YEARLY STATUS REPORT - 2023-2024

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 PO

- 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

https://www.bvnbedcollege.com/

- Web-link of the AQAR: (Previous Academic Year)

http://www.bvnbedcollege.com/wp-content/uploads/2024/12/AQAR-2022-23-Resubmitted.pdf

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/2024/12/plan-developed-ac.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/PMMMNMTT etc.

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
Nil	**Nil**	**Nil**	**Nil**	**Nil**

8.Whether composition of IQAC as per latest NAAC guidelines   `Yes`

- Upload latest notification of formation of IQAC   [View File](#)

9.No. of IQAC meetings held during the year   `5`

- Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?   `Yes`

- (Please upload, minutes of meetings and action taken report)   [View File](#)

10.Whether IQAC received funding from any of the funding agency to support its activities during the year?   `No`

- If yes, mention the amount

11.Significant contributions made by IQAC during the current year (maximum five bullets)

`1) National Seminar: Organized two-day national seminar on the topic" Build the Indigenous Resources for Sustainable Development: Prospects & Challenges" on 15-16 March 2024`

`2) Academe's Conclave: Jointly organized Academe's Conclave with Vidya Bharathi Uchcha Shiksha Sansthan on November 19, 2023`

`3) Add on Courses: Conducted Three add on courses during the year enhancing student's skills and knowledge.`

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
AQAR Submission	AQAR for 2022-2023 submitted
Academic	Conducted various Seminars, workshops, Academic activities,Online courses, outreach activities, Study tours, field trips, etc
Infrastructure	Renovations, aluminum fabrication works, Purchase of almirah,chair etc, installation of Solar Panels
Office	Office automation updated
Library	Purchase of Library books, updation of KOHA software, Barcode system (Entry and Exit)
Miscellaneous	Purchase of furniture for collage and hostel

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

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 PO
• 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	https://www.bvnbedcollege.com/
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Miscellaneous	Purchase of furniture for collage and hostel

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
22-23	04/03/2024

15.Multidisciplinary / interdisciplinary

This institution has made commendable progress in adopting a multidisciplinary and interdisciplinary approach as recommended by NEP 2020. Here are the initiatives towards this: Integration of Dance with Disciplines: Smt. Asa K took a session on 19th December 2023 Folk Song Integration: Sri Pranavam Sasi, a folksong artist, conducted a session on 20/12/2023, to help

students understand and apply folk songs in the classroom. Art Education: An art education class was provided on 12/01/2024, to help students integrate art with their teaching. Kathakali Demonstration: A Kathakali demonstration was organized by Kathakali artist Miss Uma Kavungal On 20/05/2024. Handicraft Workshop: A handicraft workshop was conducted by Miss Monisha M on 22/05/2024. These initiatives demonstrate or institutions commitment to fostering a multidisciplinary and interdisciplinary approach to learning. By integrating arts, culture and other disciplines we are providing students with a more holistic and enriching educational experience.

16.Academic bank of credits (ABC):

Being an affiliated college, the institution follows the course structure of University of Calicut which consists of four semesters combined with School based, College based and Community based Practices. The course is of two-year duration and as per university norms dropping out of the course will cause year loss for the student. However, steps will be taken in future for student to redeem the credits and to rejoin the course in any other institution to continue their education.

17.Skill development:

The institution is actively promoting skill development among students, aligning with NEP 2020. Here are the best practices we have adopted: Young Innovators Program (YIP): A flagship program of K-DISC, promoting innovation among Kerala youths. Students registered in YIP and submitted their innovative ideas. Handicraft workshop Handicraft workshop conducted on 22/05/2024, with Miss Monisha M as the resource person. Add on Courses: A) Fundamentals of Communication in Sanskrit with Emphasis on Grammar B) Vedic Mathematics: Enhances computational skills using Vedic Mathematics. C) Commerce (GST): Develops skills in computing GST. Integration of Dance with Disciplines: Smt. Asa K took a session on 19th December 2023 Folk Song Integration: Sri Pranavam Sasi, a folksong artist, conducted a session on 20/12/2023, to help students understand and apply folk songs in the classroom. Art Education: An art education class was provided on 12/01/2024, to help students integrate art with their teaching. Kathakali Demonstration: A Kathakali demonstration was organized by Kathakali artist Miss Uma Kavungal On 20/05/2024. Thee initiatives demonstrate our institutions commitment to fostering skill development, innovation, and employability among students.

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

Our institution is embracing the National Education Policy 2020 by emphasizing the importance of Indian Knowledge System. We are integrating IKS into various practices, promoting a holistic approach to education that encompasses Language, Literature, Art, Music, Astronomy, Mathematics etc. To achieve this, our institution has organized several initiatives, including: Two-day National Seminar: "Build the Indigenous Resources for Sustainable Development: Prospects & Challenges" (March 15-16,2024). Experts delivered valuable lectures and paper presentations were held. The publication "Bharatheeyam - Edu Expositions" - connects Indian Knowledge System with Education. Add on Courses: Add on courses in Sanskrit and Vedic mathematics to promote Indian Knowledge System. Cultural Celebrations: To inculcate cultural values and promote India's rich heritage, we have celebrated events like Sanskrit Week, World Mother tongue day, Lunar day, Ayurveda day, Ramanujan day, Guru Poornima, Raksha Bandhan, Mathrupooja during Navaratri, Ramayana masacharanam, International Yoga day, Aashirvadha sabha, Independence day, Onam Celebration, Teachers day, Hindi Week Celebration, Gandhi Jayanthi, National Education Day, Kerala Piravi Dinacharanam, Vivekananda Jayanthi and PI day. These initiatives will help students to develop a deeper understanding and appreciation of India's rich cultural heritage and the Indian Knowledge System.

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 each semester have their own specific outcome too. Micro teaching is a practice-based session with an outcome of acquiring teaching skills. Similarly workshop on preparation of teaching-learning materials focuses on the outcome of developing creative instincts. A workshop on Art education is also conducted to obtain the outcome of integration of art with education.

20.Distance education/online education:

We have introduced three add on courses to help our students I To develop communicational skills in Sanskrit, the course "Fundamentals of Communication in Sanskrit with Emphasis on Grammar" has already shown success, with 17 students completing the course and receiving certification. This course can benefit students in several ways: 1 Improved Language skills: students

can enhance their understanding and proficiency in Sanskrit. 2 Enhanced Employability: Knowledge of Sanskrit can be a valuable asset in various careers such as teaching, research and translation. 3 Cultural Enrichment: Sanskrit is a rich and ancient language, and studying it can provide students with deeper understanding of Indian culture and heritage. II Add on course in 'Vedic Mathematics" aimed to develop the computational skills using Vedic mathematics. 82 students completed the course and received certification. III Add on course in Commerce "GST in India-A Comprehensive study" designed to develop a skill in GST through a comprehensive study and 33 students completed and received certification. These courses cater to diverse interests and skills providing students with a) unique mathematical skills through Vedic mathematics, b) practical knowledge of GST, enhancing their employability in commerce and related fields.

Extended Profile

1.Student

2.1 Number of students on roll during the year	**208**

File Description	Documents
Data Template	View File

2.2 Number of seats sanctioned during the year	**105**

File Description	Documents
Data Template	View File

2.3 Number of seats earmarked for reserved categories as per GOI/State Government during the year:	**20**

File Description	Documents
Data Template	View File

2.4 Number of outgoing / final year students during the year:	**105**

File Description	Documents
Data Template	View File

2.5Number of graduating students during the year	**105**

File Description	Documents
Data Template	View File

2.6 Number of students enrolled during the year	**104**

File Description	Documents
Data Template	View File

2.Institution	

4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	**45.66341**
4.2 Total number of computers on campus for academic purposes	**50**

3.Teacher	

5.1 Number of full-time teachers during the year:	**23**

File Description	Documents
Data Template	View File
Data Template	View File

5.2 Number of sanctioned posts for the year:	**16**

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

Despite the constraints of the affiliated system, BVNCTE, affiliated with the University of Calicut, ensures a relevant and effective curriculum by planning, reviewing, and adapting it to contemporary and local educational needs within prescribed guidelines.

The B.Ed. curriculum integrates academic and co-curricular activities, aligning with the NCTE Regulation 2014. Following its revision by the University of Calicut, the updated teacher education programme was introduced in the academic year 2015-2016 and fully implemented in 2017-2018. The IQAC of Farook Training College is acknowledged for organizing a workshop that contributed to drafting the curriculum. The two-year B.Ed. programme spans four semesters, each comprising 100 days, and is structured around three interrelated curricular areas: Perspectives in Education, Curriculum and Pedagogic Studies, and Engagement with the Field. The theory component includes seven courses in Perspectives in Education, six courses in Curriculum and Pedagogic Studies, and an additional optional course. Under Engagement with the Field, in addition to a School Internship, four EPC (Enhancing Professional Capacities) courses are offered to develop professional efficiency.

In conclusion, the institution ensures a dynamic and context-responsive curriculum through systematic planning, periodic reviews, and revisions, effectively addressing local educational needs and promoting continuous academic improvement.

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 Learning Outcomes (CLOs) for all programmes offered by the institution, which	A. All of the Above

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/2024/12/PLO-CLO.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/2024/12/plan-developed-ac.pdf

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

3

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

3

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

134

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

134

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

208

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

208

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.

Our institution's curriculum is meticulously designed to cultivate well-rounded educators. By integrating theoretical knowledge with practical experiences, we aim to develop students' fundamental understanding, procedural skills, and essential competencies.

To develop a coherent understanding of teacher education, we employ a multi-faceted approach. Orientation and induction programs introduce students to the core principles of education, their role as educators, and professional philosophies. These are complemented by discussions, workshops, and reflective practices, providing a holistic view of the field.

To develop procedural knowledge specific to their chosen specialization, students engage in a variety of practical experiences. Micro-teaching, demonstration lessons, and peer criticism sessions allow them to refine their teaching techniques and receive valuable feedback.

To enhance their capability to extrapolate and apply acquired competencies, students participate in school internships, field trips, and study tours. These real-world experiences provide opportunities to apply theoretical knowledge, develop classroom management skills, and adapt to diverse learning environments.

Finally, to cultivate essential skills and competencies, we incorporate activities that promote emotional intelligence, critical thinking, communication, and collaboration. Yoga, ICT training, and self-reflection journals help students develop a balanced and reflective approach to teaching.

By combining these curricular thrusts, we strive to produce highly skilled and compassionate educators.

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 institution offers a comprehensive curriculum that familiarizes students with the diverse landscape of Indian and international school systems.

Students gain insights into the historical development of the Indian education system, tracing its evolution from colonial times to the present day. The curriculum explores the functioning of various Boards of School Education, such as CBSE, ICSE, and state boards, highlighting their unique characteristics, curriculum frameworks, and assessment methodologies.

A key component is the understanding of state-wise variations in school systems, including differences in infrastructure, teacher qualifications, and learning outcomes. The curriculum also delves into the evolving norms and standards in Indian education, particularly in areas like teacher training, curriculum development, and assessment practices.

To develop a global perspective, the curriculum incorporates an international and comparative dimension. Students are introduced to diverse education systems worldwide, examining their strengths, weaknesses, and innovative practices.

The second-semester general paper, EDU 11, delves deeper into the differential school systems across the country, providing a nuanced understanding of state-wise variations. Additionally, the elective course critically appraises the international and comparative aspects of school systems, enabling students to gain a broader perspective on global educational practices.

By understanding the diversity in school systems, students develop a critical understanding of educational policies, practices, and challenges.

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 institution's B.Ed. program is designed to cultivate a deep understanding of the interconnectedness of various learning engagements, thereby preparing students for their professional roles as educators.

The curriculum integrates a diverse range of activities, including college-based theoretical courses, school-based internships, and community-based engagements. This holistic approach ensures a comprehensive learning experience that bridges the gap between theory and practice.

In the initial semesters, students are introduced to foundational concepts in education, child development, and pedagogical practices. They engage in activities such as lesson planning, classroom management, and assessment techniques, which are essential for effective teaching.

The school internship program is a cornerstone of the curriculum, providing hands-on experience in real-world classroom settings. Students have the opportunity to observe experienced teachers, conduct lessons, and interact with students from diverse backgrounds. This immersive experience allows them to apply their theoretical knowledge and develop practical skills.

Through these interconnected learning engagements, students develop a strong foundation in educational theory and practice. They acquire the necessary skills and knowledge to navigate the complexities of the teaching profession and contribute meaningfully to the educational landscape.

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

File Description	Documents
Sample filled-in feedback forms of the stake holders	[View File](#)
Any other relevant information	[View File](#)

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

104

2.1.1.1 - Number of students enrolled during the year

104

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

7

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

7

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.

We prioritize assessing students' readiness and identifying their learning needs at the entry level to ensure they are well-prepared for the professional education program.

Entry-Level Assessment:

1. **Aptitude Test:** An entry level test evaluates teaching potential by assessing general awareness, basic educational psychology, reasoning ability, communication skills, and understanding of teaching methodologies. Data analysis identifies areas needing improvement, with mentor teachers providing support to enhance aptitude and attitude.
2. **Talent's Day:** This platform allows students to exhibit their abilities, enabling faculty to identify strengths and improvement areas.
3. **Micro-Teaching:** Short teaching sessions assess communication skills, teaching strategies, and classroom confidence.
4. **School Judgments and Duties:** Practical exposure in schools within Palakkad district evaluates students' adaptability, interpersonal skills, and observational abilities.
5. **Initiatory Teaching Practice:** A week-long immersion in schools helps students understand operations, administration, and culture.

Academic Support:

1. **Seminars and Presentations:** Guided sessions build confidence and public speaking skills.

2. **Mentoring and Feedback:** Regular feedback and personalized guidance from faculty address challenges.
3. **Workshops and Training:** ICT workshops, field visits, and assignments nurture teaching competencies, complemented by training in digital classrooms, video conferencing, and assessment tools.

This structured approach enhances professional growth and ensures students' readiness for the teacher education program.

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

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	All of the above

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

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

208:15

2.2.4.1 - Number of mentors in the Institution

15

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

2.3 - Teaching- Learning Process

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

At Bharatheeya Vidya Nikethan College of Teacher Education, a diverse array of teaching-learning methods is employed, aligning with the curriculum to improve comprehensive student engagement and skill development.

Experiential learning involves school initiatory programs, a sixteen-week school internship, field visits, and creating artifacts, enabling students to connect academic learning with practical experiences and develop professional competencies.

Participatory learning focuses on learner-centred approaches, incorporating group discussions, peer teaching, and open questioning to enhance conceptual clarity in both general and optional courses.

Problem-solving methodologies are used extensively for practicum courses, reflective journal writing, case studies, and lesson planning. These methodologies encourage analytical thinking and systematic solutions.

Brainstorming sessions stimulate creativity by addressing topics like adolescence issues and educational challenges, fashioning innovative solutions.

Focused group discussions promote collaboration and critical thinking, frequently used during theoretical lessons and teaching internships.

Online learning platforms, including Google Classroom and WhatsApp, ensure continuity in education, especially during disruptions like the COVID-19 pandemic.

Additionally, other strategies like lectures, seminars, field surveys, video presentations, blended learning, and community participation are integrated. This multi-modal approach not only aligns with constructivist teaching strategy but also equips students with the skills and adaptability needed for real-world teaching challenges.

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

19

File Description	Documents
Data as per Data Template	View File
Link to LMS	https://bvnbedcollege.blogspot.com/
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

208

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

2.3.4 - ICT support is used by students in various learning situations such as Understanding theory courses Practice teaching Internship Out of class room activities Biomechanical and Kinesiological activities Field sports	**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.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwiW4cGv_hbuBAxWWwzgGHXwfBdIQFnoECCMQAQ&url=https%3A%2F%2Fncte.gov.in%2Fwebsite%2Findex.aspx&usg=AOvVaw3bNTOmqyfLMUfdMtnqTI_w&opi=89978449
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

At Bharatheeya Vidya Nikethan College of Teacher Education, mentoring plays a vital role in augmenting the all-inclusive development of student-teachers, emphasizing professional and personal growth. Faculty members act as mentors to guide students in key areas.

Working in teams is promoted through collaborative projects, group discussions, and teaching practice sessions, gaining cooperation, mutual support, and shared learning.

Mentors model team-building practices, creating a supportive work culture.

Dealing with student diversity is addressed through an inclusive mentoring approach that considers individual needs, varied backgrounds, and learning abilities. Continuous assessments help mentors identify challenges and provide tailored support.

Professional conduct is emphasized through guidance on maintaining respectful and ethical interactions with colleagues, authorities,

and peers. Faculty lead by example, developing a respectful and collaborative institutional environment.

To balance home and work stress, the institution provides resources like flexible schedules, counselling support, and stress management programs to promote well-being among students and faculty.

Mentors ensure students stay abreast of recent developments in education and life by encouraging participation in workshops, seminars, and online learning. Regular mentoring sessions enhance skills like microteaching, lesson planning, and critical thinking, preparing student-teachers for professional and personal challenges in an ever-evolving educational landscape.

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

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

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

2.3.7 - Teaching learning process nurtures creativity, innovativeness, intellectual and thinking

skills, empathy, life skills etc. among students

At Bharatheeya Vidya Nikethan College of Teacher Education, nurturing creativity, intellectual skills, life skills, and empathy is an integral part of the teaching-learning process. Teachers implement innovative approaches to develop these qualities among students.

Promoting Empathy and Life Skills through Community Engagement A teacher initiated a project where students worked with a local community shelter to raise awareness and provide solutions for improving shelter conditions. Through discussions, empathy-building activities, and direct interactions with shelter residents, students gained a deeper understanding of diverse life situations. This hands-on experience not only enhanced their empathy but also nurtured critical life skills such as communication, teamwork, and problem-solving. Students developed a stronger sense of social responsibility and inclusivity, and the lessons learned in the project extended to their classroom interactions, developing a respectful and collaborative environment.

Encouraging Creativity, Critical Thinking, and Life Skills through Real-World Problem Solving In a science-based course, students were tasked with addressing real-world environmental issues using creative problem-solving. They brainstormed solutions, created prototypes, and presented their ideas through role-plays and digital tools. This approach encouraged critical thinking, enhanced problem-solving abilities, and nurtured creativity. In addition, students developed life skills such as adaptability, risk-taking, and collaboration as they worked on these practical challenges. The project inspired students to apply their learning in real-life contexts and equipped them with essential life skills to navigate societal issues with confidence and innovation.

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	All of the above

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)	

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 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	**Ten/All of the above**

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

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

At Bharatheeya Vidya Nikethan College of Teacher Education, comprehensive efforts are made to ensure a well-organized internship program. Selection of schools is participatory, considering feedback from partner schools and accommodating requests to foster collaborative relationships. Orientation for school principals and teachers involves clear communication about the program's goals and expectations, ensuring mutual understanding and support.

Students undergoing internship receive detailed orientation, covering micro-teaching practice, lesson plan preparation, and strategies for implementing constructivist methods, as per

Kerala's education guidelines. Demonstration classes by experienced educators further equip them with diverse teaching techniques.

Teachers of the institution play a pivotal role as mentors, guiding students in lesson preparation, subject knowledge enhancement, and effective integration of ICT and teaching aids. Workshops on creating innovative learning aids also prepare students to engage learners effectively.

Assessment of student performance is streamlined through observation of teaching practices, feedback sessions, and constructive criticism during 40-minute criticism classes in schools. This ensures consistent improvement.

To provide exposure to a variety of school setups, internships are arranged in urban, rural, and diverse socio-economic environments. This approach ensures students adapt to varying educational contexts, enhancing their teaching competencies and professional readiness.

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

104

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	Nine/All of the above

of student learning – home assignments & tests Organizing academic and cultural events Maintaining documents Administrative responsibilities- experience/exposure Preparation of progress reports

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.

At BVNCTE, a systematic and robust approach is followed for the internship program. Internship schools are selected through a participative process, allowing student-teachers to prioritize their preferences. Teacher educators play a pivotal role, reviewing lesson plans and learning aids weekly, granting approval before students present in schools. They visit each school five times, observing individual teaching sessions using rubrics for structured evaluation and providing immediate feedback for improvement. School mentor teachers also provide regular feedback.

Before the internship, the college conducts separate orientation sessions for principals, mentor teachers, and student-teachers. School principals and teachers are briefed on the internship objectives, evaluation strategies, and support mechanisms. Student-teachers receive detailed guidance on professionalism, dress code, code of conduct, lesson planning, classroom management, community engagement, and reflection practices.

Teacher educators are assigned specific roles, including school visits and student evaluation based on well-defined criteria, such

as teaching effectiveness and classroom management.

Peer observation is encouraged, allowing student-teachers to learn from their colleagues' strengths and teaching styles.

The program also encourages exposure to diverse school setups, including familiarizing records, conducting programs, and understanding school culture, ensuring holistic professional growth for student-teachers.

Evaluation of student performance is conducted weekly at the college, combining inputs from teacher educators, mentor teachers, and principals.

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,	Five of the above

initiative and commitment Extent of job readiness	

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

23

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

128

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

128

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

Teachers at Bharatheeya Vidya Nikethan College of Teacher Education adopt a multifaceted approach to stay professionally updated. Regular in-house discussions, held formally in the principal's cabin and informally among faculty, focus on contemporary educational developments, policy implementation, and teaching challenges. Special emphasis is placed on integrating technological advancements, with expert-led training sessions on ICT.

Faculty members actively share insights on policies, regulations, and professional development opportunities, including those on platforms like SWAYAM. Participation in seminars, workshops, and webinars enhances their understanding of emerging trends in education. Collaborative visits to other institutions expose teachers to innovative practices and foster the exchange of ideas.

These efforts create a culture of continuous learning, empowering teachers to adapt to evolving educational needs and maintain high professional standards.

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

At BVNCTE, Continuous Internal Evaluation (CIE) ensures holistic assessment of student-teachers. For theory courses, CIE includes periodic written tests and tasks/assignments, each carrying 50% weightage, emphasizing transparency and systematic evaluation.

Practical courses are categorized into College, Community, and School-based activities. College-based assessments include micro-teaching, evaluated through one-week hands-on training and observation, along with workshops on Teaching-Learning Material preparation. Semester-wise professional capacity-building is assessed through activities like Reading and Reflecting on Texts, Art and Drama, ICT skills, and Yoga, Health, and Physical Education.

School-based assessments involve Peer Discussion Lessons, Observation Lessons, and Peer Criticism Lessons to evaluate teaching proficiency. Community-based evaluations include Community Living Camps, Socially Useful Productive Work (SUPW), and Field Work to develop social responsibility and practical application of skills.

The institution ensures comprehensive documentation of all internal assessments, reviewed by an external examination board constituted by the university. To ensure transparency, student-teachers are informed of assessment criteria in advance, and internal assessment marks are published on the notice board at least one week before the external examination. Grievances related to internal evaluation can be addressed at the teacher educator or institutional grievance Redressal committee level.

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	Five of the above

support Provision of answering bilingually

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

BVNCTE has a well-structured Examination Grievance Redressal Cell to address student concerns related to assessments. The procedure is clearly communicated to student-teachers during orientation, ensuring they are aware of how to lodge grievances. Students can report issues either orally or in writing to the cell members or directly to the Principal. For those who wish to remain anonymous, a suggestion box is provided for grievance submission without revealing their identity.

Once grievances are received, they are discussed in the cell meetings, and appropriate remedial actions are implemented within seven working days. The resolutions and updates are communicated to the students during the morning assembly, ensuring transparency and accountability. All grievances and actions taken are recorded in the meeting minutes for future reference.

The cell primarily addresses concerns related to continuous internal assessments, viva-voce, end-semester exams, reappearing for exams, and testimonials. This efficient and student-friendly mechanism ensures that student-teachers' concerns are promptly resolved, fostering a fair and supportive academic environment.

Regarding external examinations, the University of Calicut has a grievance redressal system for examinations, with contact details provided to students. They can directly approach the Board for Adjudication of Students' Grievances or seek help from the institution to report and resolve issues.

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.

BVNCTE, affiliated with the University of Calicut, strictly follows the academic calendar and curriculum prescribed by the university. At the beginning of each academic year, the College Development Committee, under the guidance of the Internal Quality Assurance Cell (IQAC), prepares the academic calendar, aligning it with the institution's vision and mission while ensuring consistency with the university's academic calendar.

The college places great emphasis on adhering to the academic calendar to ensure the seamless conduct of internal evaluations. This comprehensive calendar includes curricular, co-curricular, and extracurricular activities, along with a detailed schedule for teaching, learning, and assessments. Inputs from various committees and cells such as the Admission Cell, Examination Cell, Library Committee, and Yoga and Health Club are incorporated into its preparation.

The Academic Council conducts monthly reviews to monitor progress and make adjustments, ensuring the effective implementation of the academic plan. Semester-wise timetables are developed based on the calendar, accounting for all instructional hours, including time allocated for library, laboratory, and sports activities.

The Examination Cell schedules unit tests and model examinations in advance to facilitate regular evaluation. Practical tasks for courses are assigned by subject teachers according to the calendar. Community-based and school-based practicals are also conducted as per the calendar.

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.

At Bharatheeya Vidya Nikethan College of Teacher Education, the alignment of Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) with the teaching-learning process is ensured through a structured approach. The institution formulates its own PLOs and CLOs, drawing from the university curriculum while aligning them with the institution's vision and mission and the National Education Policy recommendations.

Teacher-educators undergo an induction program to familiarize themselves with the PLOs and CLOs, ensuring they understand their role in achieving these outcomes. An academic calendar is created based on the PLOs and CLOs, guiding the curriculum and teaching strategies. Teaching methods like micro-teaching, peer discussion lessons, observation lessons, and faculty demonstration lessons are employed to align instructional practices with the desired outcomes.

To develop essential competencies, the 16-week school internship offers practical experience in classroom teaching, management, evaluation, and community involvement. At the end of each semester, the staff council reviews the PLOs and CLOs matrix, evaluating student-teacher performance and taking remedial actions as needed to ensure continuous improvement and effective alignment of the outcomes with the teaching-learning process.

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

At BVNCTE, the progressive performance of students is meticulously monitored and documented to ensure alignment with the Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs). Student performance is evaluated through a blend of formative and summative assessments, including written assignments, classroom presentations, lesson plans, teaching practice, and internal examinations. The results are systematically recorded in the transcript under cognitive and professional attributes.

Cognitive attributes are assessed based on the students' knowledge acquisition and critical thinking skills, while professional attributes are evaluated through practical teaching proficiency, communication skills, and classroom management.

The institution employs rubrics and grading criteria aligned with the PLOs and CLOs to evaluate the achievement of learning outcomes. Feedback is provided to guide further improvement. Continuous Internal Evaluation (CIE) marks are recorded, reflecting the achievement of specific learning tasks and outcomes.

The consolidated transcript includes detailed scores for each course, practical work, and internal assessments, along with the corresponding PLOs and CLOs achieved.

Regular reviews of this performance data help identify gaps and improve teaching strategies, curriculum design, and student mentoring to enhance learning outcomes. 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.

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

105

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 systematically identifies students' learning needs during the admission process, taking into account their academic records, non-academic experiences, aspirations, and expectations. These needs are addressed through a range of tailored assessment tasks and support mechanisms, ensuring alignment with their individual learning trajectories.

Assessments such as unit tests, model exams, and projects are crafted to evaluate and reinforce students' understanding in line with their identified needs. For instance, if a student exhibits difficulty grasping theoretical concepts, the institution provides remedial coaching, supervised study sessions, and peer tutoring to

bridge gaps in understanding. These initiatives ensure students receive focused support, enhancing their academic proficiency.

In addition to academic development, the institution emphasizes the holistic growth of students by integrating co-curricular activities like seminars, workshops, and interactive lectures into the curriculum. For example, practical teaching simulations and classroom management exercises cater to students aiming to improve their teaching skills, addressing both professional and personal development goals.

By regularly analysing student performance on assessment tasks, the institution adapts its strategies to ensure all learning needs are met effectively. This comprehensive approach not only strengthens academic foundations but also prepares students as competent teaching professionals, reflecting the success of the institution's student-centric practices.

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

208

RESEARCH AND OUTREACH ACTIVITIES

3.1 - Resource Mobilization for Research

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

0

File Description	Documents
Data as per Data Template	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)

0

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**

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,	**All of the above**

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

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

12

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

5

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

11

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

208

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

208

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

208

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.

Outreach Initiatives:

BVNCTE actively engages in outreach activities that raise awareness among students about critical social issues and inspire meaningful contributions to community development.

Participation in the Kerala School Kalolsavam enriched students with an appreciation for India's diverse cultural heritage, promoting a sense of unity and inclusivity. Creative initiatives such as wall painting and gardening during the event not only showcased artistic talents but also fortified environmental

awareness and teamwork.

A medical camp organized by the NSS Unit in Ward 11 of Kodumbu Grama Panchayat delivered vital healthcare services to the community while empowering students to tackle health-related challenges. This practical experience bridged the gap between theoretical learning and real-world application, emphasizing the importance of community service.

These initiatives offered students direct engagement with the community, developing a deeper understanding of local needs and encouraging collaboration on sustainable solutions. Workshops and events served as platforms for dialogue and critical thinking, cultivating leadership qualities and a strong sense of social responsibility.

Through active participation in these outreach programs, students developed the skills, empathy, and determination to drive positive change. They emerged as socially conscious individuals, committed to addressing societal challenges and contributing to the well-being of their communities.

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

2

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

6

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

6

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

10

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	**Three/Four 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 is well-equipped to provide a superior learning experience, surpassing the minimum standards set by statutory bodies.

We offer state-of-the-art facilities, including:

- Modern Classrooms: 14 ICT-enabled classrooms and 4 digitalized halls, all equipped with internet access for interactive and innovative learning.
- Specialized Labs: Well-equipped computer lab, language lab, psychology lab, natural science lab, and physical science labs for hands-on experimentation and skill development.
- Knowledge Hub: A comprehensive library with over 6,800 resources, including books, journals, magazines, newspapers, and digital materials.
- Multimedia Facilities: An audio-visual lab and a Wi-Fi enabled 200-seater auditorium for academic and co-curricular activities.
- Sports and Wellness: A fitness centre, indoor stadium, and 400m track to promote holistic development.
- Essential Amenities: Canteen, restrooms, purified water, prayer hall, lift services, solar panels, parking, and a guidance and counselling room for a comfortable and sustainable campus.

This robust infrastructure ensures a conducive environment for effective teaching, learning, and personal growth. In conclusion, our institution's comprehensive facilities, coupled with dedicated faculty and a supportive environment, create an ideal setting for

academic excellence and personal growth. We are committed to providing our students with the resources and opportunities they need to succeed.

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	https://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)

17.24927

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 has embraced automation using KOHA library
management software, installed in 2019. KOHA, a free and open-
source integrated library management system, provides a
comprehensive solution for cataloging, circulation, patron
management, and more. Its features include a robust database,
online public access catalog (OPAC), staff interface, and
compatibility with MARC 21 and Z39.50 standards for seamless data
exchange. Advanced search capabilities, barcode and spine label
printing, and multilingual support enhance user experience and
operational efficiency.

Key modules such as cataloging, circulation, reports,
acquisitions, inventory, and administration streamline library
processes. Additional features like course reserves, branch
library management, and budget tracking make KOHA highly scalable
and adaptable to our specific needs.

The system enables easy book searches, benefiting both students
and staff. With partial digitization and computerization in place,
the library has improved its reprography services and internet
connectivity. A dedicated library website allows remote access via
IP-based login credentials, ensuring convenient and secure usage.
These advancements in automation have significantly enhanced the
functionality and accessibility of our library, fostering a
modern, efficient learning environment.

File Description	Documents
Bill for augmentation of library signed by the Principal	View File
Web-link to library facilities, if available	Nil
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 offers a gateway for remote access to
resources, ensuring convenience and enhanced learning for teachers
and students. With a collection of 6,900 books, journals,
magazines, reference materials, CDs, and previous years' question
papers, the library facilitates both on-campus and remote usage.
Partially automated using KOHA software, the system supports

catalog access, barcoding, and efficient book issue and return processes.

Internet connectivity is provided free of charge, and open access is available to all staff and students. Remote access is enabled within the campus through a dedicated IP address, Wi-Fi accessibility, and user-specific credentials (username and password). Study materials, journals, periodicals, and reference materials can be retrieved electronically, and additional support is offered by sharing requested content via email or WhatsApp.

To further enhance the library's accessibility, there are plans to upgrade the remote access facility, aligning with the library's vision for expanded services. These measures ensure seamless integration of digital resources, fostering an enriching learning experience for the academic community.

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	One of the above

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)

`0.93728`

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

`403`

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	One of the above

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

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

4.3 - ICT Infrastructure

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

Bharatheeya Vidya Nikethan College of Teacher Education (BVNCTE) maintains and continuously updates its ICT facilities to support both academic and administrative purposes.

The institution provides 100 Mbps internet connectivity with free Wi-Fi access across the campus for all students and staff. Recent upgrades include expanding Wi-Fi coverage to all classrooms, the library, and common areas, ensuring uninterrupted access to digital resources.

ICT facilities include:

- Computers and laptops with updated software.
- Interactive boards in classrooms.
- Language lab equipped with modern tools.
- KOHA software for library management.
- Biometric punching for attendance.
- Tally software for accounting.
- Digital studio for multimedia content creation.
- LCD projectors and OHP for teaching aids.
- Public addressing systems with advanced microphones.
- CCTV surveillance for safety and security.
- Photocopiers and reprographic services.
- Intercom facilities for internal communication.

Recent Updates: The institution upgraded its Wi-Fi network to 100 Mbps for enhanced connectivity. ICT hardware, including interactive boards and biometric systems, underwent routine maintenance. Library software (KOHA) and Tally were updated to the latest versions for smooth operation.

These facilities enable effective teaching through PowerPoint

presentations, ICT-based seminars, digital lesson plans, and
administrative tasks like online fee collection, salary payments,
and e-grants processing.

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

208:50

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 theacademic 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)	Two of the above

Teleprompter Editing and graphic unit

File Description	Documents
Data as per Data Template	View File
Link to videos of the e-content development facilities	https://www.blogger.com/profile/0835296251 7350361499
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	Nil
Any other relevant information	View File

4.4 - Maintenance of Campus and Infrastructure

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

63.13307

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

Bharatheeya Vidya Nikethan College of Teacher Education (BVNCTE) maintains and utilizes its physical, academic, and support facilities through a comprehensive Infrastructure Maintenance Policy. The policy ensures systematic maintenance and efficient utilization of classrooms, laboratories, library, sports complex, and IT infrastructure to create a safe and conducive learning environment.

Each facility is overseen by designated custodians who ensure its upkeep. Annual maintenance contracts are in place for IT systems, CCTV, and other critical equipment to ensure smooth functioning. Laboratories, including those for Natural Science, Physical Science, and Computer Science, follow structured protocols such as maintaining stock registers, conducting periodic audits, and enforcing usage rules prominently displayed for users.

The library is regularly updated with new resources and undergoes periodic audits to maintain its relevance and functionality. Support facilities, including purified drinking water, accessible washrooms, and parking areas, are routinely inspected for quality and safety.

The policy also incorporates sustainability measures, such as energy-efficient devices, waste segregation, and eco-friendly practices, ensuring the long-term viability of institutional resources. Through these structured systems and procedures, BVNCTE raises an optimal learning environment aligned with its vision and mission.

File Description	Documents
Appropriate link(s) on the institutional website	https://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 institution such as Career and Personal Counseling Skill enhancement in academic, technical and organizational aspects Communicating with persons of different disabilities: Braille, Sign language and Speech training Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two E-content development Online assessment of learning	All of the above

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

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

File Description	Documents
Geo-tagged photographs	View File
Any other relevant information	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 redressal of the grievances through appropriate committees	**A. All of the above**

File Description	Documents
Data as per Data Template for the applicable options	View File
Institutional guidelines for students' grievance redressal	View File
Composition of the student grievance redressal committee including sexual harassment and ragging	View File
Samples of grievance submitted offline	View File
Any other relevant information	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
13	99

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).

11

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)

181

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

The Student Council at our institution serves as a dynamic platform to nurture student talents and promote holistic development beyond the classroom. With representation from both students and faculty, the Council ensures a collaborative and inclusive approach to organizing diverse initiatives.

Coordination of Initiatives: The Student Council plays a pivotal role in planning and executing a wide range of activities tailored to enhance the talents and interests of the student body. These initiatives include cultural events, academic competitions, skill development workshops, community outreach programs, and other co-curricular activities. By catering to varied interests, the Council creates an environment where students can explore and refine their potential.

Facilitating Open Communication: The Student Council bridges the gap between students, faculty, and administration by creating open communication channels. Regular meetings, forums, and feedback mechanisms allow students to voice their suggestions, concerns, and aspirations. This ensures that their perspectives are effectively incorporated into institutional decision-making processes.

The Student Council acts as a catalyst for personal and collective growth, empowering students to take active roles in shaping their campus experience. Through its initiatives and collaborative efforts, the Council significantly enhances campus life while aligning with the institution's commitment to promoting holistic development.

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

25

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

The Alumni Association of BVNCTE, though not formally registered, plays a crucial role in the institution's growth by actively contributing to academic, cultural, and social dimensions. Alumni serve as an invaluable resource for enhancing student development and generating a strong sense of community.

Mentorship and Knowledge Sharing: Alumni pursuing higher studies, such as M.Ed., M.Phil., or Ph.D., inspire and guide current students toward academic excellence and advanced education. Their expertise is further utilized through workshops, seminars, and

mentoring sessions that provide insights into academic and professional development. Additionally, alumni with talents in areas like classical dance, yoga, and public speaking actively train students, helping them excel in university arts festivals and other cultural events.

Financial and Material Support: The Alumni Association has consistently extended financial and material assistance to the institution. Notable contributions include donating books to the library, sponsoring uniforms for NSS volunteers, and funding trophies for Arts Day, Sports Day, and Merit Day. Furthermore, their involvement in supporting social initiatives underscores their commitment to the institution's welfare and community outreach.

By serving as mentors, contributors, and collaborators, the alumni significantly enhance the institution's reputation and develop a culture of excellence and mutual growth.

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 Alumni Association at BVNCTE serves as a robust support system, inspiring student motivation and nurturing special talents. Alumni members, deeply connected to the institution, actively contribute to the holistic development of current students. Recognizing the institution's focus on nurturing diverse talents, alumni generously share their expertise and resources to motivate and inspire current students through mentorship, skill-building activities, and professional guidance.

Prominent alumni, such as Sheethal R. and Sreeharsh S., have organized workshops on art forms and yoga, enriching students' creative and physical well-being. Others have conducted demonstration classes to share effective teaching methodologies,

offering invaluable insights to aspiring educators.

Beyond academic pursuits, alumni play a pivotal role in bridging the gap between education and employment. The association facilitates opportunities for career advancement by leveraging alumni networks to influence recruitment at their workplaces, often hosting campus interviews to connect students with job opportunities.

Additionally, alumni such as Sheethal R. and Sreethirtha have served as judges for college arts festivals, providing expert evaluations and inspiring participants to excel. Through these diverse initiatives, the Alumni Association develops a vibrant connection between former and current students, reinforcing the institution's commitment to academic excellence and personal growth.

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.

BVNCTE envisions itself as a hub of intellectual excellence, nurturing a community of enlightened educators and promising students. Its mission is to deliver exceptional pedagogical experiences that integrate traditional wisdom with modern technology, developing strong moral and ethical values.

Governance at BVNCTE aligns closely with its vision to shape enlightened teachers with intellectual brilliance, pedagogical expertise, global perspectives, and a dedication to societal and national transformation. The institution ensures participatory governance by involving teachers, students, and non-teaching staff in decision-making bodies such as committees, unions, cells, and councils, formed at the beginning of each academic year with clearly defined roles and responsibilities.

- **Teachers contribute to curriculum development, pedagogical strategies, and assessment frameworks, playing a vital role in institutional decisions.**
- **Students are empowered to express their opinions and concerns through councils and representative bodies, ensuring their active participation.**
- **Non-teaching staff are included in decisions affecting their roles, promoting inclusivity and shared responsibility.**

These mechanisms, rooted in the institution's vision and mission, ensure diverse voices shape policies and initiatives. The institution's perspective plan embeds its guiding principles, ensuring all actions are aligned with its mission of holistic development and societal transformation.

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

BVNCTE practices decentralization and participative management through a structured governance system that empowers various stakeholders. The institution delegates authority by forming councils, committees, cells, and clubs, each with defined roles and responsibilities. The Principal, as the head, ensures coordinated decision-making, while operational autonomy is granted to each unit for effective execution.

Key bodies such as the Governing Body, Management Committee, Staff Council, and IQAC frame policies and oversee institutional development. Specialized committees like the Admission Cell, Grievance Redressal Cells, Placement Cell, Curriculum Development Committee, and Examination Committee address academic and administrative needs. Co-curricular and extracurricular clubs—such

as the Language, Mathematics, Social Science, and Eco Clubs—along with the NSS Unit and Women Development Cell, encourage holistic development.

Regular meetings are scheduled as per the academic calendar, ensuring collective decision-making through documented minutes. Alumni feedback is actively sought via maintained WhatsApp groups, and updates on institutional activities are shared on the college website and social media to ensure transparency and inclusivity.

All managerial activities are posted on the college's website and other social media platforms to keep all stakeholders informed about ongoing events and to invite suggestions. This participative framework develops a democratic culture of shared responsibility and accountability.

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.

BVNCTE ensures transparency across all its financial, academic, administrative, and other functions through systematic and well-established practices. The program fee, as determined by the University's fee fixation committee, is transparently communicated to students via the college brochure and website. Upon payment, students receive receipts as acknowledgment. Staff salaries are directly credited to their bank accounts, and benefits such as Provident Fund (PF) and Employee State Insurance (ESI) are provided. All purchases are supported by bills and vouchers, and the institution conducts an annual financial audit, submitting the relevant reports to the income tax department.

In the admission process, BVNCTE adheres to the guidelines set by NCTE and the University of Calicut and the Government. Fifty percent of admissions are through merit-based University allocation, while the remaining slots are filled through management quota, with full transparency in the process. The institution also follows government-mandated reservations in admissions.

Administrative decisions are communicated to staff through official circulars, minutes, or notices, ensuring clarity and proper documentation. Additionally, internal assessment marks are shared transparently, with students required to sign off on their grades. These efforts collectively develop a culture of openness, ensuring all institutional functions are carried out with integrity, clarity, and accountability.

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 weekly programmes according to their house wise i.e., each house-wise student-teacher gets the opportunity to conduct the weekly 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 weekly 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 week's programme, our student-teachers are expected to submit their weekly programme report in the assembly book. 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 institutional bodies at BVNCTE operate with structured efficiency, guided by robust policies and procedures.

The Management Committee liaises with central, state, and regulatory bodies and oversees policy formulation, financial management, staff recruitment, and infrastructure development. The committee also prepares the Institutional Development Plan and monitors academic and administrative progress.

The Governing Body executes management decisions, organizes academic plans, determines teaching needs, and monitors curriculum delivery. It ensures alignment with the institution's vision and mission while overseeing annual budgeting and maintaining financial transparency.

The Internal Quality Assurance Cell (IQAC) drives quality enhancement by setting benchmarks, promoting professional conduct, and preparing the Annual Quality Assurance Report (AQAR). It evaluates institutional performance and facilitates strategic initiatives.

The Staff Council manages teaching workloads, co-curricular programs, and project implementation. It also evaluates academic activities and schedules timetables for seamless functioning.

The Students' Union bridges communication between students and faculty, maintains student harmony, organizes extracurricular activities, and represents the institution in external events.

The Admission Cell ensures fair and transparent admissions in line with university norms, while the Placement Cell provides career

guidance, pre-placement training, and employment opportunities.

This response highlights only a few key institutional bodies contributing significantly to its efficient governance.

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	**All of the above**

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

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

The effectiveness of the institutional bodies is evident in the successful implementation of decisions based on their deliberations and resolutions. A notable example is the initiative taken by the IQAC to organize an orientation program on the NEP 2020 for the incoming batch of students.

During the IQAC meeting held on 31/05/2023, it was unanimously decided to introduce students to the key elements of NEP 2020. The

objective was to ensure they understood the policy's
transformative implications for their education, career prospects,
and future opportunities. To achieve this, the head of the
institution prepared a detailed proposal, including a
comprehensive budget, which was subsequently submitted to the
management for approval.

With the management's endorsement, the orientation program was
conducted on 07/08/2023. The event saw enthusiastic participation
from students and provided them with insights into the policy's
core principles, its emphasis on holistic and multidisciplinary
education, and its role in shaping India's educational future.

This initiative underscored the institution's proactive approach
to aligning NEP. It also reflected BVNCTE's commitment to
empowering students with contemporary knowledge and preparing them
to thrive in a rapidly evolving academic and professional
environment. Such efforts reinforce the impact and effectiveness
of institutional bodies like the IQAC.

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 prioritizes the welfare of its teaching and non-
teaching staff through a range of well-implemented measures.
Professional development is strongly encouraged, with provisions
such as travel grants, registration fee reimbursement, and on-duty
leave for academic activities like conferences and seminars. Staff
are incentivized for presenting papers at national and
international events and publishing research articles. The
institution supports enrolment in MOOC courses by offering
financial assistance and promotes a learning environment through
access to a well-equipped library, internet-enabled computer
systems, and opportunities to serve as resource persons.

A competitive salary structure, including benefits like the Provident Fund and Employee State Insurance (ESI), underscores the institution's commitment to staff welfare. Additional welfare measures include yoga sessions, psychological counselling services, and organized recreational activities such as tours and field trips. The institution ensures a supportive work environment with facilities like water and sanitation amenities, refreshments, ample vehicle parking, 24/7 power backup, and dedicated restrooms.

Leave policies cater to the personal needs of staff, offering options such as sick leave, maternity leave, and medical leave. Flexibility in working hours is provided for pregnant and lactating staff. Special occasions are celebrated with grand lunches, developing camaraderie among staff and the grievance redressal cell efficiently addresses concerns.

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

9

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

3

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.

The performance appraisal system at BVNCTE incorporates feedback from stakeholders and self appraisal to enhance the professional competence and effectiveness of teaching and non-teaching staff. At the end of each academic year, all staff members submit a detailed performance report in a prescribed format to the Principal. For teaching staff, the appraisal includes aspects such as academic qualifications, research contributions, paper presentations, ICT-enabled teaching practices, outreach activities, and academic responsibilities.

Feedback is also collected from key stakeholders, including students and other groups within the institution. This feedback provides insights into teaching effectiveness, curriculum delivery, institutional facilities, and the performance of non-teaching staff. The collected feedback is analyzed and addressed by the Principal and relevant committees, ensuring actionable steps for improvement.

The appraisal outcomes are shared with individual staff members, recognizing achievements and offering constructive suggestions. To support continuous growth, the institution organizes faculty development programs, ICT training, and provides financial support for advanced education. Measures such as study leaves, career advancement opportunities, and academic autonomy further empower staff to achieve professional excellence while addressing stakeholder expectations.

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 ensures transparent financial administration through both internal and external audits conducted by professionals. Internal audits are performed periodically, while external audits are conducted twice a year. The institution prepares an annual budget for the upcoming academic year, which is reviewed by the management to assess available resources.

Internal auditors monitor the institution's income and expenditure, ensuring all financial transactions are properly documented. A report detailing actual income and expenditure is submitted to the management and forwarded to a Chartered Accountant for income tax filing. All fees paid by students are issued receipts, and administrative expenses are verified with receipts, bills, and vouchers by the designated signatories.

At the end of the financial year, the Chartered Accountant prepares a balance sheet, including income and expenditure and receipt and payment accounts. The draft balance sheet is reviewed by internal auditors and signatories, and any objections or necessary approvals are addressed before finalizing and filing with the income tax authorities. This thorough process ensures compliance with financial regulations and the proper handling of institutional funds.

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.

BVNCTE, a self-financing teacher education institution, follows a structured mechanism for mobilizing funds and ensuring their optimal utilization. The primary source of revenue is tuition fees, along with financial assistance from the management. Additionally, eligible students benefit from government support through the E-Grantz program.

The institution operates with a planned budgeting process. Each year, the Principal and staff prepare a comprehensive budget outlining academic, infrastructural, and student development expenses. The proposed budget is reviewed and approved by the management, which also prepares a separate budget for administrative costs.

To ensure accountability, a financial committee oversees the utilization of funds for recurring and non-recurring expenses. For procurement, the purchase committee solicits quotations from vendors for items like equipment, books, and computers. These quotations are reviewed for pricing, quality, and service terms before finalizing purchases.

Adequate funds are allocated for quality improvement initiatives, including orientation programs, workshops, interdisciplinary activities, and training sessions. The Accounts Department monitors expenditures to ensure they align with the approved budget. Internal audits are conducted to maintain transparency, and any discrepancies are promptly addressed. This system ensures funds are utilized efficiently to support institutional growth and deliver quality education.

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

The IQAC) at BVNCTE has been integral in institutionalizing quality assurance strategies and fashioning a culture of continuous improvement.

Key Activities of the IQAC:

- Monitoring and Evaluation: Regularly monitors and evaluates various aspects of the institution's academic and administrative processes, including teaching-learning methods, curriculum delivery, student support services, and infrastructure facilities.
- Feedback Mechanism: Actively seeks feedback from students, faculty, staff, and stakeholders to identify areas of strength and weakness. This feedback is analyzed to inform future improvements.
- Curriculum Review and Development: Oversees the curriculum

review process, ensuring its relevance and promotes the adoption of innovative teaching-learning methods, such as blended learning and online education.

- **Faculty Development:** Organizes faculty development programs, workshops, and seminars to enhance teaching skills and research capabilities.
- **Student Support Services:** Focuses on providing comprehensive student support services, including counselling, mentoring, and career guidance. It also organizes workshops on soft skills, communication skills, and personality development.
- **Infrastructure Development:** Plays a key role in planning and implementing infrastructure development projects.
- **Quality Enhancement Initiatives:** Promotes various quality enhancement initiatives, such as accreditation, ranking, and certifications.

By adopting these strategies and processes, BVNCTE's IQAC has significantly contributed to the institution's overall quality and reputation

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.

BVNCTE adopts a meticulous and structured approach to periodically review and refine its teaching-learning processes, ensuring alignment with contemporary educational standards and the institution's pursuit of excellence.

A robust evaluation framework is instituted, encompassing key parameters such as curriculum effectiveness, pedagogical methods, assessment strategies, and student engagement. The process begins with the systematic collection of feedback from diverse stakeholders, including students, alumni, and faculty, through surveys, focus groups, and interactive discussions. Additionally, classroom observations are conducted to critically analyse the efficacy of instructional methodologies.

The feedback is meticulously analysed by the Academic Development Committee, which identifies strengths and areas requiring intervention. This analysis informs actionable strategies, including curriculum revisions, the integration of innovative teaching practices, and targeted faculty development initiatives. Teachers are required to submit detailed semester and unit plans, ensuring a structured approach to curriculum delivery.

Further, mechanisms such as mentor-mentee interactions, peer learning, and supervised study sessions are employed to enhance student performance and engagement. Periodic assessments, including unit tests and model examinations, provide tangible metrics for evaluating progress.

The institution also organizes workshops, seminars, and training sessions to augment the competencies of both students and faculty. This iterative review process underscores BVNCTE's unwavering commitment to developing a dynamic, learner-centric academic environment.

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

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

28

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

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

File Description	Documents
Data as per Data Template	View File
Link to the minutes of the meeting of IQAC	https://www.bvnbedcollege.com/iqac/
Link to Annual Quality Assurance Reports (AQAR) of IQAC	https://www.bvnbedcollege.com/iqac/
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

Example 1: Establishment of Language Lab and Digital Studio

As part of its commitment to enhancing the quality of education, the institution installed a language lab and a digital studio. These facilities aim to improve students' communication skills and digital literacy, both essential for modern education. The language lab allows students to practice language skills through

interactive software and sessions, while the digital studio provides a space for creating multimedia content, enhancing learning through innovative methods. Additionally, the installation of a lift in the institution ensures better accessibility for all students, particularly benefiting those with mobility challenges. These improvements reflect the institution's dedication to providing a more inclusive, technology-driven learning environment.

Example 2: Publication of an Educational Research Journal and National Seminar

To further strengthen its academic profile, the institution's Internal Quality Assurance Cell (IQAC) initiated the publication of an educational research journal, "Bharatheeyam- Edu Expositions," with ISBN 978-81-19653-81-2. This journal provides a platform for faculty, students, and researchers to publish their work, promoting scholarly contributions. Furthermore, BVN-IQAC organized a two-day national seminar titled "Build the Indigenous Resources for Sustainable Development: Prospects and Challenges" in March 2024. This seminar fostered discussions on sustainable development and the importance of utilizing indigenous resources.

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

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

Our institution has implemented a robust energy policy to streamline energy conservation and utilize alternate sources of energy for its power requirements. In 2023-2024, we installed a Harit Energy solar power plant, featuring an On Grid solar system manufactured by Havells India. This system, with an efficiency of 98%, helps monitor energy generation and performance online. It is designed to meet a significant portion of our energy needs, reducing dependence on conventional power sources.

Additionally, we have a KOEL Green Genset (30 KVA) powered by a Kirloskar diesel engine as a backup energy source. This ensures that we have an alternative power supply during periods when solar generation is insufficient.

In terms of energy conservation, our institution has adopted several measures, including:

- Turning off computers and screens at the end of each day.
- Replacing traditional bulbs with energy-saving alternatives.
- Maximizing natural lighting throughout the campus.
- Ensuring all electrical devices are switched off during holidays, weekends, and midterm breaks.
- Promoting water conservation and raising awareness about alternative energy sources among students.

These initiatives help us reduce our environmental footprint and encourage sustainable energy practices within the campus.

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.

BVNCTE has a well-stated and effectively implemented waste management policy that focuses on reducing, reusing, and recycling waste materials to minimize their impact on health and the environment.

Waste Management Categories

1. Wastewater Management: Wastewater is collected in septic tanks and treated before disposal.
2. Biowaste Management: Food waste is collected and composted to create organic fertilizer.
3. Paper Waste Management: Paper waste is collected, cleaned, and recycled.
4. Plastic Waste Management: Plastic waste is segregated and collected by local authorities for recycling.
5. Miscellaneous Waste: Miscellaneous waste, including wooden waste and broken furniture, is collected and disposed of

responsibly.

Implementation Procedures:

- **Waste Segregation: Different coloured bins are placed throughout the campus for the segregation of waste.**
- **Regular Cleaning: Regular cleaning and maintenance of classrooms, staff rooms, and washrooms are conducted.**
- **Sanitary Waste Disposal: Sanitary napkins are disposed of using incinerators.**
- **Hazardous Waste Disposal: E-waste and other hazardous waste are disposed of through authorized vendors.**
- **Awareness Campaigns: Regular awareness campaigns are conducted to educate the college community about waste management practices.**
- **Collaboration with Local Authorities: The college collaborates with local authorities for the disposal of non-recyclable waste.**

By following these practices, BVNCTE aims to create a cleaner and greener campus.

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	**Three of the above**

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

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

The institution has implemented several measures to maintain cleanliness, sanitation, and greenery, ensuring a pollution-free and healthy environment.

Cleanliness Measures:

- **Regular sweeping and mopping of hard surface floors and vacuuming of carpets in administrative, classroom, and dormitory buildings.**
- **Hand soaps and toiletries are provided in public and dormitory restrooms.**
- **Cleaning equipment is properly stored to prevent pests and rodents.**
- **Effective and safe cleaning products are used in restrooms, cafeterias, and food preparation areas.**
- **The institution maintains a plastic-free campus to minimize waste and environmental impact.**

Sanitation Measures:

- **Sanitation facilities include toilets and latrines connected to a sewer or safe enclosure, with water buckets and jugs provided in female latrines.**
- **Clean drinking water is supplied through automatic water purifiers.**

- **Solid waste management is implemented with waste bins, waste disposal pits, and sanitary napkin incinerators for hygienic disposal.**

Greenery Measures:

- **A compost bin for food waste supports organic waste recycling.**
- **The institution has established a campus garden and a green belt project.**
- **The "Avani" Natural Club promotes environmental awareness and the growth of green spaces.**

These efforts contribute to creating a sustainable and eco-friendly campus environment.

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)

0.75851

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 actively leverages the local environment, locational knowledge, and community practices to address challenges and promote sustainable development.

Local Environment: The institution conducted a Swachh Abhiyan program, where student-teachers engaged in campus cleanliness and hygiene activities. During their internship, they organize cleanliness sessions for school students, emphasizing the importance of a clean and healthy lifestyle. On Gandhi Jayanti, both the campus and HSS Parali were cleaned, creating awareness about the significance of maintaining hygiene in daily life.

Locational Knowledge:

Through various sessions, webinars, and seminars on topics like gender equality, human rights, and social wellness, the institution has enabled students to engage with pressing social and environmental issues. These programs have deepened their understanding of sustainability and fostered a sense of social responsibility.

Community Practices: BVNCTE collaborated with Pirayiri Grama Panchayath to organize awareness programs on the harmful effects of plastic, highlighting the importance of sustainable practices. The institution also participated in local agricultural activities, connecting students with the rural community and utilizing local resources effectively. These initiatives not only expose students to real-world challenges but also empower them to

drive positive community transformation, making them more socially conscious educators.

These efforts demonstrate BVNCTE's commitment to integrating education with environmental and community development.

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

Best Practices 1. Blood Donation Camp for Community Health Support

Objectives:

- Promote social responsibility among students and staff.
- Address local hospitals' and blood banks' demands.
- Educate on the life-saving impact of blood donation.

The Context: Blood shortages often disrupt emergency care. Organizing camps bridges the gap between community needs and donor willingness, fostering empathy and responsibility.

The Practice: In collaboration with government hospitals, the camp includes awareness sessions, health screenings, safe donation processes, and post-donation refreshments. Certificates recognize participants' contributions.

Evidence of Success:

- Significant blood units collected.
- Positive feedback and growing enthusiasm from participants.
- Notable contributions during critical shortages, acknowledged by hospitals.

Challenges and Resources:

- Overcoming timing conflicts and initial donor hesitations.
- Required partnerships with medical teams and equipment.

2. Enhancing Educational Environment through Thematic Wall Murals

Objectives:

- Inspire and educate through visual storytelling.
- Promote themes like inclusivity, sustainability, and wellness.
- Foster engagement and reinforce institutional values.

The Context: Aesthetic, thematic spaces positively influence student well-being and motivation, integrating education with creativity.

The Practice: Murals themed on sustainability, diversity, and innovation were collaboratively designed and professionally executed. These visuals are incorporated into lessons and discussions.

Evidence of Success:

- Higher student engagement and enthusiasm.
- Greater awareness of environmental and social values.
- Positive feedback from stakeholders on the enriching environment.

Challenges and Resources:

- Budget constraints and mural maintenance issues.
- Required funding, material, and community collaboration.

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 programmme our students distributed food to the poor people around the Palakkad locality in every week. We also organized blood donation camp. In connection with onam celebration we provided onam kit to poor families in nearby locality.

Our college gave 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