



## **KANNUR SALAFI B.Ed. COLLEGE**

**Villagemukku, Koodali (po), Kannur 670592**

**Tel: 0490 2994211 Mob: 7909231211**

**Affiliated to Kannur University & Recognised by NCTE**

**Website: [ksbed.ac.in](http://ksbed.ac.in)**

**Email: [kannursalafi2007@gmail.com](mailto:kannursalafi2007@gmail.com)**



**HANDBOOK  
CUM  
PROSPECTUS  
2022-2023**



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### **HANDBOOK CUM PROSPECTUS 2022-2023**

Name.....

Admission No..... Roll No.....

Address.....

.....

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Mob No.....

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## **ABOUT THE COLLEGE**

Kannur Salafi B.Ed. The college is located about 15 km from Kannur at Villagemukku near Kudukkimotta, Kuttiattoor Panchayath. The teacher education institution aims at improving the condition of socially and educationally backward children of this area of Malabar. The institution has secured the recognition of the National Council for Teacher Education, the University of Kannur and the Government of Kerala. Kannur Salafi B.Ed. College made its debut as a centre of learning in November 2007. Prof. O.C. Manomohanan, an eminent educationist who has been connected with the universities of Calicut and Kannur and who had also experienced academic activities in countries abroad was the first principal. Followed by Prof. T P Hameed from 02.02.2009 to 31.05.2013. Formerly he worked at Sir Syed College Taliparamba, College of Education, Somali National University, Government Teachers' College T/Wada, Nigeria and Meppayur Salafi College of Teacher Education. After the retirement of Prof. T P Hameed, the institution was headed by Prof. A P Aravindakshan. He was working at Payyannur College as a Professor of Chemistry and a well-known educationist. At present Dr Vijayan Chalode is the principal of the Institution from 06.12.2018. He is assisted by a team of young and experienced teachers who are fully qualified and prepared to meet any challenges of future educational aspirations of the Management.

The college located in a sprawling land of about 20 acres has an exotic atmosphere with the classrooms facing the Western Ghats and the atmosphere filled with fresh air and an all-pervading serenity of the campus.

The institution aims at excellence and hopes to be a pioneer institution in helping students from the weaker sections of society. It is hoped that the initial step taken by ISLAHI Trust would elevate them to the level of a Deemed University.

## **MOTTO, MISION, VISION**

### **Motto**

**‘Learning is Eternal’**

Learning is eternal, it grows with time and no one can take it away. The path of learning never ends and comprises of an exciting journey where every turn is a discovery. Come, join us and we will together travel on this path of adventure and fly to new heights and horizons.

### **Vision**

**“Inspire generation through unique experiences”**

To attain the vision, a collaborative effort of the faculty, students, alumni, administrator and management has been operating effectively. With highly innovative strategies and unique programmes both in academic and non-academic areas, the institution continuously tries to excel in the field of teacher education. Curriculum adaptation, value-oriented programmes, adoption of innovative pedagogical strategies and technology integration are the signature policies of Kannur Salafi B.Ed. College.

### **Mission**

**‘To deliver exceptional education to tackle contemporary challenges effectively’**

The mission of the college is to mould future teachers with the greatest vision, simple living and empathetic approach.

- To provide quality education for socially and educationally backward children of rural area
- To craft an inclusive outlook in prospective teachers through various classroom strategies.
- To impart education to all regardless of caste, creed and gender.
- To enable students to develop their maximum potential through institutional-level curriculum adaptations.
- To promote extensive use of technology in teaching-learning, increasing access for differently abled students and educational planning and management.
- To provide multidisciplinary and holistic education to ensure unity and integrity.
- To inculcate respect for diversity, ethics, human values, constitutional values and scientific temper.
- To engage the students in eco-friendly practices.

## **PRINCIPALS NOTE**

The academic year 2022-2023 has a fresh beginning. It is the continuation of an awaking after the frozen period, due to the pandemic (covid 19) spread all over the world. We had to suffer a severe lockdown, and all the educational institutions remained closed during the last two years. As a well-functioning teacher education college, the online transaction of classes and programmes led to many limitations. But this year, having normal academic and co-academic practices marks the era of awakening.

The pedagogical practices like discussions, presentations practice teaching which followed experiments, research studies and the formation of better conclusions etc. are seen as successful. Seminars on various topics were conducted, creating good models among the other colleges of the same category.

Teachers, teacher trainees and management are mindful of pleasure and enthusiasm to plan future programmes. We are thankful for all the factors that stood for us.

## **MANAGEMENT**

### **EXECUTIVE COMMITTEE**

Chairman - Mr P P Abdul Salam  
Secretary - Dr A A Basheer  
Treasurer – Mr M Noushad  
Manager – Mr M M Haris

### **MEMBERS**

Mr. P Hashim  
Dr Zulfiker Ali  
Dr A V Abdulla  
Mr V Ashraf Babu  
Mr K N Aboobacker  
Mr C C Shakeer Farooqui  
Mr P K Ebrahim Haji  
Mr P K Abdulla  
Mr Ishaqali K P  
Mr C H Ismail Farooqui  
Mr P K Abdul Salam

## **ISLAHI TRUST**

Islahi Trust is a duly constituted body of eminent personalities. The founder members are Adv. P. Musthafa, Punathil Sali Haji, P.P. Abdul Salam, C.R. Siddique Haji, C. Mammo, T.P Abdu Rahim and Dr. A. A. Basheer. It is registered under the Indian Trust Act, having its office at Bank Road, Kannur, Kerala, constituted under the deed of trust dated 24th March 1986.

The Trust is constituted mainly to disseminate knowledge and spread education among the backward classes. The Trust is purely a charitable society without any profit motives. Salafi Education Complex located in Kuttiaattoor village is away from the commotion and pollution of the city. It has vast land extending up to 20 acres with space enough for study, recreation and stay. To give proper education to the children in villages, a School under the name of Salafi English Medium School recognised by C.B.S.E. is established. The school has already made a mark as a centre of quality education.

KANNUR SALAFI B.Ed. College is a Teacher Training College established in November 2007. Perfectly located and elegantly designed, this college provides a serene atmosphere for the students to develop on their own.



## LIST OF PRINCIPALS

- |                            |                         |
|----------------------------|-------------------------|
| 1. Prof O C Manomohanan    | 14.11.2007 – 30.01.2009 |
| 2. Prof. T P Hameed        | 02.02.2009 – 31.05.2013 |
| 3. Prof. A P Aravindakshan | 01.06.2013 – 16.10.2018 |
| 4. Dr Vijayan Chalode      | 06.12.2018 -            |

## FACULTY

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### **ADMINISTRATIVE STAFF**

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Nasar R P  
Driver  
Darul Farh  
Koodali (PO)  
Kannur 670592  
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## **COURSES OFFERED**

B.Ed. (Regular)

Optional subjects

- English
- Malayalam
- Mathematics
- Natural Science
- Social Science

## **CODE OF CONDUCT**

- Students shall always behave with dignity and courtesy. they should always carry their identity cards in the college.
- Students shall be clean and decent in appearance and dress.
- The students shall observe strict modesty in dress.
- The students should wear the uniform, as suggested by the college
- Men students shall not be found with folded up dothies, unbuttoned shirts, low waist pants and T-shirts in the college.
- Students shall wish the members of the staff the first time they see them.

- When a visitor or a member of the staff enters the class the students shall stand up and should remain standing until the visitor or staff member is seated or has directed them to sit.
- Students shall leave the lecture hall quietly permitting the women students to leave first.
- Crowding on the veranda or doorway and shouting etc. will be treated as an act of indiscipline.
- No student shall leave the lecture hall when the class or guest lecture is in progress, except for an unavoidable reason. Leaving without permission is highly irregular.
- Students shall be in their seats 5 minutes before the commencement of the class.
- No latecomer shall enter the class without permission of the lecturer concerned.
- Students are expected to be in the library when they have no class. Loitering on the veranda and on the premises will be treated as an indiscipline.
- Students are forbidden from entering the laboratory except with the consent of the lecturer in charge.
- Furniture should not be displaced and dislocated.
- Students are warned not to participate in any agitation against authority nor should they engage in any activity promoting communal or religious disharmony.
- Addressing any gathering in the premises without the permission of the principal is irregular except for college union activities.
- No students shall appear for an interview or examination without prior permission of the principal.
- Students are not permitted to use college office phones, except in extreme urgency.
- Mobile phones, cinematic dance and fashion shows shall not be allowed inside the college campus.
- Any office bearer of the college if found to be repeatedly violating the rules of conduct will be relieved from the office he holds.
- Banners, flags, posters etc. shall not be allowed inside the campus and at the gate for the purpose of any activity without the permission of the principal.
- No certificate will be issued from the college unless the principal is satisfied with the reason stated by the applicant for such certificate.
- Application for the certificate should be made at least two days in advance.
- The conduct certificate will ordinarily be issued only along with the transfer certificate when the student has completed his course.
- Ragging of any form is a non-bailable offence and requires criminal procedure.
- Outsiders are not permitted to attend or organize any programme or activity without the permission of the principal.
- Students shall pay due respect to National symbols and they shall always strive to protect the cultural heredity of the Nation.
- Students shall keep constitutional values inside and outside the campus.
- Students shall uphold National and institutional values and they shall observe dignity and due respect in their dealings with all others.

## **REGULARITY AND PUNCTUALITY**

Students should be regular and punctual in attendance. Late comes shall be permitted to attend further sessions only after the ratification of genuine reason by the authority

## LEAVE AND ATTENDANCE RULES

1. Students are only permitted to be absent with leave. Application for leave in the prescribed form should be submitted sufficiently early.
2. Absence without leave for part of a day and a full day will be regarded as absence for one day and two days respectively.
3. Absence for 15 consecutive days will be considered a sufficient reason for removal of name from the rolls.
4. Leave may be granted for up to 10 days at a stretch including holidays in the case of unavoidable reasons. Additional leave may be provided on producing certificates from a registered medical practitioner.
5. The attendance certificate required by the university for admission to examinations will not be granted unless the principal is satisfied with the progress and conduct of the student. A student shall be considered to have satisfactory attendance to appear for the university examination if he attends not less than 80% of the total working days for theory classes and attends fully the practice teaching days. No condonation will be there for lack of attendance of practice teaching days. So also there will be no condonation beyond 10% of the shortage of attendance for theory working days.
6. Absence from class tests or examinations without convincing reasons will be treated as a breach of discipline.

### LEAVE APPLICATION FORM - STUDENTS

Name with contact no. :

Roll no. & optional subject :

Dates of leave :  
(specify FN/AN for half days)

Reason :

Leave already availed in the year :

Signature of applicant with date :

Approved / Not approved

Signature of sanctioning authority

## **LIBRARY RULES**

1. The library will be kept open from 09.30 am to 04.30 pm on all working days.
2. Students should keep silent, maintain proper behaviour and cleanliness in the library and avoid the use of mobile phones.
3. Students should sign in to the register at the entrance before entering the library.
4. A library membership card is required for the use of library facilities. Students are entitled to borrow books on the production of membership cards and borrower's cards issued to them. The same should be returned within the stipulated time.
5. Loss of books and borrower's cards must be reported immediately in writing to the librarian.
6. Library membership cards are not transferable.
7. Reference books and periodicals are not issued.
8. Dissertations and these are not issued.
9. If the books are not in good condition it should be brought to the notice of the librarian. No damage or marks are to be made on the books by the students.
10. Students are not allowed to bring any personal belongings except writing materials.
11. Library materials may not be removed unless they are properly issued.
12. Books shall be issued and returned at the time notified from time to time.
13. Fines may be levied for delay in returning the books and other materials.
14. Students should replace or pay the cost as estimated by the library/management for books lost or damaged.
15. Students may not sub-lend the library materials to others.
16. The librarian may recall a book at any time.
17. All staff of the college are members of the library and teaching staff may borrow a maximum of ten books at a time while non-teaching staff may borrow five books.
18. In exceptional cases, the principal may allow a non-member to use the library.
19. Do not replace books on the shelves, a misplaced book is a lost book.
20. All books taken from the library have to be returned at the time of stock verification.
21. All members should respect the library rules and indiscipline will lead to cancellation of membership.

## **THE STAFF COUNCIL**

The staff council is a body to advise the principal in the internal affairs of the college. It consists of

President	: Dr Vijayan Chalode (Principal)
Staff Secretary	: Ms. Anitha P C
Staff Advisor	: Ms. Sudha M
Members	: All faculty and Administrative Staff

## **RESOURCES AND SERVICES**

### **Library**

The library has a good collection of books, International Encyclopaedia of Education, General Encyclopaedias, educational journals and periodicals. Apart from this, Magazines and newspapers are also available, and open access is also provided.

### **ICT / Language Lab**

The college has a well-maintained computer lab/language lab with all facilities. Internet facilities are available for staff and students.

### **Laboratories**

The institution maintains well-equipped laboratories for Natural Science, Social Science, Mathematics, Psychology and Technology for practical work.

### **Sports Room**

The institution maintains a well-equipped sports room for creating interest in sports and also practising different athletic events.

### **Yoga & Fitness Centre**

The institution maintains a yoga and fitness centre for the students to get involved in healthy habits and maintain good health.

### **Indoor and outdoor games**

The college has sufficient facilities for organising indoor and outdoor games including a gymnasium, multi-purpose playground and yoga centre.

### **Remedial Coaching Centre for SC / ST / OBC / minority students**

A remedial coaching centre is present for supporting SC / ST/ OBC / minority students in learning and compensatory education.

### **Cafeteria**

The cafeteria functioning in the campus provides refreshments to staff and students.

### **Women Cell**

Implementation of measures for ensuring the safety of lady students and organizing gender sensitization programmes are the main functions of of this cell. A complaints committee is also present to look into grievances related to gender disparity, gender sensitization programmes like seminars, workshops and community reach activities are included.



### **Career Guidance and Placement Cell**

The cell offers services in course and career guidance for students including NET, SET and TET coaching classes. The placement cell acts as a feeder centre for providing capable teachers to other reputed institutions. Campus recruitment service is also present.

### **Alumni Association**

The aims are to foster friendship, contact and cooperation among old students through informal gatherings. The association seeks to improve the literary, social and cultural interests of the college by maintaining an active channel between the college and the alumni.

## **ACADEMIC AND ADMINISTRATIVE COMMITTEES**

### **Internal Quality Assurance Cell (IQAC)**

Its aims are performance evaluation, assessment, accreditation and quality improvements in the college. It aids in developing a system of conscious, consistent and catalytic improvement in performance and also serves to fulfil National Assessment and Accreditation Council (NAAC) guidelines.

### **Academic Quality Assurance Cell (AQAC)**

It facilitates and coordinates the activities of academic improvement of the students.

### **Curriculum Planning Committee (CPC)**

It facilitates in-house curriculum planning of the college and makes decisions regarding curriculum implementation.

### **Examination and Evaluation Committee (EEC)**

Aims to improve the quality of continuous and comprehensive evaluation of all programmes.

### **Admission Committee**

For monitoring the admission procedure of the B.Ed. Programme, an admission committee is constituted

### **Library Committee**

A library committee is present to advise the management and principal on library policies.

### **Anti-Ragging Cell**

It eliminates ragging by complying with the UGC regulations on eradicating ragging in higher educational institutions and also any laws being in force. The cell also monitors the performance of the Anti-Ragging Squad for preventing ragging in the college.

### **Grievance Redressal Cell**

The Grievance Redressal Cell is an appellate body to hear and deliberate on academic, discipline, curricular and co-curricular activities.

### **Ethics Committee**

The committee is constituted to inculcate good values and habits in the teacher and students.

### **Internal Complaints Committee**

As per the recommendations of UGC 2019, the Internal Complaints Committee has been formed to deal with the issue of gender-based violence and to conduct gender sensitization programmes. It also provides a safe and secure atmosphere for women on the campus.

### **SC / ST Cell**

It aims to empower SC / ST students in the college. The college takes an interest in securing financial support from the government and other agencies. The members are:

### **OBC / Minority Cell**

The cell helps OBC and minority students in their curricular and co-curricular activities.

### **Surprise Inspection Squad**

It aims to achieve the internal audit of the college.

### **Development Council**

The college has a development council to advise the management on infrastructure development needed for the college

### **Purchase Committee**

The committee monitors the purchases required for all academic and administrative functions.

### **Academic Calendar Committee**

Aims to prepare the academic calendar according to the various events in the college.

### **Attendance Committee**

It monitors the attendance of the students.

### **Time Table Committee**

Its function is to prepare the timetable in the college.

### **College Union**

All students of the college may be members of the union and the office bearers are elected through election. The Returning Officer is entrusted with the responsibility of the election. The objectives are to promote opportunities to develop character and leadership, educate students in the duties of a citizen, to organise debates, seminars, sports arts and other activities.

### **Fine Arts Committee**

It organizes programmes on important occasions like Independence Day, Republic Day, World Literacy Day, World Environment Day, World Human Rights Day, Teachers Day etc. It also conducts programmes for festivals Fine Arts Day, Talents Day etc.

### **College Magazine Committee**

It undertakes the responsibility for publishing the college magazine and comprises of staff editor and student editor and a magazine committee.

### **Parent Teacher Association**

It helps in keeping contact with the parents and promotes a healthy relationship and the association meets periodically.

Other cell/Club functioning in the college are

Anti-Human Trafficking Cell

Literary and Readers Club

Science Club

Social Science Club

Electoral Literacy Club

Anti-narcotic cell

Research & Development Cell

Waste Management Cell

Harithamithra

## **EXTENSION SERVICES**

### **Publication Wing**

The publication wing opens the channel for the dissemination of articles and writings through the publishing of a research journal "JIPL". It provides a platform for the research and creative efforts of the faculty and students

### **Media Wing**

A media wing is operating in the college to keep a record of all the programmes conducted by the college and publishing in the website.

### **Karuthekam Karuthalode**

The campus extends to the community to share, care and cure. Various social service activities are organized and conducted under this scheme.

### **Guidance & Counselling Cell**

A Counselling Cell functions in the college under qualified and experienced faculty. Counselling service is extended to the students in the college.

### **Harithamithra**

It is the nature club of the institution. 'Madangam Prakrithiyilekku' is the slogan of the club. It conducts various programmes for the conservation of nature. It also inculcates a sense of love and care towards nature.

### **Wisdom waves**

The Wisdom Waves is a project designed to prepare students for various competitive examinations and government jobs. The project also initiates programmes to empower our prospective teachers for an effective future life by providing training in twenty-first-century skills. This is a platform to explore new-gen add-on courses.

### **E-Content Innovators Programme (ECIP)**

ECIP platform is widely used to create online materials. The materials created by the students are published through websites, YouTube channels

## **OTHER ACTIVITIES**

### **School Internship**

The Internship Programme forms an integral and important component of B.Ed. programme. It provides experiences for the student teacher to connect theory to practice and helps them acquire a perspective regarding the functioning of schools. The intern must function as a regular teacher and therefore be immersed in all aspects of the school. The internship will be organized for a continuous period of 90 days in selected schools.

### **Morning Session & Day Celebrations**

Trainees should participate in the Thought for the Day programme conducted daily in the college. Important days are also celebrated in the college.

### **Field Trips / Tours**

A Study Tour / Field trip is a compulsory curricular requirement. The college conducts various field trips and tours suiting the educational requirements of various categories of students.

### **Competitions**

The college conducts intra-collegiate competitions such as Debate, Elocutions, Essay writing, Dance and Music competitions, Annual sports competitions etc.

### **Celebrations**

The college organizes and celebrates various occasions of social relevance. They include Independence Day, Republic Day, Teachers Day, World Literacy Day, World Human Rights Day, World Environment Day, Gandhi Jayanthi, Onam, Eid, Christmas, New Year etc.

### **Sports and Games**

Every student should take part in all the physical fitness programmes and in intramural competitions/Annual athletic championships either as a participant or as a sports meet official unless physically unfit and specially exempted by the principal. A sports committee shall be formed to advise and assist the working of the Physical Education Department. The General Captain and House Captains shall be the members of the committee.

### **Fine arts festival**

All students are getting opportunities to participate in the offstage and onstage items conducted in the college. It is conducted as a competition in a group of students. Group winners and individual winners are announced.

## STRUCTURE OF THE PROGRAMME

### COURSE STRUCTURE OF THE PROGRAMME

COURSES	SEM I	SEM II	SEM III	SEM IV
Core courses	BED C 101 BED C 102 BED C 103	BED C 201 BED C 202	-----	BED C 401 BED C 402 BED C 403
Pedagogic courses	BED P 101*	BED P 201* BED P 202*	BED P 301*	-----
Elective Courses	-----	-----	-----	BED E 401*
EPC Courses (Internal Evaluation)	EPC 01	EPC 02	-----	EPC 03 EPC 04

\*Indicates branches

### SEMESTER I

Duration of the Semester: 100 days

Course Code	Code	Mark		
		External	Internal	Total
BED C 101	Psychology of Childhood and Growing Up	80	20	100
BED C 102	Contemporary India and Education	80	20	100
BED C 103	Language Across the Curriculum	50	10	60
BED P 101.3	Understanding the Discipline and Subject-English	50	10	60
BED P 101.6	Understanding the Discipline and Subject-Malayalam	50	10	60

BED P 101.7	Understanding the Discipline and Subject-Mathematics	50	10	60
BED P 101.8	Understanding the Discipline and Subject-Natural Science	50	10	60
BED P 101.11	Understanding the Discipline and Subject-Social Science	50	10	60
EPC 01	Reading and Reflecting on Text	--	50	50
	Total for theory	260	110	370
BED C 104	Physical Education Practical	-----	30	30
	Total	260	140	400

## SEMESTER II

Duration of the semester: 100 days

Sl. No.	Course	Marks		
		External	Internal	Total
BED C 201	Psychology of Learning and Teaching	80	20	100
BED C 202	Knowledge and Curriculum – Part I	50	10	60
BED P 201.3	Pedagogy of School Subject–Part I: English	50	10	60
BED P 201.6	Pedagogy of School Subject –Part I: Malayalam	50	10	60
BED P 201.7	Pedagogy of School Subject –Part I: Mathematics.	50	10	60

BED P 201.8	Pedagogy of School Subject –Part I: Natural Science.	50	10	60
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BED P 201.11	Pedagogy of School Subject –Part I: Social Science	50	10	60
BED P 202.3	Assessment for Learning-English	80	20	100
BED P 202.6	Assessment for Learning-Malayalam	80	20	100
BED P 202.7	Assessment for Learning-Mathematics	80	20	100
BED P 202.8	Assessment for Learning-Natural Science	80	20	100
BED P 202.11	Assessment for Learning-Social Science	80	20	100
EPC 02	Drama and Art in Education	----	50	50
BED C 203	Physical Education Practical		30	30
Total		260	140	400

### SEMESTER III

Duration of the semester 100 days

Sl No	Course	Marks		
		External	Internal	Total
BED P 301.3.	Pedagogy of School Subject – Part II: English	50	10	60
BED P 301.6.	Pedagogy of School Subject - Part II: Malayalam	50	10	60
BED P 301.7.	Pedagogy of School Subject – Part II: Mathematics	50	10	60



BED P 301.8.	Pedagogy of School Subject – Part II: Natural Science	50	10	60
BED P 301.11	Pedagogy of School Subject – Part II: Social Science	50	10	60
BED C 302	School Internship (15 weeks)	---	200	200
BED C 303	Practicum during internship		90	90
	Total	50	300	350

#### SEMESTER IV

Duration of the semester                      100 days

Sl. No.	Course	Marks		
		External	Internal	Total
BED C 401	Gender, School, and Society	50	10	60
BED C 402	Knowledge and Curriculum – Part II	50	10	60
BED C 403	Creating an Inclusive School	50	10	60
BED E 401.1	Guidance and Counselling	50	10	60
BED E 401.2	Health and Physical Education	50	10	60

BED E 401.4	Environmental Education	50	10	60
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BED E 401.5.3.	Additional Pedagogy-English	50	10	60
BED E 401.5.6	Additional Pedagogy-Malayalam	50	10	60
BED E 401.5.7.	Additional Pedagogy-Mathematics	50	10	60
BED E 401.5.8.	Additional Pedagogy-Natural Science	50	10	60
BED E 401.5.11.	Additional Pedagogy-Social Science	50	10	60
EPC 03	Critical Understanding of ICT	--	50	50
EPC 04	Understanding the Self	-	50	50
BED C 404	*Physical Education Practical	-	10	10
Total		200	150	350

### **PLOs AND CLOs**

The B.Ed. programme at Kannur Salafi B.Ed. College is designed to equip aspiring educators with the knowledge, skills, attitude and values necessary to excel in the field of education. At the heart of the programme are the learning outcomes, which serve as guiding principles to ensure that our graduates are prepared to meet the challenges of modern education and positively impact the lives of learners.

Throughout the journey in the B.Ed. programme, students will engage in a variety of courses, experiences, and opportunities aimed at fostering growth as professional educators. These learning outcomes are carefully crafted to encompass the breadth and depth of knowledge and competencies required for success in today's diverse and evolving educational landscape.

Our learning outcomes are aligned with best practices in teacher education and informed by research, professional standards, and input from educators, experts etc. They reflect our commitment to excellence, equity, inclusivity, and social justice in education.

It is an opportunity to explore this programme's learning outcomes and consider how they will shape your experience in the B.Ed. programme and your future as a dedicated and passionate educator. Together, it will embark on a journey of learning, growth, and discovery, to inspire and empower the next generation of learners.

### **Programme Educational Objectives (PEOs)**

- To prepare professionally competent, reflective and versatile teachers

- To develop social sensitivity, consciousness, and finer human sensibilities among prospective teachers through self-reflection.
- To acquire adequate knowledge of the content of the school subjects concerned, including upper primary, secondary, and higher secondary classes.
- To provide systematic hands-on activities including analysis of textbooks, curriculum and syllabi, choosing and designing activities for classrooms
- To educate prospective teachers to connect school knowledge with community and life outside school.
- To construct knowledge based on their observation, experiences, analysis and reflection
- To understand the psycho-social attributes and needs of learners, their special abilities and characteristics
- To create awareness about the latest developments and thinking in education.
- To understand innovative child-centred teaching and learning strategies.
- To imbibe knowledge and develop an understanding of the various methods and approaches to organizing learning experiences.
- To acquire skills in developing and using ICT-integrated learning resources for classroom learning.
- To acquire knowledge and develop an understanding of the various procedures and techniques of evaluation and their classroom applications to interpret the results.
- To acquaint with the professionalization of teacher education.

### **Programme Learning Outcome (PLOs)**

Programme Learning Outcomes (PLOs) for a Bachelor of Education (B.Ed.) programme typically include a range of skills, knowledge, and competencies that students are expected to achieve upon completion of the programme. The PLOs emphasize the development of essential knowledge, skills, and dispositions necessary for effective teaching and professional growth in diverse educational contexts.

- **Curriculum Development:** Graduates will be able to design, implement, and evaluate curriculum plans that align with educational standards, student needs, and diverse learning styles.
- **Pedagogical Knowledge and Skills:** Graduates should demonstrate a deep understanding of educational theories, teaching methodologies, and curriculum development strategies.
- **Instructional Strategies:** Graduates will employ a variety of evidence-based instructional strategies and pedagogical approaches to facilitate meaningful learning experiences for all students.
- **Subject Matter Expertise:** Graduates should exhibit proficiency in their chosen teaching subjects, including a comprehensive understanding of content knowledge, current research, and best practices in teaching those subjects.
- **Classroom Management:** Graduates should be able to create a positive and inclusive learning environment, manage student behaviour effectively, and adapt teaching strategies to meet the diverse needs of learners.

- **Assessment and Evaluation:** Graduates should be capable of designing, implementing, and evaluating various assessment methods to measure student learning and progress effectively.
- **Educational Technology Integration:** Graduates should be proficient in the use of educational technology tools and resources to enhance teaching and learning experiences in the classroom.
- **Reflective Practice and Professional Development:** Graduates should engage in reflective practice, critically analysing their teaching approaches, and continuously seeking opportunities for professional growth and development.
- **Collaboration and Communication:** Graduates should possess strong interpersonal skills, be able to collaborate effectively with colleagues, parents, and other stakeholders, and communicate clearly and professionally in both written and verbal forms.
- **Ethical and Legal Considerations:** Graduates should understand the ethical and legal responsibilities of educators, including issues related to academic integrity, student privacy, and cultural sensitivity.
- **Diversity and Inclusion:** Graduates should demonstrate a commitment to promoting diversity, equity, and inclusion in education, recognizing and addressing the diverse needs and backgrounds of students. It will advocate for equitable access to quality education, social justice, and inclusive practices that promote the success and well being of all learners.
- **Leadership and Advocacy:** Graduates should be prepared to assume leadership roles within educational settings, advocating for the needs of students and advocating for educational policies that support student success.
- **Research and Inquiry Skills:** Graduates will demonstrate proficiency in conducting educational research, critically evaluating evidence-based practices, and applying research findings to inform their teaching.

These PLOs provide a comprehensive framework for assessing the effectiveness of a B.Ed. programme in preparing graduates for successful careers in education. They reflect the multifaceted nature of the teaching profession and the diverse roles and responsibilities that educators undertake in today's educational landscape.

## **COURSE LEARNING OUTCOMES (CLOs)**

### **SEMESTER-I**

#### **CORE COURSES**

#### **BED C 101: PSYCHOLOGY OF CHILDHOOD AND GROWING UP**

##### **Course Outcome:**

- Develop general conceptions about childhood and adolescence and a sensitive and critical understanding of the different socio-cultural realities.
- Acquire theoretical perspectives and develop an understanding of the dimensions and stages of human developmental tasks.

- Student teachers can understand how different socio-political realities construct the different dimensions of their lives.
- Analyse the major theories of intelligence and personality as applied to a variety of educational settings.

### **BED C 102: CONTEMPORARY INDIA AND EDUCATION**

#### **Course Outcome:**

- Student-teachers are familiar with studies on Indian Society
- Understand the conceptual tools of sociological analysis and hands-on experience of engaging with diverse communities.
- Develop insight among the student teachers by analysing the diversity, inequality and marginalization in society and their implications for education.
- Construct and develop a comprehensive and critical understanding among the student teachers about the policy framework for public education in India.

### **BED C 103: LANGUAGE ACROSS THE CURRICULUM**

#### **Course Outcome:**

- Improve language proficiency and understanding of academic content.
- Know the function of Language, the language background of children and how children use language as a tool.  
know the importance of knowledge in curriculum transaction
- Understand the nature of different classroom discourses
- Understand how oral and written language can be used in classroom teaching to ensure optimal learning.
- Present the facts and concepts in a detailed manner.
- Know the importance of language and its usage.

### **PEDAGOGIC COURSES**

### **BED P 101.3: UNDERSTANDING THE DISCIPLINE AND SUBJECT-ENGLISH**

#### **Course Outcome:**

- Familiarize the nature, roles, and scope of the English Language and its status in the Present day world.
- Develop an insight into the symbiotic relationship between curriculum, syllabus and textbooks.
- Identify methods, approaches, materials and new trends for teaching English at various levels and to apply theories related to Language teaching
- Familiarize with the approaches, methods & techniques and develop the knowledge of acquisition of basic language skills

**BED P 101.6: UNDERSTANDING THE DISCIPLINE AND SUBJECT-MALAYALAM**

**Course Outcome:**

- o Enable the learners, to understand the concept, and Nature of Language Acquisition
- o Enable the learners to understand the communication process and develop a positive attitude towards Mother Tongue.
- o Familiarize the learners with the Nature and Scope of Functional languages
- o Understand the professional role of language teachers.

**BED P 101.7: UNDERSTANDING THE DISCIPLINE AND SUBJECT-MATHEMATICS**

**Course Outcome:**

- o Understand the essential qualities of a mathematics teacher and understand and appreciate professional growth.
- o Understand the mathematical implications of various theories of learning.
- o Compare and contrast the nature and functions of various instructional approaches and techniques of teaching Mathematics.
- o Improve the understanding of the principles of curriculum construction and organization in Mathematics

**BED P 101.8: UNDERSTANDING THE DISCIPLINE AND SUBJECT-NATURAL SCIENCE**

**Course Outcome:**

- o Understand the place of science in the National School curriculum.
- o Understand Approaches, Methods & Techniques of Teaching Science.
- o Analyse the principles of organizing curriculum.
- o Familiarise resources for teaching/learning Science and to make a Professional Science Teacher

**BED P 101.11: UNDERSTANDING THE DISCIPLINE AND SUBJECT-SOCIAL SCIENCE**

**Course Outcome:**

- A thorough understanding of the nature, scope, values and Course Outcome: of social science teaching.
- Identify relevant psychological theories, institutional strategies and their application in the learning of social science.
- To get an understanding of the principles of curriculum construction and also acquire a familiarity with different approaches to organizing social science curricula.

- Appreciate the role and significance of social science in achieving national integration and fostering international understanding.

## **EPC COURSES**

### **EPC 01: READING AND REFLECTING ON TEXTS**

#### **Course Outcome:**

- Know the meaning process importance and characterise of reading
- Appreciate and apply different levels and methods of reading
- Develop different types of reading skills through various activities
- Acquaint the problems of the reading curriculum
- Brainstorming after reading any text and writing the summary of the same with a critical or creative approach
- Become familiar with various types of writings
- Expression of Ideas through various discourses.

## **SEMESTER II**

### **CORE COURSES**

#### **BED C 201: PSYCHOLOGY OF LEARNING AND TEACHING**

##### **Course Outcome:**

- To gain an understanding of different theoretical perspectives on learning with a focus on cognitive views of learning as well as social-constructivist theories
- Familiarize different teaching learning strategies and constructivist views suitable to individual differences.
- Understand the concept of mental health and mental hygiene.
- Apply the principles of group dynamics for effective class management.

#### **BED C 202: KNOWLEDGE AND CURRICULUM PART-1**

##### **Course Outcome:**

- Make the teacher-student realize concepts and misconceptions on Education and a true practitioner of education.
- Make student teachers competent in different strategies of knowledge creation and a good facilitator of the construction of knowledge.

- Develop among the student teachers a culture of learning and become an active participant in learning communities.
- Develop insight for the student teacher on the epistemologies of different schools of philosophy and different approaches to knowledge and knowing and their impact in shaping and re-shaping the educational system.
- The competence of curriculum development and evaluation among student teachers.

## **PEDAGOGIC COURSES**

### **BED P 201.3: PEDAGOGY OF SCHOOL SUBJECT-PART 1: ENGLISH**

#### **Course Outcome:**

- Familiarize the nature of textbooks and analyses pedagogically
- Understand the pedagogical approaches and strategies for acquiring language skills and different discourses of school curriculum.
- Develop the ability to design lesson templates incorporating the relevant Course Outcome and activities
- Familiarize with ways of employing teaching skills for effective teaching and to apply suitable Teaching and learning resources in classroom teaching

### **BED P 201.6: PEDAGOGY OF SCHOOL SUBJECT-PART 1: MALAYALAM**

#### **Course Outcome:**

- Analyse the nature of the Malayalam language in the school curriculum including its relation to other disciplines and its social and cultural history as a subject in the school curriculum.
- Develop an understanding of the aims and pedagogical approaches for teaching Malayalam at different stages of school
- Acquire the skills to evaluate different Curricula and understand their planning and organization.
- Appreciate the importance of suitable learning resources in language teaching and design and use them in classroom teaching effectively.

### **BED P 201.7: PEDAGOGY OF SCHOOL SUBJECT-PART 1: MATHEMATICS**

#### **Course Outcome:**

- Understand the pedagogic analysis of Mathematics
- Develop competency in analysing various topics in mathematics pedagogically and be proficient in planning lessons.
- Familiarises with various resources for teaching learning.
- Apply the valuation techniques and tools for assessing the learner comprehensively.
- Proficient in interpreting test results and remediation for CCE.



### **BED P 201.8: PEDAGOGY OF SCHOOL SUBJECT-PART 1: NATURAL SCIENCE**

#### **Course Outcome:**

- Understand the significance of planning and different types of planning in the Teaching Learning Process.
- Develop skills for effective teaching to understand the meaning, scope and importance of models of teaching.
- Understand and practice the pedagogic analysis of 8th, 9th and 11th Biology.
- Familiarize the I.T.-related professional inputs of teaching.

### **BED P 201.11: PEDAGOGY OF SCHOOL SUBJECT-PART 1: SOCIAL SCIENCE**

#### **Course Outcome:**

- Acquaint the core teaching skills and apply the principles of teaching in preparing different types of instructional plans.
- Undertake pedagogic analysis of Social Sciences textbooks for secondary and Higher secondary classes.
- Develop the ability to apply constructivist learning design in the modern classroom.
- Gain practical experience in handling software and hardware materials related to the teaching of social science.

### **BED P 202.3: ASSESSMENT FOR LEARNING-ENGLISH**

#### **Course Outcome:**

- Acquire a conceptual understanding of assessment, evaluation, measurement and tests
- Gain a critical understanding of issues in assessment and evaluation
- Become proficient in different kinds of tasks, tools techniques and forms of assessment that aid student learning
- Understand the assessment of students with disabilities and get trained in IT-based modes of assessment

### **BED P 202.6: ASSESSMENT FOR LEARNING-MALAYALAM**

#### **Course Outcome:**

- Understand the Taxonomy of educational Course Outcome
- Explore realistic, comprehensive and dynamic assessment processes for use in the classroom.
- Enable the learners to construct an achievement test and understand new trends of evaluation in education.
- Critically look at the prevalent practices of assessment and develop diagnostic tests and suggest remedial measures.

## **BED P 202.7: ASSESSMENT FOR LEARNING-MATHEMATICS**

### **Course Outcome:**

- Gain awareness about recommendations made by various education commissions regarding educational evaluation.
- Become proficient in different kinds of tasks, tools, techniques and forms of assessment that aid student learning.
- Become proficient in administering, scoring and interpreting professionally developed and teacher-made assessment procedures.
- Gain awareness in the assessment of students with disabilities.

## **BED P 202.8: ASSESSMENT FOR LEARNING-NATURAL SCIENCE**

### **Course Outcome:**

- Develop a critical understanding of assessment and evaluation
- Exposed to different kinds and forms of assessment tools.
- Develop skills in the construction and administration of achievement and diagnostic tests.
- Develop skills in using different statistical treatments for data analysis.

## **BED P 202.11: ASSESSMENT FOR LEARNING-SOCIAL SCIENCE**

### **Course Outcome:**

- Develop skills to undertake the evaluation procedure objectively as well as effectively.
- Develop the ability to apply different approaches to evaluation in the teaching-learning process.
- To develop the ability to apply statistical techniques to interpret the data.
- Become the user of a wide range of assessment tools, and learn to select and construct these appropriately and to gain awareness in the assessment of students with disabilities.

## **EPCCOURSES**

### **EPC 02: DRAMA AND ART IN EDUCATION**

### **Course Outcome:**

- Integration of various domains of knowledge both curricular and extra-curricular
- Encouraging critical appreciation of visual or performing art
- Visit various community programmes and places of interest to develop socio-cultural awareness and identity
- Active participation in various fields of performing art and visual art

## **SEMESTER III**

### **PEDAGOGIC COURSES**

#### **BED P 301.3: PEDAGOGY OF SCHOOL SUBJECT-PART II: ENGLISH**

##### **Course Outcome:**

- Develop an insight of the teacher as a Techno pedagogue.
- Familiarise with the ways of professionalizing language education in a technological scenario.
- Familiarizes with the ways of integrating ICT resources in teaching and evaluation.
- Develop interest in innovative practices in English Language Teaching and learning.

#### **BED P 301.6: PEDAGOGY OF SCHOOL SUBJECT-PART II: MALAYALAM**

##### **Course Outcome:**

- Analyse curriculum, syllabus, textbook and content of the subject of Malayalam.
- Acquaint with professional teacher preparation programmes.
- Understand the need and importance of discourses in language teaching
- Practice evaluation tools and techniques in the learning process to acquire the knowledge of remedial instruction.

#### **BED P 301.7: PEDAGOGY OF SCHOOL SUBJECT-PART II: MATHEMATICS**

##### **Course Outcome:**

- Develop competency in analysing and teaching various topics in mathematics pedagogically.
- Be proficient in planning lessons based on the select models of teaching.
  
- Develop competency in teaching exceptional children and in the preparation of suitable teaching materials for them.
- Acquire basic skills needed for effective teaching through ICT

#### **BED P 301.8: PEDAGOGY OF SCHOOL SUBJECT-PART II: NATURAL SCIENCE**

##### **Course Outcome:**

- Understand and apply skills in Pedagogic transactions and understand various strategies to address learners with special needs
- Understand and find interrelationships of different areas of TPACK.

- Develop skills in the technological pedagogical analysis of content knowledge (TPACK).
- Understand the scope of networking in science teaching and develop skills in networking through different ways.

### **BED P 301.11: PEDAGOGY OF SCHOOL SUBJECT-PART II: SOCIAL SCIENCE**

#### **Course Outcome:**

- Acquaint with the innovative practices in Social Science teaching and develop the ability to apply such practices in the modern classroom.
- Develop different strategies to cater to individual differences in learning
- Develop the ability to become a professional Social Science teacher
- Get familiarity with the importance of instructional materials for Social Science teaching.

## **SEMESTER IV**

### **CORE COURSES**

#### **BED C 401: GENDER, SCHOOL AND SOCIETY**

##### **Course Outcome:**

- Develop critical awareness of the processes of socialization at home and school and their roles in shaping the identity
- Reflects critically on the roles of teacher and Pedagogy in instilling the concepts of gender, shaping gender identity.
- Develop a growing sense of agency as a 'teacher', a 'professional', as well as a 'human being and a critical insight on the transformations around the world concerning gender and gender roles.
- Perceive and realize the roles of pedagogy and teachers in developing a gender-fair society

#### **BED C 402: KNOWLEDGE AND CURRICULUM PART II**

##### **Course Outcome:**

- Give insight to the student teacher on the role of different social institutions in the process of education.
- Make the student-teacher understand the role of education in social development.
- Familiarize the teacher's students with the concept of culture and the relationship between culture and education.
- Sensitize the student teachers on the importance of value education in the present social scenario.

#### **BED C 403: CREATING AN INCLUSIVE SCHOOL**

**Course Outcome:**

- Develop a critical understanding of the recommendations of various commissions and committees and policy perspective status in teacher preparation for inclusive education.
- Understand the nature of needs and difficulties encountered by children with disability.
- Reformulate attitudes towards children with special needs.
- appreciate the need for promoting inclusive practice and the roles and responsibilities of the teachers.

**ELECTIVE COURSES****BED E 401.1: GUIDANCE AND COUNSELING****Course Outcome**

- Understand the nature, purpose and need for guidance and counselling.
- Understand the various areas, tools and techniques in guidance
- Understand the principles and approaches of counselling.
- Understand the responsibilities, qualities and role of a counsellor
- Understand the concept, importance and theories of career development
- Understand the tools and techniques in counselling.
- Realize the need for counselling for children with special needs.

**BED E 401.2: HEALTH AND PHYSICAL EDUCATION****Course Outcome:**

- o Introduce the student teacher to the concept of holistic health and understand the various dimensions & determinants of health
- o Acquaint them with the school health programme and its importance.
- o Enable them to understand the need & importance of Physical Education and enable the students to be equipped with the knowledge and practice of first aid and emergency care/
- o Introduce them to the benefits of the practice of Yoga and to motivate them to resort to fitness development.

**BED E 401.4: ENVIRONMENTAL EDUCATION****Course Outcome**

- o Understand the concept of environment and ecology
- o Understand environmental education and its importance
- o Understand the causes of environmental hazards and pollution
- o Understand the causes of environmental degradation

- o Understand the need for remedial ways to protect the environment.
- o Acquire knowledge of environmental issues and policies in India
- o Acquire knowledge about international efforts for environmental
- o Understand the status of environmental education in the school curriculum  
Understand the curriculum and methods in environmental education
- o Acquire knowledge about the different methods of teaching in
- o Acquire knowledge of the tools and techniques for the evaluation of environmental education

### **EPC 03: CRITICAL UNDERSTANDING OF ICT**

#### **Course Outcomes**

- Describe the significance of ICT in the modern classroom
- Apply PPT, Animated videos, e-collage and other e-tools in their own class
- Familiarise with animation software.
- Conduct an e-quiz programme and prepare online assessment tools
- Design personal blogs
- Use ICT sources for self-development.

### **EPC 04: UNDERSTANDING THE SELF**

#### **Course Outcomes**

- Develop a deep understanding of one's own beliefs, values, emotions, and personal biases, recognizing their impact on teaching and interactions with students.
- Help student teachers to discover and develop open-mindedness, the attitude of a self-motivated learner, having self-knowledge and self-restraint.
- Student teachers develop the capacity for sensitivity, sound communication skills and ways to establish peace and harmony.
- Develop the capacity to facilitate personal growth and social skills in their own students

## ACADEMIC CALENDAR

ACADEMIC CALENDAR
JUNE 2023

DATE	PARTICULARS	WORKING DAYS	DATE	PARTICULARS	WORKING DAYS
01 THU			09 FRI		
02 FRI			10 SAT		
03 SAT			11 SUN		
04 SUN			12 MON		
05 MON			13 TUE		
06 TUE			14 WED		
07 WED			15 THU		
08 THU			16 FRI		

# ACADEMIC CALENDAR

## JUNE 2023

DATE	PARTICULARS	WORKING DAYS	DATE	PARTICULARS	WORKING DAYS
17 SAT			25 SUN		
18 SUN			26 MON		
19 MON			27 TUE		
20 TUE			28 WED		
21 WED			29 THU		
22 THU			30 FRI		
23 FRI			TOTAL WORKING DAYS :24		
24 SAT					



# ACADEMIC CALENDAR

## JULY 2023

DATE	PARTICULARS	WORKING DAYS	DATE	PARTICULARS	WORKING DAYS
01 SAT			09 SUN		
02 SUN			10 MON		
03 MON			11 TUE		
04 TUE			12 WED		
05 WED			13 THU		
06 THU			14 FRI		
07 FRI			15 SAT		
08 SAT			16 SUN		

# ACADEMIC CALENDAR

## JULY 2023

DATE	PARTICULARS	WORKING DAYS	DATE	PARTICULARS	WORKING DAYS
17 MON			25 TUE		
18 TUE			26 WED		
19 WED			27 THU		
20 THU			28 FRI		
21 FRI			29 SAT		
22 SAT			30 SUN		
23 SUN			31 MON		
24 MON			TOTAL WORKING DAYS :19		

# ACADEMIC CALENDAR

## AUGUST 2023

DATE	PARTICULARS	WORKING DAYS	DATE	PARTICULARS	WORKING DAYS
01 TUE			09 WED		
02 WED			10 THU		
03 THU			11 FRI		
04 FRI			12 SAT		
05 SAT			13 SUN		
06 SUN			14 MON		
07 MON			15 TUE		
08 TUE			16 WED		

# ACADEMIC CALENDAR

## AUGUST 2023

DATE	PARTICULARS	WORKING DAYS	DATE	PARTICULARS	WORKING DAYS
17 THU			25 FRI		
18 FRI			26 SAT		
19 SAT			27 SUN		
20 SUN			28 MON		
21 MON			29 TUE		
22 TUE			30 WED		
23 WED			31 THU		
24 THU			TOTAL WORKING DAYS :20		

# ACADEMIC CALENDAR

## SEPTEMBER 2023

DATE	PARTICULARS	WORKING DAYS	DATE	PARTICULARS	WORKING DAYS
01 FRI			09 SAT		
02 SAT			10 SUN		
03 SUN			11 MON		
04 MON			12 TUE		
05 TUE			13 WED		
06 WED			14 THU		
07 THU			15 FRI		
08 FRI			16 SAT		

# ACADEMIC CALENDAR

## SEPTEMBER 2023

DATE	PARTICULARS	WORKING DAYS	DATE	PARTICULARS	WORKING DAYS
17 SUN			25 MON		
18 MON			26 TUE		
19 TUE			27 WED		
20 WED			28 THU		
21 THU			29 FRI		
22 FRI			30 SAT		
23 SAT			TOTAL WORKING DAYS :15		
24 SUN					

# ACADEMIC CALENDER

## OCTOBER 2023

DATE	PARTICULARS	WORKING DAYS	DATE	PARTICULARS	WORKING DAYS
01 SUN			09 MON		
02 MON			10 TUE		
03 TUE			11 WED		
04 WED			12 THU		
05 THU			13 FRI		
06 FRI			14 SAT		
07 SAT			15 SUN		
08 SUN			16 MON		

# ACADEMIC CALENDER

## OCTOBER 2023

DATE	PARTICULARS	WORKING DAYS	DATE	PARTICULARS	WORKING DAYS
17 TUE			25 WED		
18 WED			26 THU		
19 THU			27 FRI		
20 FRI			28 SAT		
21 SAT			29 SUN		
22 SUN			30 MON		
23 MON			31 TUE		
24 TUE			TOTAL WORKING DAYS:18		



# ACADEMIC CALENDER

## NOVEMBER 2023

DATE	PARTICULARS	WORKING DAYS	DATE	PARTICULARS	WORKING DAYS
01 WED			09 THU		
02 THU			10 FRI		
03 FRI			11 SAT		
04 SAT			12 SUN		
05 SUN			13 MON		
06 MON			14 TUE		
07 TUE			15 WED		
08 WED			16 THU		

# ACADEMIC CALENDER

## NOVEMBER 2023

DATE	PARTICULARS	WORKING DAYS	DATE	PARTICULARS	WORKING DAYS
17 FRI			25 SAT		
18 SAT			26 SUN		
19 SUN			27 MON		
20 MON			28 TUE		
21 TUE			29 THU		
22 WED			30 FRI		
23 THU			TOTAL WORKING DAYS:22		
24 FRI					

# ACADEMIC CALENDER

## DECEMBER 2023

DATE	PARTICULARS	WORKING DAYS	DATE	PARTICULARS	WORKING DAYS
01 FRI			09 SAT		
02 SAT			10 SUN		
03 SUN			11 MON		
04 MON			12 TUE		
05 TUE			13 WED		
06 WED			14 THU		
07 THU			15 FRI		
08 FRI			16 SAT		

# ACADEMIC CALENDER

## DECEMBER 2023

DATE	PARTICULARS	WORKING DAYS	DATE	PARTICULARS	WORKING DAYS
17 SUN			25 MON		
18 MON			26 TUE		
19 TUE			27 WED		
20 WED			28 THU		
21 THU			29 FRI		
22 FRI			30 SAT		
23 SAT			31 SUN		
24 SUN			<b>TOTAL WORKING DAYS:17</b>		

# ACADEMIC CALENDER

## JANUARY 2024

DATE	PARTICULARS	WORKING DAYS	DATE	PARTICULARS	WORKING DAYS
01 MON			09 TUE		
02 TUE			10 WED		
03 WED			11 THU		
04 THU			12 FRI		
05 FRI			13 SAT		
06 SAT			14 SUN		
07 SUN			15 MON		
08 MON			16 TUE		

# ACADEMIC CALENDER

## JANUARY 2024

DATE	PARTICULARS	WORKING DAYS	DATE	PARTICULARS	WORKING DAYS
17 WED			25 THU		
18 THU			26 FRI		
19 FRI			27 SAT		
20 SAT			28 SUN		
21 SUN			29 MON		
22 MON			30 TUE		
23 TUE			31 WED		
24 WED			TOTAL WORKING DAYS :20		

# ACADEMIC CALENDER

## FEBRUARY 2024

DATE	PARTICULARS	WORKING DAYS	DATE	PARTICULARS	WORKING DAYS
01 THU			09 FRI		
02 FRI			10 SAT		
03 SAT			11 SUN		
04 SUN			12 MON		
05 MON			13 TUE		
06 TUE			14 WED		
07 WED			15 THU		
08 THU			16 FRI		

# ACADEMIC CALENDER

## FEBRUARY 2024

DATE	PARTICULARS	WORKING DAYS	DATE	PARTICULARS	WORKING DAYS
17 SAT			25 SUN		
18 SUN			26 MON		
19 MON			27 TUE		
20 TUE			28 WED		
21 WED			29 THU		
22 THU			TOTAL WORKING DAYS :20		
23 FRI					
24 SAT					



# ACADEMIC CALENDER

## MARCH 2024

DATE	PARTICULARS	WORKING DAYS	DATE	PARTICULARS	WORKING DAYS
01 FRI			09 SAT		
02 SAT			10 SUN		
03 SUN			11 MON		
04 MON			12 TUE		
05 TUE			13 WED		
06 WED			14 THU		
07 THU			15 FRI		
08 FRI			16 SAT		

# ACADEMIC CALENDER

## MARCH 2024

DATE	PARTICULARS	WORKING DAYS	DATE	PARTICULARS	WORKING DAYS
17 SUN			25 MON		
18 MON			26 TUE		
19 TUE			27 WED		
20 WED			28 THU		
21 THU			29 FRI		
22 FRI			30 SAT		
23 SAT			31 SUN		
24 SUN			TOTAL WORKING DAYS :23		

<b>ACADEMIC CALENDAR</b>					
APRIL 2024			MAY 2024		
DATE	PARTICULARS	WORKING DAYS	DATE	PARTICULARS	WORKING DAYS
1 MON	SUMMER VACATION		1 WED	SUMMER VACATION	
2 TUE			2 THU		
3 WED			3 FRI		
4 THU			4 SAT		
5 FRI			5 SUN		
6 SAT			6 MON		
7 SUN			7 TUE		
8 MON			8 WED		
9 TUE			9 THU		
10 WED			10 FRI		
11 THU			11 SAT		
12 FRI			12 SUN		
13 SAT			13 MON		
14 SUN			14 TUE		
15 MON			15 WED		
16 TUE			16 THU		
17 WED			17 FRI		
18 THU			18 SAT		
19 FRI			19 SUN		
20 SAT			20 MON		

21 SUN			21 TUE		
22 MON			22 WED		
23 TUE			23 THU		
24 WED			24 FRI		
25 THU			25 SAT		
26 FRI			26 SUN		
27 SAT			27 MON		
28 SUN			28 TUE		
29 MON			29 WED		
30 TUE			30 THU		
			31 FRI		

### LATE NOTE

SL.NO	DATE	REASON FOR LATE COMING	SIGNATURE OF CONCERNED LECTURER
PRINCIPAL'S REMARKS			

## LEAVE RECORD

SI NO	Date	Reason for Leave	Signature of Teacher
<b>Principals Remark</b>			

**DETAILS OF PRACTICALS SUBMITTED**

<b>Sl No</b>	<b>Date</b>	<b>Item</b>	<b>Signature of the teacher concerned</b>	<b>Signature of Principal</b>

### DETAILS OF PRACTICALS SUBMITTED

<b>Sl No</b>	<b>Date</b>	<b>Item</b>	<b>Signature of the teacher concerned</b>	<b>Signature of Principal</b>



## TIMETABLE

Day/TIME								
<b>MONDAY</b>		<b>I N T E R V A L</b>			<b>L U N C H</b>			
<b>TUESDAY</b>								
<b>WEDNESDAY</b>								
<b>THURSDAY</b>								
<b>FRIDAY</b>								
<b>SATURDAY</b>								