endorsing creativity and aesthetic sense.

Systematic academic and administrative approach has been adopted by the institution by careful consideration of the core essence of institution's vision and mission. The required committees and cells are formed by incorporating the teaching and non-teaching staff by the governing body of the institution with its objectives, functions and roles & responsibilities before the commencement of every academic session.

By careful consideration of core essence of our institution's vision and mission, the committees, union, cells, clubs, councils constitute with clear roles and responsibilities in order to make effective leadership and participatory mechanism.

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

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

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

Every committee has to meet within as scheduled in the academic calendar with prior intimation about the agenda with the members headed by the Principal and the decisions/ suggestions/ recommendations should be made by means of meeting minutes and the same should be addressed to the immediate higher authority in the hierarchy of organization chart.

Our college considers our alumni's suggestions in all aspects and for the same, we maintain WhatsApp group of all the passed-out batches. All the managerial activities are posted in the college's website and other social media in order to enable all aware of the happenings and also for suggestions.

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

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

We collect the programme fee as fixed by the fee fixation committee communicated by the university and other related departments and the programme fee is common for all the students which are mentioned in our college broacher as well as on the college website. Our college pays the salary of the staff in their bank account and we provide Provident Fund (PF) and Employee State Insurance (ESI) to the staff. Our institution maintains bills and vouchers for every purchase and every financial year we submit files to the income tax department and file an audit report. We assist to get e-grants from the department concerned for the eligible students.

Students' admission is made by following the recognition issued by

the NCTE and norms and standards administered by the University of Calicut. Our college surrenders fifty percentage admissions to the University for Merit Admission and the remaining by the management as management quota.

Every administrative activity is circulated by means of circulars, minutes or decisions undersigned by the Principal to the staff and the same is displayed on the college notice board. Students' sign on their internal marks so that the transparency of internal marks is achieved.

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

6.2 - Strategy Development and Deployment

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

Teachers must be grounded in Indian values, languages, knowledge, ethos, and traditions including tribal traditions, while also being well-versed in the latest advances in education and pedagogy.

Implementation Process of the Strategic Plan:

In this strategic plan, student-teachers are given the opportunity to organize the monthly programmes according to their optional subject i.e., each optional student-teacher gets the opportunity to conduct the monthly activities. During the respective period our student-teachers conduct morning assemblies by adopting prayer, thought for the day by preparing the flyer, and celebrating the important national level or international level days according to the academic calendar of the institution. The club activities collaborate with the regular monthly activities.

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. After every month's programme, our student-teachers are expected to

submit their monthly programme report in the form of e-content, and the same is uploaded to our institution's official website, blog, and social media. Thus, our student-teachers get the opportunity to apply their organization knowledge and we assure it will lead in accumulating hybrid-level teaching methodology in our student-teachers future careers.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	http://www.bvnbedcollege.com/wp-content/uploads/2023/12/Strategic-plan-6.2.1.pdf
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

The institution's management committee is well organized and do communication with central, state, and local bodies related to the society, communication with NCTE, NCTE-SRC, university, etc., policy documents maintaining related to the institution, maintaining financial aspects related to the institution and the society,

The Governing Body is well organized and does executing the management committee's decisions, organizes the academic plan of activities in the institution and determines teaching requirements in the institution.

The institution has an active The Internal Quality Assurance Cell (IQAC) which is planning, guides, monitors quality assurance and quality enhancement activities of the institution.

The staff council is well organized and distributes workload to the teachers, organization of curricular and co-curricular activities, preparation of college timetable and improves college activities.

The students' union is well-organized bridging between the staff and the students, maintaining harmony among the students.

The admission cell is well organized which is administering admission procedures abiding by the norms and standards prescribed by the university, following the procedural norms in the admission.

The placement cell assists students to develop or clarify their academic and career interest and their short and long-term goals through individual and group counseling sessions.

File Description	Documents
Link to organogram on the institutional website	http://www.bvnbedcollege.com/wp-content/uploads/2023/12/organogram-6.1.2.pdf
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

Three/Four of the above

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

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

Our institution is having a structure that exemplifies various committees, councils, unions, associations cells and clubs. The composition, planning, objectives, functions, and implementation of all the activities of various committees are formulated according to the guidelines of UGC and the University of Calicut in tune with the vision and mission of the institution. All the activities are carried out by the members of the respective committees through a well-organized system of planning and evaluation.

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 01/06/2022 decided to conduct Two-day national online workshop. A brief proposal with a budget was prepared by the head of the institution and submitted to the management for necessary action. Thus, we conducted Two-day national online workshop based on the topic "Deepening awareness on the progressive academic framework- NEP 2020" on 22, 23 July 2022. Papers were called for the same with 6 sub themes and published the proceedings in January 2023.

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

6.3 - Faculty Empowerment Strategies

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

The institution motivates the staff to pursue higher studies and research studies. Paper presentations at international/national conferences and special provisions for incentives for publication works are part of such encouragement. The institution offers necessary travel grants and registration fees, on duty (OD) for academic-related activities. Enrollment in MOOC courses is encouraged. Necessary financial assistance is provided. Reading space in the library, computer systems with internet facilities are provided. Eligible staffs are given permission to serve as resource persons.

A good and attractive salary is offered with necessary provident fund and employee's state insurance to the staff. Regular yoga classes, psychological counselling hours, tours, and field trips are organized. Different kinds of leave permission are granted to eligible staff. There is an active staff grievance cell that helps the staff to redress their grievances. Timely medical assistance and allowances are provided by the institution.

Water Facilities, sanitation facilities, refreshments, grand lunch on special occasions, vehicle parking facilities, infrastructure facilities, 24-hour electricity power backup facility, separate rest rooms, sick room, maternity leave, sick leave, medical leave, identity cards and flexible timings for pregnant and lactating staff are provided by the institution.

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

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

6

File Description	Documents
Data as per Data Template	View File
Institutional Policy document on providing financial support to teachers	View File
E-copy of letter/s indicating financial assistance to teachers	View File
Certificate of participation for the claim	View File
Certificate of membership	No File Uploaded
Income Expenditure statement highlighting the financial support to teachers	View File
Any other relevant information	View File

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

6

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

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

4

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

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

In order to enrich teachers' professional qualities and teaching proficiency, our institution conducts a performance-based appraisal system. Based on the reports, our institution measures productivity as well as the professional gap of the staff.

At end of the academic year, our staffs are expected to submit their performance report in the prescribed proforma with all the supporting documents to the principal. The proforma for the teaching staff concentrates on professional eligibility qualifications, research work, presentation of papers, ICT-based teaching skills, outreach activities and regular academic activities.

The head of the institution will scrutinize the performance report with certain parameters. For teaching staff, and non-teaching staffs, the performance appraisal is done. The appraisal report of each staff is appreciated for their excellence in their academic performance and gives motivation for the next academic year.

For improving the better performance of the staff, our institution provides variety of welfare measures like orientation programmes, faculty development programmes, technical training to familiarize ICT, financial assistance for higher studies, study leaves, autonomy in academic activities, and career development programmes are done.

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

6.4 - Financial Management and Resource Mobilization

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

Our institution practices transparent financial administration through internal and external audits by professionals. The internal auditors observe the income and expenditure related to the institution and its demand. While the external auditors scrutinize the documentation related to the income & 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. The management assesses the available resources as well as the annual budget for the next academic year. A report regarding the actual income and expenditure is submitted to the management by the internal auditors which are further forwarded to the chartered accountant for income tax filing. Our institution gives receipts for the fee paid by the students. Administrative expenses are verified by the signatories along with the receipts, bills, vouchers etc. Our Chartered Accountant prepares balance sheet based on Income & Expenditure and Receipt and Payment accounts at the end of every financial year. Draft of the balance sheet prepared by Chartered Accountant is cross-examined by the internal auditors and the signatories, necessary objections or approvals are done carried to the income tax filing.

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

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

0

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal	No File Uploaded
Copy of letter from the NGO / Individual / Philanthropists stating the Fund / Donation given	No File Uploaded
Any other relevant information	View File

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

Our institution has its own strategies for the mobilization of fund. The mobilization of the fund is essential for the growth of our institution towards the interest of the local community. At present our institution is not mobilizing funds from government agencies, (Except E-Grantz) non-government agencies and other statutory bodies. The source of income for our institution is students' tuition fees. Within the collected fees by the student, our institution utilizes that in an effective and efficient manner for student development, technical development, infrastructural development, and maintenance. Every year, the Principal and staff prepares a budget for the academic expenses for the upcoming academic year by scrutinizing all the decisions or approvals taken in the meeting of different committees/cells. The proposed budget is further carried over to the management for approval by the head of

institution. The budgets for the administrative expense are prepared by the management. On receipt of approval and allocation of funds the decision-making body (management) utilizes the fund. Internal auditing will compare the income and utilization in tune with the budget and follow up on the variances. The mobilization and utilization of funds are reviewed and necessary mid-course corrections are taken by the head of institution.

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

6.5 - Internal Quality Assurance System

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

BVN IQAC monitors various areas for quality enhancement. They are Academic council, Admission cell, Discipline committee, Student's Grievance cell, Student's Council, Anti ragging cell, Women Development Cell, Library committee, Various clubs, Examination Committee, Placement cell, Parent Teacher Association, NAAC committee, Staff Welfare committee, Alumni Association. These areas are concerned with various aspects in the institution namely Student aspects, Teacher aspects, Institutional aspects and activities in College, School and Community.

IQAC

Women Development Cell

Library Committee

Various Clubs

Examination Committee

Placement Cell

Academic Council

Admission Cell

Discipline Committee

Student's Grievance Cell

Students Council

Anti-Ragging Cell

NAAC Committee

Alumni Association

Parent Teacher Association

Staff Welfare Committee

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

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

Teaching-Learning Process-Periodical review

We are following a system of conducting two-unit tests and a model examination for each semester and follows a mentor-mentee system. Each teacher is assigned a set of students to monitor. The teacher goes through the student's academic performance and gives supports to their studies. This will help to give individual attention and thereby improve their academic performance. Along with this Supervised study, peer learning is also conducted to make visible improvements in the student's academic performance.

Feedback from students, teachers, alumni and stakeholders are taken and analyzed by Academic Development Committee and necessary steps are taken to improve the academic performance

Teachers are directed to submit Semester plans and unit plans so that IQAC and Academic Development Committee can monitor the implementation of Academic decisions

Teachers are requested to submit performance appraisal which will help IQAC to review the performance of teachers. Academic Development Committee makes necessary changes in duty allocation and suggestions for achieving academic excellence.

Opportunities to develop the potential are provided by organizing workshops and seminars in the college. We exchange faculty and students with the institutions of collaboration.

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

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

34

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

6.5.4 - Institution engages in several quality

Three of the above

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

File Description	Documents
Data as per Data Template	View File
Link to the minutes of the meeting of IQAC	http://www.bvnbedcollege.com/wp-content/uploads/2023/12/minutes-and-ATR.pdf
Link to Annual Quality Assurance Reports (AQAR) of IQAC	http://www.bvnbedcollege.com/wp-content/uploads/2023/12/Internal-Quality-Assurance-Cell-Annual-Report-2022-2023.pdf
Consolidated report of Academic Administrative Audit (AAA)	View File
e-Copies of the accreditations and certifications	View File
• Supporting document of participation in NIRF	No File Uploaded
Feedback analysis report	View File
Any other relevant information	View File

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

Incremental improvement

Bharatheeya Vidya Nikethan College of Teacher Education is accredited with B grade by NAAC. We installed language lab and digital studio along with Lift to make the campus more student friendly. During the post accreditation process the institution has made incremental improvements. Online courses are given to the

students to acquaint with the language Sanskrit and its effective use. Various value-added courses are also provided in the campus.

- BVN-IQAC organized a two-day national online workshop on "Deepening awareness on the progressive academic framework NEP 2020" on 22, 23 July 2022. Papers are called for the same and selected papers are published in January 2023.
- BVN-IQAC organized one-day national seminar "Developing skill of word creation in Indian Languages" under Bharatheeya Bhasha Samithi, MoE, Govt. of India on 21/01/2023

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

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

About the solar programme.

10,000 roof top solar power plant is a pioneering program for decentralized power generation as part of the Jawaharlal Nehru National solar mission (JNNSM) being implemented by ANERT during the year 2012- 13. The programme uses stand alone rooftop solar panels and related equipments of 1 KW capacity .Each plant will be installed on 10,000 roof tops totalling to a generation capacity of 10 MW .The installation of the solar power plants to each roof top will be through agencies selected among the channel partners of ministry of New and renewable energy (MNRE), Government of India .

DIESEL GENERATING SET

In our institution we have a KOEL Green Genset rating 30 KVA Primed by Kirloskar diesel engine model 3R1040T diesel generator as an alternative source of energy for meeting our requirements.

Ways of energy conservation

- At the end of each college day turn off all computers and screen .
- Replaced all traditional light bulbs with energy saving one
- Maximise natural lighting
- Switch off before the holidays and weekends and midterm breaks.
- Teach children to conserve water too
- Aware the students about the alternative energy source.

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

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

Institution has stated policy and procedure for implementation of waste management

Waste management is the collection, transport, processing, recycling or disposal and monitoring of waste materials. The term usually relates to materials produced by human activity and is generally undertaken to reduce their effect on health, the environment or aesthetics.

Reducing waste is the most important thing we can do. By reducing waste we the unnecessary use of resources such as materials, energy and water. The next most important thing we can do is reuse waste materials. In our institution we reuse waste by giving unwanted books to the school, use old jars for storage etc.

Provision of solid waste management facilities:

1. Waste bins / buckets in each classroom and teacher's office.
2. Waste disposal pit at an appropriate location; a local incinerator can be used if the amount of college solid waste is significant.
3. Waste handling facilities such as latrines, an incinerator.
4. Sanitary Napkin incinerator is used for instant disposal of used napkins.
5. Compost bin for food waste.

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

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

Two of the above

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

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

Three of the above

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

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

Measures adopted to keep our campus clean

1. Sweeping and mopping all hard surface flooring
2. Vacuuming floors and carpets in administrative, classroom and dormitory building.
3. Maintaining hand soaps and toiletries in public and dormitory rest rooms.
4. Proper storage of cleaning equipment and supplies to prevent rodents and pests.
5. Use of effective and safe cleaning products in rest rooms, cafeterias and food preparation spaces.
6. Maintain plastic free campus.

Measures adopted to keep our campus sanitation

1. Providing sanitation facilities by providing toilets and latrines that flush in to a sewer or safe enclosure. There must be a bucket with water and a jug inside female latrines.
2. Promote good hygiene habits through education.
3. Providing clean and pure water through automatic water purifier.
4. Provision of solid waste management facilities :
 1. Waste bins/ buckets in each classroom and teacher's office.
 2. Waste disposal pit at an appropriate location.
 3. Waste handling facilities such as latrines, an incinerator.
 4. Sanitary Napkin incinerator is used for instant disposal of used napkins.

Measures adopted to keep our campus greenery

Compost bin for food waste, created a campus garden, grow your food, green belt project, avani natural club

File Description	Documents
Documents and/or photographs in support of the claim	View File
Any other relevant information	View File
7.1.6 - Institution is committed to encourage green practices that include Encouraging use of bicycles / E-vehicles Create pedestrian friendly roads in the campus Develop plastic-free campus Move towards paperless office Green landscaping with trees and plants	All of the above

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

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

2.7384

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

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

BVNCTE is at an advantageous location in every aspect and provides ample facilities to students. BVNCTE has conducted various activities in an endeavor to leverage the local environment, locational knowledge and resources, community practices and challenges.

Local Environment

A Swachh abhiyan programme was conducted where student teachers participated in cleaning the campus premises, conducting cleanliness and hygiene session for practice school teaching students. Our institution also organized a programme ablution of Bharathappuzha,

Panjali Kadavu, on 04-04-2023. Our NSS volunteers collected and removed plastic waste from river bank. This project mainly aims to propagate the importance of nature and also to save the life of water animals etc.

Locational knowledge

The institution has endeavored to spread awareness on the environmental issue to a posture competition in a sustainable living etc. Various Sessions, Webinars, seminars were conducted on highlighting the important issues such as Gender equality, Human rights, social wellness.

Community practices

The institution has leveraged the locational knowledge and resources to great extent by organizing various awareness programmes about intoxication and the issues of alcoholism at nearby Anganavadies. Our institution also engaged in agriculture work at near by locality.

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

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

A. All of the above

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

7.2 - Best Practices

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

Title of the practice: 1

Community oriented programs

Objectives of the practice:

- To improve the living standard of village people.

The context

To build social community awareness.

Challenges faced in designing and implementation:

- Getting permission from the concerned village authorities.

The Practice

Our institution took many initiatives to maintain good living standard.

Innovation and best practices

Abhayam Project

It was conducted on 26-04-2023-02-05-2023. We reconstructed a house in pirayiri Grama panchayath.

Evidence of success

Through these students understood the social issue.

Problems encountered and resources required

- Getting permission from the local authorities.

Resources required

Sufficient Man power and monetary fund is required.

Title of the practice 2

Academic cum Research project: Harmonising and Augmenting effects of Oriental Languages - especially Sanskrit- on Indian Knowledge system

Objectives of the practice:

1. To enrich the awareness on the role of Sanskrit language

The context

To empower the academic group in terms of the visions regarding the NEP 2020.

The Practice

To promote academic excellence.

Innovation and best practices

Academic cum Research project: Harmonising and Augmenting effects of Oriental Languages - especially Sanskrit- on Indian Knowledge system

Abstract of the project:

- TLMS & Tutelage - Sanskrit workshop
- National Seminar on "Developing skills in word creation in Indian Languages"
- Art of classroom Enlightenment through Edification

- Sanskrit week celebration

Evidence of success

To empower teachers, students, Teacher Educators and Research scholars in terms of experience, content-pedagogic knowledge, skill, confidence and professionalism.

Problems encountered and resources required

The institution has not faced any problems.

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

7.3 - Institutional Distinctiveness

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

Our institution gives more priority towards to inculcate certain values like spiritual, cultural, social etc. For promoting spiritual values, we conducted 20 minutes prayer for making them relax in the morning itself. We also organised a lot of value-based classes of various resource persons.

Through the programs like Human rights day, Guru Poornima, Vayanavaram, Ramayana Maasacharanm, Independence day, Republic day, Gandhi Jayanthi, Teachers day etc possible to inculcate cultural , National , Social values etc. among our children.

For promoting social values among students our institution engaged in socially relevant matters like "Kaithang". In this programme our students distributed food to the poor people around the Palakkad locality in every week. We also engaged in the Abhayam project. In this project our NSS Volunteers reconstructed a house of a poor inhabitant at pirayiri Gramapanchayat. In connection with onam celebration we provided onam kit to the 12 poor families in nearby locality.

Our college give more priority towards the moulding of student teachers in to a professional level. For making them professional we arranged a lot of workshops and seminars related to teaching

learning areas.

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