



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

KANNUR SALAFI B.ED. COLLEGE

KANNUR SALAFI B.ED. COLLEGE, VILLAGEMUKKU, KOODALI P.O.
670592

www.ksbed.ac.in

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Kannur Salafi B.Ed College was established in 2007 by the Islahi Trust, affiliated with Kannur University. The college is situated about 15 km from Kannur at Villagemukku near Kudukkimotta, Kuttiyatoor panchayath. The institution spans five acres with a built-up area of 3043.98 sq. mts.

The teacher education institution aims at improving the socially and educationally backward children of the area of Malabar. The institution has secured the recognition of the National Council of Teacher Education, the University of Kannur, and the Government of Kerala.

The motto of the institution **‘Learning is Eternal’** draws attention to the critical role of education in individual and societal development. As long as we are alive, there is always something new to discover, explore, and understand.

As a self-financing teacher education institution the college offers undergraduate education programmes, recognised by UGC and NCTE. The B.Ed programme admits one unit of fifty-five students under five streams of subjects: English, Malayalam, Mathematics, Natural Science and Social Science.

Kannur Salafi B.Ed college, E-content production studio **‘InnovateEd Media Hub’** is an initiative of the college that enhances the skill of quality-oriented e-content development under the **ECIP (E-Content Innovators Programme) Programme**.

Kannur Salafi BEd College's proud project **‘One Teacher One Tree’**, is an innovative initiative for nature to motivate students and teachers to protect the environment and bring greenery to the college campus.

Kannur Salafi Academic Excellence (KSAE), a unique project of the college under IQAC empowers teacher educators and student teachers to explore a vivid range of programmes.

Kannur Salafi Green Initiatives (KSGI), a project under IQAC aims to develop sustainable development practices among students with an outlook to protect the environment. A fruit garden, medicinal garden, and pedagogic park are functioning under this project.

Programmes to cater to student diversity **“Oppam” (being together)** and the **Teacher Professional Enrichment Programme (TPEP)** are the other attractions of the college.

Kannur Salafi B.Ed College surpasses in learner and teacher support with facilities like a well-equipped conference hall, e-content studio, and fitness center. The collective feedback from different academic administrative and student bodies helps to attain the highest possible outcome.

Vision

"Inspire Generation Through Unique Experiences"

To achieve this vision, **Kannur Salafi B.Ed College** fosters a collaborative approach involving its faculty, students, alumni, administrators, and management. Together, they work towards creating innovative strategies and implementing unique programs in both academic and non-academic spheres. The institution's mission to continuously excel in teacher education is driven by these concerted efforts, ensuring that it stays ahead in providing high-quality educational experiences. One of the key areas of focus is **curriculum adaptation**. The institution regularly revises and updates its curriculum to align with the latest developments in education. This ensures that students are not only prepared to meet the current demands of the teaching profession but also become forward-thinking educators who can anticipate future trends. The curriculum emphasizes **holistic development** by blending theoretical knowledge with practical skills, ensuring that the graduates are well-rounded professionals.

The college is also committed to fostering **value-oriented programs**. These programs aim to instill ethical and moral values in students, ensuring they become compassionate and socially responsible teachers. Through community outreach, social engagement, and programs promoting **inclusivity and diversity**, students learn to prioritize empathy and understanding in their teaching practices. In addition, innovative pedagogical strategies form the backbone of the institution's teaching approach. Faculty members are encouraged to experiment with new methods of instruction, focusing on experiential learning, problem-solving, and collaboration. Strategies such as flipped classrooms, blended learning, and peer teaching are incorporated into the daily teaching routine, allowing students to learn actively and engage deeply with content.

Furthermore, technology integration is a signature policy of Kannur Salafi B.Ed College. The institution equips its students with the latest tools and technologies to enhance the teaching-learning process. This includes the use of digital platforms for lesson planning, online assessments, and virtual classrooms. Students are trained to effectively use **ICT to create engaging**, interactive, and adaptive learning environments for their future classrooms. Through these efforts, **Kannur Salafi B.Ed College** ensures that it not only provides quality teacher education but also inspires the next generation of educators through unique and transformative experiences.

Mission

"To Deliver Exceptional Education to Tackle Contemporary Challenges Effectively"

The mission of **Kannur Salafi B.Ed College**, is to provide exceptional education that equips future educators with the knowledge, skills, and mindset to address the ever-evolving challenges of the modern world. In an era marked by rapid technological advancements, social transformation, and global interconnectedness, the role of teachers is more critical than ever. Our institution aims to mold educators who can not only adapt to these changes but also thrive as innovators and leaders in the field of education. To achieve this mission, we emphasize a **holistic and comprehensive approach** to teacher education. Our curriculum is carefully designed to balance theoretical foundations with practical applications, ensuring that our students are not only well-versed in educational theory but also capable of applying this knowledge in diverse classroom settings. By encouraging critical thinking, creativity, and problem-solving, we prepare our students to navigate the complexities of contemporary education with confidence. Our mission is also centered on fostering **inclusivity and diversity**. In a multicultural society, educators must be able to create learning environments that are inclusive, respectful, and sensitive to the unique needs of every student. We instill in our students the values of empathy, equity, and social responsibility, helping them understand the importance of fostering positive and

inclusive learning environments.

Technology integration is another cornerstone of our mission. We recognize that digital literacy is essential in today's world, and as such, we prioritize equipping our students with the skills to leverage technology effectively in the classroom. From digital lesson planning to online assessments and virtual learning environments, we ensure that our graduates are capable of using modern educational tools to enhance student engagement and learning outcomes. Finally, our mission is driven by a commitment to **continuous professional growth**. Through ongoing professional development programs, research opportunities, and collaborative learning experiences, we ensure that our students remain lifelong learners who are always seeking to improve their teaching practices. In summary, **Kannur Salafi B.Ed College** strives to deliver exceptional education by preparing teachers who are capable of tackling contemporary challenges with innovation, inclusivity, and a strong commitment to lifelong learning.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Kannur Salafi B.Ed College stands as a distinguished institution, with its strength rooted in its highly qualified, well-trained, and efficient team of teaching and supporting staff. This dedicated workforce plays a pivotal role in ensuring the smooth functioning of both academic and administrative duties, consistently meeting the institution's goals. From its inception, the college has upheld principles of **good governance** and sound management practices, ensuring that institutional policies are implemented effectively and fairly. The college's **decentralized administration**, facilitated by various committees, is another key strength. .

To enrich students' learning experiences, the college offers various **certificate courses** designed to provide additional academic exposure and skill development opportunities. These courses complement the formal curriculum and offer students practical, real-world knowledge that extends beyond the classroom. The institution boasts a **spacious campus**, spanning over **five acres and fourteen cents**, offering students a conducive environment for both academic pursuits and extracurricular activities. The college is well-equipped with the necessary sports and games facilities, allowing students to pursue a holistic educational experience that includes physical well-being.

The continuous professional development of teachers is another hallmark of the institution's strength. Faculty members regularly participate in **Kannur University's centralized valuation camps**, serving as **chief examiners, external examiners, and chairpersons** during B.Ed practical exams. This participation not only enriches the faculty's professional expertise but also strengthens the college's academic reputation. The college library houses a significant collection of academic resources, further enhanced by **free Wi-Fi connectivity** with speeds up to **150 Mbps**, enabling students to access a wide range of digital materials. Moreover, community engagement is a core value of the institution, as demonstrated by student teachers' visits to **Thanal School for the Disabled** and **Chithrari Asha School**, providing opportunities for social responsibility and compassionate teaching.

Additionally, the campus is known for its **clean environment**, supported by a well-organized **waste management system**. The institution regularly organizes **international and national conferences, workshops, and online Faculty Development Programs (FDPs)** through the **Kannur Salafi Academic**

Excellence (KSAE) Project, reinforcing its commitment to academic excellence and professional growth.

Institutional Weakness

Despite its many strengths, **Kannur Salafi B.Ed College** faces several challenges that impact its overall functioning and growth. As a **self-financing institution**, the faculty members are not directly involved in important academic bodies such as the **Curriculum Planning Committee, Board of Studies, Academic Council, Kerala State Higher Education Council**, and the **Question Paper Setting Committee** of the university. This limits their ability to influence curriculum design and other key academic decisions, creating a gap in direct academic governance and planning. One of the notable challenges is the **financial constraints** that the college faces, which hinder its ability to invest in further development and infrastructure expansion. Being self-financed, there is limited access to government grants or funding, making it difficult to allocate resources toward new projects, technological upgrades, and enhanced facilities.

Additionally, the college's location in a **remote area** poses accessibility challenges. While the institution provides quality education, its geographical location can make it difficult for students and faculty from distant regions to commute easily. This geographic isolation may also limit opportunities for collaborations with other institutions and participation in external academic events. Although the **library has been digitized**, its current functionality could be improved by integrating more resources into a comprehensive **electronic repository**. By expanding the range of digital materials available, the library can provide better access to academic resources for both faculty and students, improving research and learning experiences.

Moreover, the involvement and contribution of the **alumni association** have not reached their full potential. While alumni activities exist, they could be more structured and proactive in supporting the institution's growth, contributing to fundraising efforts, student mentoring, and network building. Enhancing alumni engagement could significantly benefit both current students and the overall development of the college.

Institutional Opportunity

Kannur Salafi B.Ed College is actively working towards expanding its educational reach and enhancing the learning experience for its students by building key linkages and offering diverse academic opportunities. One of the institution's goals is to **establish linkages with local self-government bodies** to create mutually beneficial partnerships. These linkages can enhance community-based learning and provide students with practical exposure to local governance and public administration, thus enriching their understanding of civic responsibility. In its effort to offer diverse academic options, the college has initiated steps to function as a **study center for IGNOU and Sree Narayana Open University, Kerala**. This would allow students to access flexible learning opportunities and pursue **distance education programs** alongside their regular studies, thereby broadening their academic horizons and skill sets.

The institution is also focused on **designing self-learning and skill-enhancing online courses** tailored to meet the needs of 21st-century learners. These courses will offer students the flexibility to acquire new skills and competencies, particularly in areas such as digital literacy, critical thinking, and pedagogical innovation.

In terms of community engagement, the college places great emphasis on **student participation in outreach activities**. These activities help instill values of social responsibility and provide students with real-world experiences that deepen their understanding of societal challenges, thereby fostering a more holistic education.

Efforts are being made to **improve sports facilities** on campus to promote physical well-being alongside academic growth. Additionally, the college encourages more students to enroll in **MOOC courses**, which can significantly improve their learning opportunities by giving them access to global knowledge platforms and cutting-edge educational resources.

Recognizing the need for **improved educational consultancy services**, the college is exploring ways to offer better career guidance, academic consulting, and mentorship to students and alumni. Finally, the institution is taking **effective steps to enhance the competency and employability** of its outgoing students through professional development workshops, training sessions, and career counseling programs, ensuring they are well-prepared for the job market. These efforts collectively contribute to the college's mission of delivering a well-rounded and future-ready education.

Institutional Challenge

Kannur Salafi B.Ed College, despite its commitment to providing quality education, faces several challenges that impact its growth and development. One of the primary issues is the **restriction in starting new programs** due to stringent government and university policies. These regulations limit the institution's ability to diversify its academic offerings and meet the evolving demands of the educational sector. The inability to introduce innovative and interdisciplinary courses hinders the college's potential to attract a broader student base and keep pace with global educational trends.

Another significant challenge is the **fund mobilization for developmental and extension activities**. As a self-financed institution, the college struggles to generate adequate resources for infrastructural improvements, community outreach programs, and extracurricular initiatives. This financial constraint hampers its ability to expand facilities and offer more enriching academic experiences to students. The **location of the college**, being in a remote area, further complicates student recruitment efforts. The geographical isolation makes it difficult to attract students from distant areas, reducing the potential pool of applicants. This also affects collaborations with other institutions and industries, limiting opportunities for academic and professional partnerships.

A critical focus for the institution is **enhancing the competency and employability of outgoing students**. However, the lack of resources and external partnerships makes it challenging to provide sufficient career-oriented training and internships. This gap impacts students' readiness for the job market and their competitiveness in securing employment. Additionally, the nature of the college presents obstacles for **research activities**. Teachers have limited opportunities to engage in meaningful research due to the absence of institutional support and funding from **central and state governments**. Moreover, the college cannot provide **paid leave for research activities**, which discourages faculty members from pursuing higher studies or research projects that could enhance their professional development and academic contributions.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Kannur Salafi B.Ed. College uniquely tailors the curriculum recommended by the University of Kannur, with **enriched faculty members** who are active decision makers in the in-house curriculum planning of the college.

The college ensures a comprehensive introduction to the curriculum and facilities through an induction meeting for new entrants. To facilitate structured implementation of the curriculum, the academic calendar and semester plans are meticulously communicated to all stakeholders. B.Ed. curriculum offers flexibility, offering elective courses. Flexibility is also maintained in the choice of internship institutions for the students. The curriculum integrates **psychological, philosophical, sociological, technological and pedagogic foundations** through a combination of core and optional courses. Implementation of theoretical knowledge is emphasised through college-based and field-based practicals, bridging the gap between theory and practice. Academic and extension activities enhance the formal curriculum, providing students with practical insights and a holistic learning experience.

The curricular content is expanded through programmes under **KSAE Project**, focusing on national and international education systems, education for students with diverse needs, value education, environmental education, disaster management, and innovative teaching and learning methods. The **value-added course, Wisdom Waves**, contributes to the competency of aspiring teachers. Students are encouraged to participate in online courses to enhance their professional competencies. Continuous feedback from stakeholders is actively sought, the analysis of which serves as a signpost for curriculum refinement and improvement.

Teaching-learning and Evaluation

The college has **high enrolment percentage** since its inception to the various programmes at the graduate level and maintains reservation policies. The environment of the college is student-friendly giving priority to the esteem needs of the adult learners with due emphasis on quality in teaching, learning and evaluation. Student's passion for the teaching profession is ignited by identifying their entry-level behaviour. Advanced learners are assigned tasks in the **Student Driven Programme (SDP)** and slow learners are supported through Remedial Coaching. The **tutor-ward system**, an online learning platform, morning sessions and day celebrations cater to learner and learning diversity. The theoretical and practical courses, as outlined in the **PLOs and CLOs**, are systematically followed through semester-wise curricular plans and the academic calendar. An **innovative student-centric approach** with brainstorming, peer teaching, and focus group discussion is adopted for the teaching-learning process and assessed through various modes- tests, rubrics, field activities and workshops. Students are given ample opportunities to explore, develop and integrate ICT through curricular activities. Continual mentoring supports students to manage stress, and develop life skills and self-efficacy through reflective practices. Students are encouraged throughout to attend colloquium and participate in academic workshops, and web talks. Comprehensive development of teaching skills is ensured through a multitude of initiatives. Students are prepared rigorously for the 4-month internship programme.

Evaluation and Examination Committee (EEC) ensures timely, **transparent assessment procedures**. **Grievance Redressal Cell** instantly addresses the concerns of any kind from students. Teachers are encouraged to attend conferences, seminars, and symposia, as well as orientation and refresher courses, to enhance their competencies and promote innovative and effective teaching practices. They serve as resource persons in professional development programmes and extend their expertise to various academic bodies.

Infrastructure and Learning Resources

Kannur Salafi B.Ed College: A Campus Equipped with Modern Infrastructure and Facilities

Kannur Salafi B.Ed College boasts a state-of-the-art campus spread over **5 acres**, designed to offer an enriching learning environment in line with statutory standards. The campus features **three modern buildings**, covering a total area of **3043.98 square meters**, and houses an array of essential academic and support facilities. The college is home to **10 well-furnished classrooms** and **3 seminar halls**, each equipped with the latest ICT tools. Out of these, **10 classrooms are outfitted with advanced digital facilities**, supporting a range of multimedia capabilities that foster interactive and collaborative learning experiences. These modern learning spaces ensure students and faculty can seamlessly integrate technology into teaching, enhancing educational outcomes through digital pedagogy.

The college's **library** is another cornerstone of its infrastructure, having been fully automated since 2013. Integrated with the open-source **Koha software**, the library efficiently manages a collection of **4217 books**, along with **3 academic journals**, digital resources, and remote access facilities through the **Online Public Access Catalogue (OPAC)**. This digital integration allows students and faculty to search, reserve, and access a variety of resources from anywhere on campus, promoting a culture of continuous learning and research. The digital resources available also complement classroom instruction, supporting academic success. The college's extensive **ICT facilities** ensure that the campus is connected and secure. High-speed **Wi-Fi with 150 MBPS bandwidth** ensures seamless internet access for academic purposes across the campus. **CCTV surveillance systems** are in place to monitor the safety and security of the premises, while a **biometric attendance system** ensures accurate tracking of student and staff attendance. Additionally, specialized facilities like the **Conference Hall** and **Digital Technology Hub** further enrich the learning experience by providing spaces for workshops, guest lectures, and digital learning sessions. The institution follows stringent **maintenance and resource management protocols** to ensure that all infrastructure—including classrooms, laboratories, the library, and the sports complex—are maintained to the highest standards. This system ensures that students and staff have continuous access to well-maintained resources, allowing for an uninterrupted and secure learning environment.

Student Support and Progression

The college offers various capability-building and skill-enhancement programmes that contribute to the development of both hard and soft skills among student teachers. Active participation in different clubs, like science club, social science club, nature club, etc. enhances their all-round capabilities. The institution employs the latest technologies to communicate effectively with differently-abled students.

The **grievance redressal cell** organises awareness and orientation programmes that aid students in addressing their concerns, and the published statutory instructions on the college website reflect transparency. Student grievances are immediately attended to seriously. College provides **Financial aid** for the economically backward students. The extension cell, in collaboration with the alumni association, fulfills social needs, while the **counseling cell**, with experts and mentor teachers, addresses psychological issues. Special programmes like **Alumni interactions** are conducted and extend counseling services to alumni.

Career guidance and placement cells play a crucial role in preparing students for competitive examinations, guiding them toward various professions and higher education opportunities. Regular updates on job opportunities are disseminated through social media, and the placement cell fosters relationships with schools and other institutions to facilitate student placement. The alumni association actively supports the institution, curriculum transactions, motivational interactions, sharing expertise, academic support, and financial aid. The holistic approach, technological inclusivity, financial assistance programmes, and active alumni involvement direct the institution toward success.

Governance, Leadership and Management

Kannur Salafi B.Ed College's vision is to be a **center of excellence in teacher education**, fostering both academic and ethical development to create competent, socially responsible educators. The mission emphasizes providing high-quality education, promoting continuous **professional growth of teachers**, and instilling values that contribute to the **holistic development** of individuals and society. The college's leadership is committed to innovation in teaching methodologies, encouraging research, and supporting the overall development of faculty and students. Strategic planning and continuous improvement are key priorities, ensuring that the institution meets educational standards and societal needs effectively

The college employs a strong strategy development process that includes regularly engaging with stakeholders such as alumni, employers, and academic peers, helps refine educational strategies and ensures alignment with institutional goals and national educational policies. This comprehensive approach allows the college to remain responsive and adaptive to the evolving educational field. Kannur Salafi B.Ed College places a strong emphasis on faculty development through continuous **Faculty development (FPD)** programs, financial support for attending workshops, seminars, and conferences at various levels, and providing opportunities for research and publication. Collaborative teaching and research initiatives are encouraged, fostering a culture of shared knowledge and innovation.

The institution maintains sound **financial management practices**, characterized by transparent and accountable budgeting. Regular financial audits ensure compliance and financial health, while effective utilization of resources supports both academic and extracurricular activities. The college is proactive in **mobilizing resources** for infrastructure development and technological advancements, ensuring that the institution's facilities and resources meet the needs of its students and staff.

The **Internal Quality Assurance Cell (IQAC)** at **Kannur Salafi B.Ed College** is a comprehensive framework designed to ensure continuous improvement and excellence in educational outcomes. Regular internal and external audits of academic and administrative processes, along with feedback mechanisms involving students, faculty, and other stakeholders, inform necessary improvements. The system monitors and evaluates teaching methodologies, assessment systems, and student performance, implementing best practices in teaching, learning, and administration. This ongoing accreditation and compliance with national and international quality standards ensure that the college maintains its commitment to excellence.

Institutional Values and Best Practices

The institution abides by the **protocol of environmental preservation and energy conservation** through a rigorous **Green Protocol**, promoting **eco-responsibility, minimizing plastic usage, waste reduction, and implementing green landscaping**. It is dedicated to sustainability and conservation through efficient equipment, oversight, and educating students on energy policies. Waste management principles of the institution encompass source segregation, efficient disposal of non-biodegradable waste, and sanitary pads. Innovative methods are adopted to reduce e-waste. The institution has made remarkable progress in water management and conservation, incorporating rainwater harvesting, and advocating responsible water usage.

The **Green Environment and Energy Audit** diligently preserves campus trees, **monitors water and soil quality** and ensures energy conservation. The College places a strong emphasis on community services. Extreme care is taken to maximize locational advantages, including utilization of available resources and expert individuals, to their fullest potential. Institutional values are upheld through an emphasis on ethics and integrity and a defined **Code of Conduct** for all. The orientation programme ensures everyone understands the expected standards of behavior. A monitoring committee has been constituted to address any violations or concerns and conduct periodic professional ethics programmes. Promoting community engagement and empathy through hands-on activities in tune with the recommendations of **NEP 2020**. These initiatives collectively embody the core values, aligning with the vision for a sustainable, ethical, and community-engaged educational environment.

The institution is committed to environmental sustainability through its **Green Initiative**, which promotes eco-friendly practices and aims to reduce the institution's carbon footprint. The college also actively engages in social responsibility through its "**Holding Hands**" programme, offering vital services and support to local old age homes. Additionally, its distinctiveness is highlighted by the **VAYANAM** programme, which fosters a culture of continuous learning and community development, distinguishing the college as a hub for innovative educational and social outreach efforts.

Research and Outreach Activities

Kannur Salafi B.Ed. College is distinguished by its proactive approach to research and community outreach, creating a dynamic environment for both students and faculty. The college prioritizes the development of research capabilities by providing comprehensive support for academic inquiry. This support includes access to research resources, dedicated facilities, and expert guidance to aid students and faculty in their research endeavors. Additionally, the college offers study leave for those involved in significant **research projects**, ensuring that they have the time and space needed to focus on their work without the pressures of regular academic responsibilities. The commitment to research at **Kannur Salafi B.Ed. College** is matched by its dedication to community involvement. The college recognizes the importance of connecting academic learning with real-world applications, and as such, it organizes numerous **community engagement programmes**.

These programmes are designed to foster **social interaction**, enhance understanding of local and societal issues, and build meaningful connections between the college and the community. Through these activities, students and staff are encouraged to apply their knowledge in practical settings, contributing to community development and gaining valuable insights into their surroundings. Kannur Salafi B.Ed. College also plays an active role in **national priority programs**, which align with broader educational and societal goals. By participating in these programs, the college demonstrates its commitment to addressing significant national issues and contributing to larger **educational objectives**.

The involvement in **national programmes** also helps students and faculty understand the importance of these initiatives, providing a context for their academic work and fostering a sense of purpose and relevance. **Collaboration** is a cornerstone of the college's approach, as it works closely with nearby schools, colleges, and community organizations. These partnerships enable the college to connect educational activities with community needs, creating opportunities for joint initiatives and shared learning

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	KANNUR SALAFI B.ED. COLLEGE
Address	KANNUR SALAFI B.Ed. COLLEGE, VILLAGEMUKKU, KOODALI P.O.
City	KANNUR
State	Kerala
Pin	670592
Website	www.ksbed.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	SOBHA S	0490-2994211	7909231211	-	kannursalafi2007@gmail.com
IQAC / CIQA coordinator	RIJI VIJAYAN	0490-	7025010984	-	rijivjayan100@gmail.com

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

State	University name	Document
Kerala	Kannur University	View Document

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

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
NCTE	View Document	18-01-2021	120	validity date is not mentioned in the recognition order

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	KANNUR SALAFI B.Ed. COLLEGE, VILLAGEMUKKU, KOODALI P.O.	Rural	5	3043.98

2.2 ACADEMIC INFORMATION

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

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				10			
Recruited	0	0	0	0	0	0	0	0	2	8	0	10
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				6
Recruited	1	5	0	6
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	1	1	0	2
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	1	7	0	8
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	9	0	0	0	9
	Female	101	0	0	0	101
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	0	0	1	0
	Female	1	2	2	2
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	1	0	1
	Others	0	0	0	0
OBC	Male	0	2	4	2
	Female	30	30	38	34
	Others	0	0	0	0
General	Male	2	2	1	1
	Female	17	16	9	15
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		50	53	55	55

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The teacher education programme is inherently multidisciplinary, drawing from philosophical, sociological, psychological, and technological foundations, alongside content and pedagogy for all
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	<p>school-specific subjects. Our college is committed to staying up-to-date with the latest trends in education. In alignment with the National Education Policy (NEP) 2020 recommendations, the Government of Kerala has reformulated existing programmes to incorporate these changes. As a teacher education college, we have the necessary infrastructure, human resources, and material resources to support these initiatives. Our undergraduate programs feature multidisciplinary courses such as Educational Philosophy, Sociology, Psychology, Pedagogy, Physical Education, Inclusive Education, Gender, School and Society, and Environmental Education. The current undergraduate curriculum spans multiple disciplines, including Humanities, Science, and Languages. Additionally, we offer core multidisciplinary courses like Language Across Curriculum and Understanding Disciplines. Given the professional nature of teacher education, a significant portion of our curriculum is dedicated to practicum, student-teaching, and value-based field engagement courses. This includes Initiatory School Experiences and School Internships, which provide firsthand experience with school communities and help nurture professional skills. Our institution is well-prepared with the facilities needed to deliver liberal education as envisioned in NEP 2020. We have conducted discussions on NEP 2020 to ensure our teachers students and educators are familiar with the new policy. Our institution boasts a robust infrastructure and an ample supply of both human and material resources. Policies on collaboration and integration are currently being discussed at both the state government and institutional management levels. Furthermore, beyond the prescribed curricular content, our "Wisdom Waves" project, launched in 2019, demonstrates our strength in planning with a forward-thinking vision. The content areas have been restructured to align with NEP 2020 guidelines.</p>
2. Academic bank of credits (ABC):	<p>As the college is affiliated with Kannur University, the Academic Bank of Credits (ABC) at Kannur University allows students to digitally store and manage their academic credits. This initiative facilitates students' mobility across higher education institutions and helps integrate skills and experiences gained through various programmes. For specific details about creating an ABC ID or managing credits</p>

within the system, students can refer to the university's official resources. Our students are registered in the Academic Bank of Credits.

3. Skill development:

Holistic skill enhancement is a mandatory component of educational programs at all levels. The primary focus of the B.Ed. program is to nurture skilled prospective teachers with critical 21st-century capacities in the professional field. The curriculum includes various programs designed to transform prospective teachers into well-rounded individuals. These include: Theoretical and Practical Training: Teaching Skills Development: Through microteaching sessions, pre-planning, post-planning, faculty demonstration classes, and peer criticism classes. Workshops: On the preparation of improvised learning resources. School Acclimatization Program: Including school internships to provide real-world experience. Art and Drama in Education: Integrating creative approaches into teaching. ICT Skills for Teaching and Learning: Enhancing digital literacy among future educators. Professional and Social Empowerment: Yoga and Health Education: Hands-on sessions to promote physical and mental well-being. Reading and Reflecting on Texts: Encouraging critical thinking and self-reflection. Activities to Enhance Professional Competence: Such as “Understanding the Self” and “Working with the Community.” Field Trips and Study Tours: To broaden perspectives and encourage experiential learning. Research and Innovation: Journal of Innovations in Pedagogy and Learning: A platform to promote research skills. Internships in Teacher Education Institutions: To develop competencies in communication, cooperation, teamwork, and resilience. Social and Personal Skill Development: Value-Added Courses: Such as “Wisdom Wave” and “Vayanam” for community engagement. Teacher Professional Enrichment Programme (TPEP): For academic and vocational skills enhancement. "Ignite" College YouTube Channel: Fostering creativity and digital content creation. Student Diversity Programme “Oppam”: Promoting inclusivity and diversity. Podcast Channel: For communication skills and digital literacy. Special Projects and Initiatives: Kannur Salafi Academic Excellence Project (KSAE): Aimed at enhancing academic excellence for both student

teachers and educators. Kannur Salafi Green Initiative (KSGI): Promoting environmental consciousness. Day Celebrations and Morning Sessions: To foster a sense of community and tradition. Innovated Media Hub for E-Content Development: Equipping students to become online content developers and editors. These unique projects and the motivational support provided by Kannur Salafi B.Ed. College empowers student teachers to develop entrepreneurship skills, take initiatives as online content creators, and offer coaching for exams like NET/SET. Within the limits of a teacher education college, these programs are tailored to produce professionally empowered and socially engaged teachers ready to meet the challenges of the modern educational landscape.

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

Higher education primarily employs English as the medium of instruction, with content delivered in both English and Malayalam to address the diverse needs of students. B.Ed. students are allowed to write university examinations, and reports of college-based practicals and internships in either English or Malayalam. The use of Indian languages is promoted through activities in the Language Across Curriculum programme, which requires students to find vernacular substitutions for subject-related vocabulary. To further encourage the use of the mother tongue, we organize programs in creative writing, art, and literature. The programme and course outcomes include topics related to the progressive changes in Indian education from ancient to modern times. Concepts of Indian culture and languages are integrated into core, optional, and elective courses to develop cultural awareness and expression. The content of Enhancing Professional Capacity (EPC), tasks and assignments, co-curricular programmes, and fieldwork all emphasize cultural history at both regional and national levels. The history of each subject in the optional courses highlights Indian contributions to various fields of development. The core course, Understanding Disciplines, helps students learn about the development and values of other disciplines as well. Workshops on art and drama help student teachers understand Indian arts and incorporate them into regular classroom teaching. Students' basic skills in Malayalam are assessed at the beginning of the

	<p>programme, and peer teaching is arranged to help them practice effectively as teachers in their local communities.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>The objective of Outcome-Based Education (OBE) as emphasized by the National Education Policy (NEP) is a standard practice in the field of teacher education. OBE incorporates the theory and principles of education, as well as the structure of educational and institutional practices. Our B.Ed. programme is fully aligned with this approach, focusing on outcome-based education in all its activities and programs. We have implemented OBE with clearly stated Course Learning Outcomes (CLOs), Program Specific Outcomes (PSOs), and Course Outcomes (COs). Every activity is designed and planned to develop outcome-based cognitive abilities, attitudes, skills, values, and humanity, ensuring that students can contribute to the economic, political, social, and environmental well-being of the nation. All of the college's programmes and activities reflect the spirit of Outcome-Based Education.</p>
<p>6. Distance education/online education:</p>	<p>During the COVID pandemic, online classes are conducted very effectively by the college. Both the faculty and students experienced different software for online classes. Routine activities of the college like Day observances, celebrations, conferences, seminars, and workshops are switched over to online mode. The competitions, examinations, student council elections, meetings etc are conducted on the online platform. Keeping in mind the convenience of the students, the faculties used various technological tools like Google Classroom, Zoom, Google Meet etc. College used online tools for assessment and evaluation during covid period. Inculcation of professional competencies and employability skills, which are the demands of the knowledge economy, is the prime focus of the institution. To equip our students to meet the challenges of the profession, the possibility of online learning has been utilized to a maximum level. Students are encouraged to register on online platforms like SWAYAM and undergo different programmes on relevant themes to get enriched as competitive 21st-century pedagogues college conducted ICT workshop for providing hands-on experiences to teacher students to make the class ICT oriented. MOOC courses are run by the college to promote online learning. International conferences</p>

and Edusphere colloquiums are conducted in the college as online and hybrid modes. College's Innovated Media Hub, podcast channel etc. facilitates and promotes e-content development to the student teacher

Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>Yes, the Electoral Literacy Club (ELC) has been constituted in our College as per the guidelines from UGC. The club is functional with various activities which provide essential awareness of citizenship training and democratic values. Being a teacher training institution, the college provides ample opportunities and experiences to prospective teachers in a participatory manner in all events that are organised in the college.</p>
<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>Yes, the college has an active Electoral Literacy Club in operation. Ms. Sudha M, Assistant Professor of Social Studies has been appointed as the coordinating faculty of ELC. She is acting as the nodal officer of the ELC as per the guidelines. Other office bearers for the Academic Year 2023-24 are Avani V P, B.Ed. Social Science (Campus Ambassador) Shahbaz Basheer, B.Ed. English (Member) and Anasooya C S B.Ed. Malayalam (Member). Hence Electoral Literacy Clubs is true representative in character.</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>The college ELC organises awareness programmes targeting all the institution's students through its unique programmes. At the time of internship in school, common guidelines are issued to conduct allied programmes in respective practice teaching schools. The innovative programmes and initiatives undertaken under ELC by the college are (i) Voter awareness programme, (ii) Promotion of ethical voting (iii) Enhancing participation of the underprivileged sections of society especially differentially abled persons and senior citizens.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in</p>	<p>Awareness programme: Our College initiated an awareness programme about democratic systems and election procedures. The National Voters Day: It has been Celebrated the 13th 'National Voters Day' on January 25, 2023, to inspire young people to get</p>

<p>electoral processes, etc.</p>	<p>involved in politics. In connection with this, the faculty and students gathered in the auditorium on that day and took</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>Students become eligible to join the college after completing their graduation. Consequently, all our students are already included in the voter list. This process is diligently overseen by the Electoral Literacy Club (ELC) at the start of each academic year. Our institution is part of the 100 percent enrolment in the voter's list campaign by the SVEEP, the Election wing of Kannur District.</p>

Extended Profile

1 Students

1.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
107	102	99	100	100
File Description		Document		
Institutional data in prescribed format		View Document		
Any other relevant information		View Document		
Other Upload Files				
1		View Document		

1.2

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

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

1.3

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

2022-23	2021-22	2020-21	2019-20	2018-19
15	13	10	10	10
File Description		Document		
Institutional data in prescribed format		View Document		
Central / State Govt. reservation policy for adm		View Document		

1.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
51	48	48	50	50
File Description		Document		
List of final year students with seal and signat		View Document		
Institutional data in prescribed format		View Document		

1.5

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

2022-23	2021-22	2020-21	2019-20	2018-19
51	48	48	50	50
File Description		Document		
Institutional data in prescribed format		View Document		
Consolidated result sheet of graduating students		View Document		

1.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
55	53	49	50	50
File Description		Document		
Institutional data in prescribed format		View Document		
Enrollment details submitted to the state / univ		View Document		

2 Teachers**2.1**

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

2022-23	2021-22	2020-21	2019-20	2018-19
10	10	10	9	9
File Description		Document		
Institutional data in prescribed format		View Document		
Copy of the appointment orders issued to the tea		View Document		

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
10	10	10	9	9
File Description		Document		
University letter with respect to sanction of p		View Document		
Any other relevant information		View Document		

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
50.95	39	29.38	41.37	31.41
File Description		Document		
Audited Income Expenditure statement year wise d		View Document		

3.2

Number of Computers in the institution for academic purposes..

Response: 13

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

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Planning

1.1.1

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

Response:

The institution is affiliated with Kannur University, and the University provides the curriculum. Even though the college **Academic Quality Assurance Cell & Curriculum Planning Committee conducts in-house planning** with the **assistance of subject experts** at the beginning of the academic year, some rearrangements in the curriculum have been made to avoid repeating the topics and for the effective practice of school internships. **Feedback** from stakeholders like Alumni, associating schools, and field experts are considered for making the curriculum adaptable to the diverse students. At the beginning of the course, the college conducts an **induction programme** that describes the college's vision and mission, faculty profile, programme details, activities, and evaluation procedure. Students' **handbooks and course syllabi** are distributed in this induction programme

College **academic calendar and semester plans** are prepared according to the academic plan provided by the University. The academic coordinators design semester plans and the staff council approves them after careful examination. After that, It is published on the notice board and college website. Any modifications may be intimated properly and discussed in the staff council.

The college prepares the **master timetable** by the timetable committee. Changes in the timetable during special occasions are discussed in the staff council and properly intimated. **Remedial programmes** for needed students are effectively done at the proper time so that every student can access full support. Mentor-mentee system is effectively going on in the college.

Students have the full **freedom to select internship schools**. The selected schools are provided with details about the internship programme procedure and requirements before commencement. Periodical inquiry and visits of the supervising teachers enhance the quality of the student teachers. Mid-evaluation during the internship also benefits the students.

The college encourages students' technological skills by providing **add-on courses like MOOC** courses and developing **e-content videos**. Internal assessments of students are done by assessing the **task, assignment, unit test, and Mid-Sem exam with the help of rubrics** intimated earlier through the semester plan and academic calendar. Teachers use other online techniques for assessing the students like Mentimeter, and quizzes.

The **Examination and Evaluation Committee** evaluates students' performance, prepares a report, and submits it to the staff council. A **PTA meeting** is held subsequently with this and suggestions for other academic activities are also being collected in this meeting.

The college timetable offers slots for **library hours**, add-on courses like **value-added courses**, self-paced courses, science and literary club activities, cultural activities, physical education, tutorial hour/remedial teaching and art education. It helps the comprehensive development of students. Different innovative teaching strategies like brainstorming, debate, seminar, think-pair share, team teaching, and educational games implemented by the teachers also enhance the classroom environment to be more enthusiastic and creative. Workshop on reading and reflecting on texts, drama and art in education, ICT and understanding the self further add up to the unique experience of the students.

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

1.1.2

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

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

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

Response: A. Any 5 or more of the above

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

1.1.3

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

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

Response: A. All of the above

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

1.2 Academic Flexibility

1.2.1

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

Response: 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
29	29	29	29	29

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

2022-23	2021-22	2020-21	2019-20	2018-19
29	29	29	29	29

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

1.2.2

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

Response: 1

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

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

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

1.2.3**Percentage of Students enrolled in the Value-added courses mentioned at 1.2.2 during the last five years****Response:** 100**1.2.3.1 Number of students enrolled in the Value – added courses mentioned at 1.2.2 during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
107	102	99	100	100

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

1.2.4

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

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

Response: A. All of the above

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

1.2.5

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

Response: 79.72

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

2022-23	2021-22	2020-21	2019-20	2018-19
107	102	99	97	0

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

Kannur Salafi B.Ed. College has a meticulously planned system of Curriculum delivery to ensure the attainment of necessary knowledge, skills, values, attitudes and confidence by the students as they venture out into the teaching profession. The following aspects are taken care of while transacting the curriculum.

1. A Fundamental or Coherent Understanding of the Field of Teacher Education is provided to our students through a myriad of activities

Induction is organised to familiarise the new entrants with the **PLOs and CLOs** of the Teacher Education Programme. **Well-arranged theory classes on Philosophical, Psychological, Sociological Technological and Pedagogical perspectives of education** are arranged in the four semesters to ground our students in the art of teaching. The **research skills** required for a teacher are developed in our students by engaging them in projects, surveys, action research, reviewing journals, and preparing articles. **Workshops, Webinars, Seminars and Conferences** are conducted on relevant topics and student participation is ensured. Seminars, workshops, Group discussions, brainstorming sessions and debates are conducted to gain a comprehensive view of the discipline. Students are provided with an **opportunity to meet eminent teachers** from the college locality during the teachers' day programme and gain from their experience. Classes on professional ethics, duties and responsibilities of a teacher are also arranged for the students in the induction programme. **Value-added Course - wisdom waves** are designed and delivered to help bridge the gaps in the existing Teacher Education curriculum and equip the students with the skills required for a 21st-century teacher.

2. Procedural knowledge that creates teachers for different levels of school education skills that are specific to one's chosen specialization:

Hands-on training in simulated situations is provided to develop teaching skills through **micro-teaching** sessions and link practice in the second semester of the B.Ed Programme. **Discussion on Lesson Plans, Demonstration classes of eminent persons from different levels and Criticism classes** are arranged to equip our students for the school induction and internship programme

Students are engaged in **well-arranged Induction and internship programmes** in Secondary and Higher Secondary schools. Students in the B.Ed Programme are involved in peer evaluation during micro-teaching, link practice, criticism classes and internship programmes to develop the right skills for assessment and evaluation.

Special School visit for students is arranged to understand the differences in its functioning

Seminars and Webinars on NEP, School Curriculum, diversities in School Curriculum and interaction with teachers from schools following different syllabi in both India and Abroad are organized to expose them to different levels of school education.

A workshop on drama and art education is arranged every year for student teachers to integrate art and drama in classroom teaching and enhance student learning

A workshop on the use of ICT tools and teaching aids for student teachers before the internship is organized to develop skills for preparing innovative teaching aids and effective instructional strategies for students across various subjects and grade levels.

Student teachers are given **hands-on training in the conduct of daily assembly, sports activities, art festivals, fieldtrips and study tours** under the guidance of the teacher educator to hone their organizational skills and enhancing their ability to facilitate diverse extracurricular experiences for students.

.Every year training in **short film preparation** is provided for student teachers to equip them with multimedia literacy skills and enable them to create engaging educational resources.

3. Capability to extrapolate from what one has learnt and apply acquired competencies

The **School Induction and Internship programme** for the B.Ed Students and the **class Observation of both school teachers and peers** serve as a rich platform for putting into practice what have learnt in the classrooms.

Assessment practices involving peer evaluation, achievement test, diagnostic tests, and assignment correction of school students all provide rich experiences for applying the assessment practices students have learned in the theory class.

Engaging our graduates in the **Conduct of Institutional Case Study, Surveys, Action research and Projects** provides them with the opportunity to extrapolate the learned facts on research

Students are assigned to conduct case studies which provides them with the opportunity to apply the knowledge they have gained from the classes on Child Psychology.

Students are engaged in set up libraries and laboratories in schools when they put into practice the

knowledge they have received for the same from their theory classes

Opportunities are provided to conduct school Assembly, Club Activities, Youth festivals, Exhibitions etc. in schools when students apply their organizational skills

Multifarious assignments like - **library work, newspaper documentation, blog presentations, article writing, reviewing journals, portfolio presentations**, SWOT analysis, and writing reflective journals serve as a venue to apply the knowledge gained.

4.Skills/Competencies such as: Emotional Intelligence, Critical Thinking, Negotiation and Communication Skills, Collaboration with others, etc.

Value Added Course on 21st-century skills designed by the college caters to developing skills and competencies of our students

students are engaged in **Contextual and experiential learning** through visits to institutions catering to the differently abled, Children's homes, which help to develop empathy and inclusivity and skills to effectively communicate with diverse individuals.

Opportunities are provided to students to conduct **Morning Assembly, Arts day, Sports day, Talents day, Food fest** and various club activities to nurture Emotional Intelligence and social skills.

Value Education Classes and talks by eminent personality are organized periodically to develop emotional intelligence.

The cleaning programme organized by the college cultivates in our students a sense of social responsibility.

Reflective Journaling is an integral part of the curriculum which develops in our students reflective thinking skills and Critical thinking skills.

Students are provided opportunities to **organize field trips and study tours** under the guidance of a teacher in charge and this helps them to develop Emotional Intelligence, Critical Thinking, Negotiation and Communication Skills, and competencies for Collaboration with others.

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

1.3.2

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

Response:

Kannur Salafi B.Ed. College prepares student teachers with a global perspective and familiarizes her students with the diversity in school system in India and abroad. Courses like - Contemporary India and Education and Knowledge and Curriculum in the B. Ed Programme provides a theoretical background regarding Diversity in School System in India. The following activities designed by the college for curriculum transaction familiarizes our prospective teachers with:

1. Development of School System

Invited talks: by experts on various educational policies is planned and delivered every year

An assignment on critical analysis of Educational Policies is given to our students .

Students are asked to interviews an Eminent Teacher of their locality to gain practical insights on their experiences, challenges, and successes in the educational system.

Group Discussions on the Indian Education system down the ages is held.

2. Functioning of various Boards of School Education is familiarized through the following activities

Students are asked to:

make a comparative analysis of the State and Private control of Education.

prepare a Case study of schools of the three Boards (ICSE, CBSE and State Board) during the Induction Programme in B. Ed Curriculum

Interaction with Experts from DIET, SCERT of other states are arranged

Field visits to different types of schools and alternative education centers in the locality is arranged.

faculty seminar on the awareness of diverse school

3. In order to understand the Functional differences among them

Interaction with Educators of schools of CBSE, ICSE and State and from abroad are arranged

Critical analysis of the existing curriculum at various levels Elementary, Secondary and Senior Secondary is an integral part of the pedagogy assignment

Content Analysis of Syllabus of State Board CBSE and ICSE to understand the differences in the approach of the three Boards of schools is provided to the students through peer tutoring sessions and seminars

4. Assessment systems:

Diversity in assessment practices is familiarized through

Classes on Modern Trends in Assessment and Evaluation and students are encouraged to see the same

Organising workshops for preparation and administration of different assessment tools like achievement test, diagnostic test, self-assessment tools, Rubrics, enquiry forms and psychological tools for assessment.

Students undertake peer evaluation during micro teaching, link practice, criticism classes and internship programme .

5.Norms and standards

The Internship programme in the III semester of the B.Ed Programme provides an understanding of the norms and standards of the various boards of Education at different levels.

Classes are provided on various organizations/Agencies in Educations like UGC, NCTE, NCERT, SCERT, NUEPA, NAAC, DIET to understand their role in setting standards and norms of education.

6. State-wise variations

Interaction with Experts: from DIET, SCERT of other states and Educators from abroad help our students to appreciate the state wise variations and to get an international and comparative perspective.

7. An international and comparative perspective

Interaction with Experts and Educators from abroad to gain wider perspectives of school systems.

Participation in International webinars and conferences to get an international and comparative

perspective of the educational system.

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

1.3.3

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

Response:

Kannur Salafi B.Ed. College has developed an innovative Teacher Education Programme that goes beyond traditional academic boundaries, aiming to equip prospective educators with both theoretical knowledge and practical skills rooted in a deep understanding of pedagogical principles.

Innovative Approaches: Blending Technology and Pedagogy

The college is committed to advancing educational innovation by integrating technology into teaching practices. Courses in Educational Technology and Pedagogy provide educators with the tools needed to navigate modern, ICT-enabled classrooms. This, coupled with hands-on experience through internships and active school involvement, helps prospective teachers develop essential skills for the 21st-century learning environment.

Foundational Knowledge: Philosophical and Psychological Insights

Before their practical training, students are immersed in comprehensive studies of philosophical and psychological theories. This foundational knowledge includes an exploration of various schools of philosophy, learning theories, social adjustments, and inclusive education. These insights serve as a bedrock for understanding student behavior, designing effective teaching strategies, and fostering inclusive classroom environments. This phase ensures that educators are well-prepared to translate complex theories into actionable classroom practices during their internships.

Skill Development: Multidisciplinary Focus and Language Proficiency

The programme emphasizes the development of teaching skills through micro-teaching sessions, lesson plan discussions, and critiques. Demonstrations and peer feedback refine these skills, ensuring that prospective teachers can confidently implement diverse instructional strategies. Additionally, the "Language Across Curriculum" course enhances language proficiency, equipping educators with the communication skills necessary for impactful teaching across various disciplines.

Practical Immersion: Internship and Reflective Teaching

During the internship, students engage actively in school settings, gaining valuable hands-on experience. This immersive approach bridges the gap between theoretical knowledge and practical application, allowing prospective teachers to apply their learning in real-world classroom situations. Reflective teaching practices are emphasized, promoting continuous self-assessment and professional growth, ensuring that educators remain adaptable and committed to lifelong learning.

Holistic Development: Social, Life Skills, and Professional Growth

Beyond academic training, the college fosters the holistic development of educators through activities like field trips, community living camps, and study tours, which help to cultivate social, negotiation, and life skills. Involvement in seminars, conferences, and workshops exposes students to current trends and innovations in education, encouraging a commitment to continuous professional development.

Teacher as Researcher: Enhancing Research Skills

The programme promotes the idea of teachers as researchers by offering training in SWOT analysis, project management, case studies, and action research. These activities equip prospective educators with the skills to analyze, reflect, and contribute to educational research, fostering a deeper engagement with the field.

Ethical Education and Social Responsibility

The college places a strong emphasis on ethical teaching practices, encouraging students to engage in community services, outreach programs, and eco-friendly initiatives. Courses on topics such as women's rights, drug addiction awareness, and first aid enrich the students' understanding of their role as responsible educators, both inside and outside the classroom.

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

1.4 Feedback System

1.4.1

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

Structured feedback is obtained from

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

Response: A. All of the above

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

1.4.2

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

Response: A. Feedback collected, analysed and action taken and feedback available on website

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

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

Response: 99.6

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

2.1.2

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

Response: 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
15	13	10	10	10

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

2.1.3

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

Response: 3.11

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

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

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

2.2 Honoring Student Diversity

2.2.1

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

Response:

The student's knowledge/needs and skills are assessed through interaction conducted during the interview programme by the selection committee. Furthermore, an **Entry Behaviour Test** is conducted for the B.Ed. Students are to evaluate their teaching aptitude, language skills, comprehension, mastery of the concerned subject, general knowledge, and current affairs. This helps the institution to organise programmes to bridge the gap of incoming students and help them cope with the programmes in which they are enrolled. For the teachers to recognize the backward learners, advanced learners, and the learners in between, methodically created unit tests are conducted. As the student population is diverse, the institution caters to the various learning needs of students through a democratic learning climate, participatory learning, and technology-enabled learning. As per the **NEP 2020 (4.39)** suggestion, advanced learners are given special attention and advanced-level challenging assignments as part of the Student Diversity Programme. To improve teaching skills as soon as possible, students are selected as peer tutors for **peer coaching**, and they are promoted to participate in quiz competitions, workshops, seminars, etc. The needs of advanced learners are met with extra reading materials and projects. Also, the institution engages them in preparing e-content and uploading to websites, etc. Backward and slow learners are given special care and attention by taking up topics for discussion considering their difficulty level as a part of the Intervention Programme. Exceptional students of the SC/ST and minority are given utmost care through the faculty member's carefully curated **Remedial Learning Engagement**. Tutorial hours are also used for counselling, correction of assignments, and feedback about student performance. The **library resources** provided in the institution are of great help to the students to aid their learning. In addition to this, faculty members give individualized activities/materials to these learners catering to their needs. Peer coaching is also utilized for this cause. All students are provided with an opportunity to showcase their technological and presentation skills which is assessed through the **Morning session** where the students are directed to present video/ audio as per the preplanned schedule on relevant topics of their choice. And significant day celebrations. cultural programmes and sports meets are religiously conducted. Moreover, students' participatory and collaborative skills are refined and cultivated through the college Podcast Channel which compiles stimulating thoughts of students as well as the faculty. Furthermore, the college extends its service in the form of a Mentoring System to meet the diverse needs of the students.

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

2.2.2

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

1. Mentoring / Academic Counselling

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

Response: A. Any 5 or more of the above

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

2.2.3

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

Response: As an institutionalized activity in accordance with learner needs

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

2.2.4

Student-Mentor ratio for the last completed academic year

Response: 13.38

2.2.4.1 Number of mentors in the Institution

Response: 8

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

2.3 Teaching- Learning Process**2.3.1**

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

Response:

Various student-centered approaches are employed to enhance student learning, integrating multiple modes of instruction as part of teacher education initiatives targeting the development of learners' skills.

Experiential Learning

Skill development programs are offered both before and after instruction by promoting active learning among students through various classroom practices such as simulation, peer teaching, role-playing, seminars, workshops, focused group discussions, field visits, debates, discussions, ICT-enabled presentations, book reviews, critical analysis of educational articles, and commission reports. Furthermore, introductory school experiences and school internships provide opportunities for B.Ed. students to enhance their professional qualities.

Participative Learning.

Students are actively involved in dynamic learning by preparing library notes, tasks, and assignments, with supervised library hours held twice a week. The institution promotes active student engagement through various activities such as cooperative learning, brainstorming, project-based learning, introductory school practices, computer-assisted instruction, group and individual assignments, web-based learning, supervised study sessions, and a mentor-mentee system. Students enhance their learning experience by utilizing resources from the library, innovative media hubs, and laboratories. The college organizes several community involvement programmes regularly including honoring local farmers on 18 August 2023 (Celebrating Earth's Champions-A Tribute to our Farmers), honoring local veteran soldiers on Independence Day (Guardians of Valor: Honouring India's Military Heroes), old age home visit (C H Centre, Elayavoor), visits to special schools (Thanal, Puravoor).

Problem Solving Methodologies:

Problem-solving methodologies are being implemented in the optional subject for the suitable content to enhance problem-solving ability in the students. Incorporating problem-solving methodology in the classroom not only enhances subject-specific knowledge but also equips students with essential life skills. The problem-solving method is effectively implemented in subjects like social science, mathematics, science, and language subjects. In mathematics posing problems that have multiple solutions, like finding different ways to solve an algebraic equation. This encourages students to explore various methods and understand multiple approaches.

Brainstorming

Conducting brainstorming in the classroom helps create a dynamic learning environment where students develop essential skills such as creativity, critical thinking, collaboration, and problem-solving. Brainstorming sessions are conducted in the optional subject classroom when a problematic situation arises or even in the general topics during the club activities period.

Focus Group Discussion:

The FGDs foster collaborative learning and allow students to express their thoughts in a structured, interactive environment. Focus group discussions are normally done in the morning session or time allotted for club activities to get their viewpoints regarding social issues.

Online Mode Learning:

The college launches online learning programmes through the college's ECIP programme under IQAC. This initiative utilizes platforms such as Google Classroom, Moodle, and seminars for the submission and evaluation of assignments. Students actively participate in developing online learning materials as part of this initiative. Students engage in the preparation of PowerPoint, videos, and collaborative documents with the help of Google Docs, Google Sheets, Google Slides, etc. under the supervision of teacher educators. various courses are running in **college LMS** also.

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

2.3.2**Percentage of teachers integrating ICT (excluding use of PPT) for effective teaching with Learning**

Management Systems (LMS), Swayam Prabha, e-Learning Resources and others during the last five years

Response: 93.75

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

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

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

2.3.3

Students are encouraged to use ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning including on field practice..

Response: 100

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

Response: 107

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

2.3.4

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

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

Response: A. Any 4 or more of the above

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

2.3.5

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

Response:

Kannur Salafi B.Ed College offers a robust **mentoring program designed to foster professional attributes in its students. The mentor-mentee system** is an integral part of the institution's approach to student development, offering personalized guidance that supports academic, professional, and personal growth. Mentors are faculty members who work closely with students to ensure they are not only academically successful but also emotionally supported and professionally ready.

The mentoring program is structured with both **individual and group mentoring sessions**. Individual mentoring provides students with tailored guidance, where mentors assist them in addressing academic challenges, career planning, and personal issues. This individualized attention helps students navigate their coursework and co-curricular activities, fostering self-discipline, time management, and problem-solving skills.

Group mentoring is equally important in developing teamwork and collaborative skills, which are essential in the teaching profession. Group activities include discussions, peer tutoring, and collaborative projects that encourage students to share knowledge and work cohesively towards common goals. This environment of cooperation helps students learn the dynamics of teamwork, communication, and conflict resolution.

The college incorporates several professional development programs into the mentoring process. For instance, **orientation sessions** are conducted on teaching aid preparation and the use of ICT tools. These

sessions aim to enhance students' practical skills in creating effective learning materials and using technology in classrooms, ensuring they are well-versed in modern teaching methodologies.

Kannur Salafi B.Ed College also integrates practical teaching experiences into the mentoring program, which is crucial in developing real-world teaching competencies. Activities **like micro-teaching, link practice, and internships** are key components. During micro-teaching sessions, students practice their teaching techniques in a controlled environment, receiving feedback from both peers and mentors. Internships, on the other hand, allow students to gain hands-on experience in real classroom settings, applying their theoretical knowledge and refining their instructional strategies under the guidance of their mentors.

In addition to academic and professional mentoring, the college provides **counseling** as part of the program. This aspect of mentoring ensures that students' emotional well-being is addressed, helping them manage stress, build resilience, and maintain a healthy balance between their personal and academic lives.

The college also conducts **workshops and special programs** aimed at enhancing specific skills. For instance, workshops on first aid, special education in inclusive settings, and teaching aid preparation are held to prepare students for diverse educational environments. These activities develop not only practical teaching skills but also critical soft skills such as empathy, patience, and adaptability, which are essential for successful educators.

Through this multi-layered mentoring system, Kannur Salafi B.Ed College effectively nurtures students' professional attributes, preparing them to become competent and compassionate educators.

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

2.3.6

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

1. **Special lectures by experts**
2. **'Book reading' & discussion on it**
3. **Discussion on recent policies & regulations**
4. **Teacher presented seminars for benefit of teachers & students**
5. **Use of media for various aspects of education**

6. Discussions showcasing the linkages of various contexts of education- from local to regional to national to global

Response: A. Any 5 or more of the above

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

2.3.7

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

Response:

The teaching-learning process at Kannur Salafi B.Ed College emphasizes the holistic development of students by nurturing creativity, innovativeness, intellectual skills, empathy, and essential life skills. This multifaceted approach is designed to prepare future educators who are not only knowledgeable but also socially aware and emotionally intelligent.

Intellectual and Thinking Skills

Morning sessions, quiz competitions, debates, and seminars are powerful avenues for fostering students' intellectual development. These activities encourage critical thinking and enhance cognitive skills by challenging students to engage deeply with diverse topics. Morning sessions can facilitate dynamic discussions and collaborative learning, while quiz competitions stimulate quick recall and application of knowledge. Debates promote persuasive communication and analytical reasoning, enabling students to articulate and defend their viewpoints. Seminars offer opportunities for in-depth exploration of subjects, encouraging research skills and thoughtful engagement with peers.

Creativity and Innovativeness through EPC Courses and Workshops

One of the key components of the curriculum is the **Enhancing Professional Competency (EPC)** course, which encourages students to design innovative learning aids. This course enables them to explore various educational tools that enhance student engagement and foster a creative learning environment. In addition, art and drama workshops play a vital role in this creative process. These workshops allow students to express themselves artistically, build confidence, and think critically.

Empathy Development Through Community Engagement

Empathy is a crucial skill for future educators, and Kannur Salafi B.Ed College incorporates various community engagement projects to cultivate this trait. The "**Karuthakam Karuthalode**" project, which involves visits to the CHM Centre, encourages students to understand and support individuals with mental health challenges. Such interactions help them develop a deeper sense of compassion and social responsibility. Furthermore, visits to institutions like Thanal, a school for differently-abled children, and Chithrari Asha school provide students with firsthand experiences of diverse learning environments. These visits not only enhance their awareness of the challenges faced by these communities but also inspire them to create inclusive classrooms that cater to the needs of all students.

Life Skills Acquisition through Workshops

In addition to fostering creativity and empathy, the college emphasizes the importance of life skills. Various workshops focus on communication, teamwork, time management, and conflict resolution. These sessions are designed to equip students with practical skills that are essential in both their professional and personal lives. By engaging in collaborative projects and discussions, students learn the value of working together, respecting different viewpoints, and navigating interpersonal relationships.

The holistic approach adopted by Kannur Salafi B.Ed College effectively nurtures the essential qualities needed in today's educators. By integrating creativity, empathy, and life skills into the curriculum through hands-on experiences and community involvement, the college ensures that its graduates are well-prepared to face the challenges of modern education. The emphasis on these areas not only enriches the students' personal growth but also enhances their professional effectiveness, making them empathetic, innovative, and skilled educators who can make a significant impact in the lives of their students.

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

2.4 Competency and Skill Development

2.4.1

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

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

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

Response: A. Any 8 or more of the above

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

2.4.2

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

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

Response: B. Any 6 or 7 of the above

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

2.4.3

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

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

Response: E. None of the above

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

2.4.4

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

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

Response: A. All of the above

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

2.4.5

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

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

Response: A. All of the above

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

2.4.6

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

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

Response: A. All of the above

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

2.4.7

A variety of assignments given and assessed for theory courses through

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

Response: A. Any 4 or more of the above

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

Other Upload Files

1	View Document
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2.4.8

Internship programme is systematically planned with necessary preparedness..

Response:

Internship programme is arranged in various government and government aided schools for BEd students every year.

1. Selection/identification of schools for internship: Participative/on request Internship placements occur through two methods: students primarily do practice teaching in nearby schools based on preferences of the students localities and convenience. first of all permission seeks from the DDE of Kannur District and If two students select a specific school, the college sends an official letter requesting permission. Upon the school's agreement, the list of students is confirmed, and they proceed with teaching practice. Special considerations are made for differently-abled students to their specific needs.

2. Orientation to school Principal/Teachers The official letter sent to the schools requesting permission for teaching practice give general instructions regarding teaching practice. Also, as part of the observation, optional teachers provide necessary instructions while visiting the schools.

3. Orientation to students going for internship: The orientation includes information about the records which students have to be completed during thier internship. Certificates, proforma, and attendance registers are provided during this session.

4. Defining role of teachers of the institution. In the college one teacher is responsible for teaching practice for each optional subject observing a student's class at least two times during internship. During each of the observations, the students are given rubric based feedback.Mentors in the school also guide the trainees.

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

6. Exposure to variety of school set ups. Internship is designed ensuring all the interns get opportunity to take part in curricular, co-curricular and extra curricular activities held at schools. Through the EPC 'initiative school experience' in the second semester, students visit the school and get a first - hand understanding of its functioning.

7. Orientation to school Principal/Teachers. The official letter sent to the schools requesting permission for teaching practice gives general instructions regarding teaching practice. Also, as a part of the observation, optional teachers provide necessary instructions while visiting the schools.

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

2.4.9

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

Response: 3.4

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

Response: 15

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

2.4.10

Nature of internee engagement during internship consists of

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

Response: A. Any 8 or more of the above

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

2.4.11

Institution adopts effective monitoring mechanisms during internship programme.

Response:

Internship program is organized at the institution at one levels- for B.Ed students in their **third semester**. A school acclimatisation process is done during the second semester as an orientation for their teaching practice. The internship organized for B.Ed student teachers is for the continuous period of **16 weeks in selected schools. (90 working days)**. The orientation which is necessary before the commencement of the internship is a joint responsibility of the college and practice-teaching schools. Students are instructed to share their schedule of work at the internship institution with the faculty at the college and a plan of teacher engagement is to be comprehensively developed.

In an internship program for student-teachers, the **optional teacher** plays a critical role in monitoring and guiding the process. Their responsibilities begin with orienting the students before the internship and continue through post-internship follow-up activities. According to the curriculum, each student-teacher is required to teach and record a minimum of **60 lessons** in their subject area, divided into two parts over 90 days. At least three of these lessons must be ICT-enabled, and the optional teacher is responsible for observing at least five lessons at different stages of the internship.

The **optional teacher** also assesses various school activities, including classroom research, resource development, diagnostic testing, and the organization of curricular and co-curricular activities. Continuous observation, timely feedback, and supervision are key parts of their role, and they maintain a supervision diary for proper assessment records. The student-teachers, in turn, maintain a reflective journal to document their experiences, observations, and conclusions on classroom management, learner responses, and instructional practices.

Self reflection is considered vital and noted down in the lesson plan. The teacher educator observe not less than 3 lessons of each student teacher and enter their suggestions in the supervision diary maintained by the student teacher based on the descriptive rubrics. School mentors also observe maximum number of classes and enter the suggestions in the supervision diary. During the internship the **student teacher** observes classroom teaching of mentors, **peers** and other faculty to get insights into student behaviour, instructional practices, student learning, learning environments and classroom management.

School internship programs include undertaking classroom-based research projects; developing and maintaining resources in the internship schools, administering diagnostic tests and identifying learning difficulties, conducting a case study/action research, organising curricular or co-curricular activities etc. **Head Master** of each school in which the interns allotted will also observe the classroom teaching of the interns.

School mentors are entitled to observe, provide feedback and assess the trainees during practice teaching. Students maintain a **reflective journal** for **self evaluation**. Teaching practice observation and evaluation is done based on already prepared rubrics for evaluating constructivist teaching. Besides these the regularity, punctuality and dynamics of students is mentored by the teacher at school. All activities done in the school are recorded in a systematic manner and evaluated comprehensively.

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

2.4.12

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

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

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

Response: A. All of the above

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

2.4.13

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

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

Response: A. All of the above

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

2.5 Teacher Profile and Quality**2.5.1**

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

Response: 100

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

2.5.2

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

Response: 31.25

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

Response: 3

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

2.5.3

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

Response: 14.9

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

Response: 149

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

2.5.4

Teachers put-forth efforts to keep themselves updated professionally through

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

Response:

Kannur Salafi B.Ed. College makes it imperative for teachers to keep a close eye on emerging trends and needs in teacher education and remain updated professionally in several ways:

1. In-house discussions on current developments and issues in teacher education

The college has itself established an Institutional Performance Appraisal System to keep abreast with the global competitive market and to trigger the professional growth of the faculty members. A committee headed by the Principal and IQAC Coordinator evaluates the annual professional development activities

of the faculty members certifies their genuineness and reinforces their merits. This internal performance appraisal improves the quality of faculty members and becomes an added advantage for their promotion and placement. The college organizes group discussions to locate research themes, find answers to emerging questions, and solutions for resolving issues in the field of teacher education.

2. Orientation and Professional Development Programmes

The college recently conducted a series of orientation and professional development programs aimed at enhancing the pedagogical skills and ethical understanding of its faculty. The sessions covered a diverse range of topics crucial for effective teaching and professional growth.

The College held a series of orientation and professional development programs aimed at advancing teaching practices and ethical standards among its faculty. The programs, led by distinguished speakers, covered a range of essential topics including Outcome-Based Education, classroom management, innovative assessment methods, effective communication strategies, and professional ethics. Notable sessions included discussions on fostering a scientific temper in teachers, using counseling as a behavioral therapy, and creating a democratic classroom environment. Additionally, the college organized seminars and workshops on the National Education Policy and provided students with opportunities to explore the diversities of the school system, demonstrating a commitment to faculty development and student understanding. The orientation and professional development programs series reflect a commitment to continuous improvement and excellence in education. These initiatives not only enhance the professional skills of the faculty but also contribute to creating a more effective and inclusive learning environment for students.

3. Share information with colleagues on policies and regulations

Faculty have been actively participating in various seminars, workshops, and faculty development programs on recent developments in teacher education and research that foster cognitive insights, positive social interaction, active engagement in learning, and self-motivation.

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

2.6 Evaluation Process

2.6.1

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

Response:

Comprehensive Evaluation in the B.Ed. Program

The B.Ed. program at [Institution Name] employs a multifaceted evaluation strategy that assesses both curricular and practical aspects of student learning. This comprehensive approach aims to ensure a fair and equitable assessment process while fostering student development and growth.

Curricular Evaluation

Curricular works are evaluated through a combination of internal assessments and external examinations. Model exams are conducted to prepare students for the final examinations, and their results are published by the Evaluation and Examination Committee. To address any concerns or issues, students have access to a grievance redressal process. To minimize academic stress, retests are offered for legitimate reasons of absence.

Examinations are administered in various formats, including objective, descriptive, and online assessments. Platforms like Kahoot, Google Forms, and Quizizz are utilized to enhance the learning experience and provide a diverse range of assessment methods.

Practical Evaluation

The B.Ed. program places significant emphasis on practical skills and incorporates a variety of hands-on experiences. College-based practicums, such as microteaching, lesson plan development, and demonstration classes, are evaluated using rubrics, observation, and written reports. Field-based practicums, including practice teaching and internships, are assessed through similar methods.

Participation, presentations, and submitted reports are evaluated for activities like Data Analysis Workshops, Enhancing Professional Competency, Module Preparation, and ICT Workshops. Students are assessed on their performance in brainstorming sessions, discussions on various topics, and curriculum-related assignments. Practicums such as peer teaching, seminars, and ICT Workshops are evaluated through observation, rating scales, and report assessment. Social skills are assessed through mandatory participation in field trips and study tours. The ability to create teaching-learning materials is evaluated based on workshop products (e.g., charts, models) and rubrics.

Physical and Health Education Evaluation

Active participation in physical and health education programs, including sports and yoga, is a key component of the B.Ed. curriculum. Students' involvement in these activities provides an opportunity to assess their physical fitness, skill development, and understanding of health concepts. By engaging in sports, yoga, and other related activities, students not only improve their physical abilities but also develop essential life skills like teamwork, discipline, and stress management, fostering their overall well-being.

Reflection, Feedback, and Evaluation

The evaluation process and its procedures are assessed by analyzing the feedback collected at the end of each academic session. This feedback is reviewed and discussed in faculty meetings to identify areas for improvement. Based on the feedback, the examination cell refines the evaluation procedures for the upcoming academic session and ensures a transparent and effective grievance redressal mechanism for

internal examinations. All subject teachers involved in a particular course are invited to participate in reflection, feedback, and evaluation activities.

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

2.6.2

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

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

Response: A. Any 4 or more of the above

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

2.6.3

Mechanism for grievance redressal related to examination is operationally effective**Response:**

The college has implemented a comprehensive framework for addressing examination-related grievances, aligning with the University's guidelines. A pivotal component of this framework is the Examination Committee, dedicated to enhancing the quality of **Continuous and Comprehensive Evaluation (CCE)** across all academic programs.

At the college level, a **two-tiered grievance redressal mechanism** is in place for internal evaluation issues. Students can initially approach their teacher educators for clarification or resolution. If the matter remains unresolved, it is escalated to the Evaluation and Examination Committee for further review and action.

To ensure transparency and fairness, the college provides students with access to corrected unit tests and model examination answer papers. This allows students to verify their marks and raise any concerns promptly. Identified grievances are addressed efficiently, ensuring accuracy in marking and assessment.

In cases of internal assessment grievances, students' performance is carefully evaluated based on their answer sheets and practical reports. If necessary, the answer sheet is reassessed by the faculty in the presence of the student. For students unable to participate in internal examinations due to valid reasons, re-tests are conducted according to established protocols.

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

The marks obtained by students for internal and external examinations are communicated to their respective tutors, who provide necessary guidance. Complaints about university question papers, such as out-of-syllabus questions or incorrect weightage of content, are addressed to the Principal for immediate action. The entire grievance redressal process is time-bound, adhering to University rules and regulations.

For grievances related to university answer script evaluations, students are encouraged to report the issue to the subject handling faculty or the head of the institution. Appropriate guidance is provided regarding further procedures.

In addition to the examination-related grievance mechanism, the college has established a Grievance Redressal Cell to address academic, disciplinary, and co-curricular concerns. To date, only one examination-related grievance has been referred to this cell, as most internal assessment issues are effectively resolved by the Evaluation and Examination Committee.

The college's approach to managing examination-related grievances is characterized by time-bound procedures, adherence to University regulations, and a commitment to fostering a fair and supportive academic environment. Unresolved complaints regarding university answer script evaluations are handled collaboratively by faculty members and institutional leadership, with students receiving necessary guidance for further recourse.

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

2.6.4

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

Response:

The institution adheres to the **University's academic calendar** and develops its own College Academic Calendar, which outlines curricular, co-curricular, and extra-curricular activities to facilitate Continuous Internal Evaluation (CIE). The calendar includes dates for semester commencement and completion, curricular activities, important days, co-curricular activities, internal exam schedules, tentative practical and University exam dates, and a time-table aligned with University policies.

The **Academic Calendar** serves as a reference point for students, teaching, and non-teaching faculty, providing important dates and events related to academic and co-curricular activities throughout the semester and year. At the beginning of the academic session, students are introduced to the calendar, which is also uploaded on the college website and distributed to each student. This comprehensive calendar helps students plan their studies and prepare for practicals and exams accordingly.

The calendar includes the Schedule of all Examinations, practicals, and Enhancing Professional Competency (EPC) activities. Additionally, semester plans covering curricular activities are prepared for each semester and program. These plans are displayed on the notice board and shared via class WhatsApp groups. They are updated and revised based on any changes suggested by the University. Students are required to submit tasks, assignments, EPC documents, and practical records by the deadlines specified in the Academic Calendar.

The Principal conducts regular meetings with Teacher-in-charge(s) and all staff to ensure smooth implementation of the time-table and academic calendar, taking into account planned co-curricular activities. Students are informed well in advance about assignment submission deadlines, class test and presentation dates, and their final internal assessment marks. The assessment criteria are also shared with the students.

To conduct Continuous Internal Evaluation, teachers prepare their schedules for teaching, class tests, and assignments in accordance with their allotted time-table and the academic calendar. In cases where teachers are unable to cover the syllabus on time due to unforeseen circumstances or personal reasons, alternative arrangements, such as extra classes, are made.

Students' academic progress is monitored through a continuous internal assessment strategy, including seminars, project work, unit tests, digital tests, online tests, assignments, EPC courses, pre-practice

sessions, internships, and semester-end examinations. The Principal holds regular curricular and co-curricular review meetings to ensure that all activities on the academic calendar are being implemented and progressed. If necessary, changes to activity schedules are made based on these review meetings.

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

2.7 Student Performance and Learning Outcomes

2.7.1

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

Response:

Programme Learning Outcomes, Course Learning Outcomes

Every academic program is built upon clearly defined Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs). These act as roadmaps for student learning throughout their program. These outcomes are readily available on the college website and within program/course curriculum documents. They outline the knowledge and skills students are expected to acquire by graduation.

At the start of each semester, instructors meticulously create detailed course schedules aligned with these established objectives. This ensures systematic coverage of all material within the designated timeframe. Teaching methods are carefully chosen to effectively address both PLOs and CLOs, maximizing student learning experiences and fostering academic development.

In the case of the B.Ed. program, Kannur University provides norms and regulations that outline the program's PLOs for the year 2015 (and presumably subsequent years). These PLOs serve as the foundation for planning the entire teaching-learning process. They are achieved through the attainment of CLOs, specific to each course. While the University prescribes the CLOs, instructors personalize them to better cater to student needs.

The teaching plan incorporates various elements designed to facilitate the attainment of CLOs. These include assignments, collaborative tasks, enrichment content, presentations on recent advancements, discussions on real-world applications, group projects, and guest lectures from experts. When creating the teaching plan, instructors consider the CLOs for each course and ensure that tasks and assignments, prescribed by the University or created by the instructor, contribute to achieving these CLOs.

Students are actively engaged in constructing knowledge through participatory approaches that ensure

they achieve the desired learning outcomes. Additionally, enrichment content is provided to deepen their understanding of core concepts. Furthermore, discussions are integrated to explore the contextual relevance of the material, fostering a broader comprehension of concepts. Guest lectures from experts are also incorporated to provide an integrated understanding of course content.

These various elements collectively contribute to the attainment of PLOs, with CLOs being the stepping stones on the path to achieving them. The entire teaching and learning process is thus meticulously planned and executed in line with the CLOs of each course.

Finally, at the end of each semester, the staff council reviews the matrix to analyze the achievement of both PLOs and CLOs based on student performance reports. Should there be areas needing improvement, necessary remedial measures are taken to ensure students are well on their way to achieving the program's overall learning objectives.

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

2.7.2

Average pass percentage of students during the last five years

Response: 100

2.7.2.1 Total number of students who passed the university examination during the last five years

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

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

2.7.3

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

Response:

Kannur Salafi BEd College is committed to monitoring student teachers' performance and providing necessary support to ensure they meet the professional and personal attributes outlined in the PLOS and CLOS. This involves a comprehensive assessment process that includes:

- **Classroom and Out-of-Classroom Observations:** Faculty members observe student teachers' performance in both classroom and out-of-classroom activities.
- **Tests and Exams:** Student teachers undergo class tests, internal exams, and university exams to measure their attainment of PLOS and CLOS objectives.
- **Internal Evaluations:** Internal evaluations are conducted through written exams, assignments, and practicums.
- **Integrative Assessment:** Assessments address cognitive, emotional, and psychomotor domains.

Teaching Competency Assessment

- **Micro-Teaching and Teaching Practice:** Student teachers' teaching competency is evaluated from the beginning of their training, starting with micro-teaching and progressing to teaching practice sessions in schools.
- **Inclusive and Engaging Learning Environments:** Their ability to foster inclusive and engaging learning environments is assessed through observations and feedback during teaching practice.
- **Self-Assessment:** Peer assessment of lessons and reflective journal writing help student teachers assess their own progress, identify areas for growth, and set goals for improvement.
- **ICT Integration:** Students are assessed for their ability to adapt to and utilize ICT tools and innovative teaching methods, preparing them for modern classrooms.

Other Assessments

- **Assignments, Seminars, and Projects:** Assignments, seminars, projects, action research, and

case studies are assessed, with feedback provided in both written and numerical form.

- **Second Submissions:** For internal assignments, students who do not meet expectations can modify and resubmit their work to achieve the desired CLO.
- **Co-curricular Activities:** Participation in sports, arts, cultural activities, yoga, camps, study tours, field trips, extension programs, outreach activities, and commemorations is observed by faculty, with necessary inputs provided for improvement in social, emotional, cultural, and moral development.
- **Communication Skills:** Student teachers' communication skills are assessed, and training is provided to improve them.
- **Value-Added Courses:** Students are encouraged to undergo Value Added courses, and their performance is assessed and communicated for improvement.

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

2.7.4

Performance of outgoing students in internal assessment

Response: 100

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

Response: 51

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

2.7.5

Performance of students on various assessment tasks reflects how far their initially identified

learning needs are catered to.**Response:**

The institution's approach to addressing students' learning needs is comprehensive, integrating assessment, mentoring, and targeted support to foster academic and personal development.

Initially, students' learning needs were evaluated through assessments of their general awareness in key areas such as Teaching Aptitude, skills, and English competency. This assessment was complemented by personalized mentoring and counseling to gauge readiness and offer emotional support. Feedback on assessment tasks was provided based on defined criteria and rubrics, guiding students in understanding their strengths and areas for improvement. Mentors assessed the learning needs identified during sessions against students' actual performance, helping refine their skills through targeted programs like Enhancing Professional Capacities, Debates, Micro Teaching, Criticism Classes, and Practice Teaching Internships. These interventions aimed to address specific deficits, such as poor communication or teaching skills, and provided opportunities for skill enhancement.

Students were also encouraged to engage in self and peer evaluations, which were integral in developing their assessment and reflective skills. By evaluating their own work and that of their peers against learning goals and criteria, students were motivated to reflect on their performance and progress. This reflective practice was critical in identifying and addressing learning gaps, thereby fostering a deeper understanding of their academic and professional growth.

To assess academic performance, unit tests and model exams were regularly conducted. Faculty members crafted test questions based on students' initial learning needs, classroom interactions, and course content. Teacher-made tests were a common assessment tool. Post-evaluation, general student performance was discussed in review classes to provide a broader understanding of the assessment outcomes. Regular faculty meetings were held to review assessment strategies and their effectiveness, ensuring that evaluation methods remained aligned with students' needs.

For students scoring below 70%, additional support was provided to help them improve their performance. This included organized tutoring sessions, remedial classes, and the assignment of additional articles, homework, and assignments. Slow learners were identified through internal testing and classroom observations and received tailored assistance, including remedial classes and extra reading materials. Rest exams were conducted to evaluate the progress and knowledge acquired by these students. Coordination with parents and peer tutoring further supported the academic growth of slow learners.

Mentor-mentee interactions were crucial in maintaining ongoing contact with students, addressing both academic and personal issues, and fostering overall personality development. During internships, student teachers' performance was evaluated through feedback forms provided to supervisors, and peer groups encouraged constructive observation and feedback. This multifaceted approach ensured that students received the necessary support to excel in their academic and professional pursuits, while also promoting continuous self-improvement and reflective learning.

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

2.8 Student Satisfaction Survey

2.8.1

Online student satisfaction survey regarding teaching learning process

Response: 2.96

Criterion 3 - Research and Outreach Activities

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0.4

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

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

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

3.1.2

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

Response: 0.04

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

2022-23	2021-22	2020-21	2019-20	2018-19
0.13	0.11	0	0	0

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

3.1.3

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

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

Response: B. Any 3 of the above

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

3.1.4

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

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

Response: A. All of the above

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

3.2 Research Publications

3.2.1

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

Response: 0

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

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

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

3.2.2

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

Response: 0.31

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

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

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

3.3 Outreach Activities

3.3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
9	4	0	8	5

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

3.3.2**Percentage of students participating in outreach activities organized by the institution during the last five years****Response:** 80.51**3.3.2.1 Number of students participating in outreach activities organized by the institution during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
107	102	0	100	100

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

3.3.3

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

Response: 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
107	102	99	100	100

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

3.3.4

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

Response:

Kannur Salafi B.Ed. College is deeply committed to community engagement and outreach activities, regularly involving both students and faculty in meaningful social initiatives. As part of its inclusive education framework, the college organizes visits to **THANAL** School for the Differently Abled. These visits are designed to give students firsthand experience in understanding the unique challenges and needs of differently-abled individuals. Through these interactions, future educators gain valuable insights into inclusive teaching practices, which they can apply in their professional lives. In addition to the **THANAL** visits, the college regularly organizes trips to the **CH Center** in Elayavoor and local old age homes. During these visits, students and staff provide material support, such as wheelchairs, walking aids, and snacks, to the residents. Counseling services are also offered to provide emotional and psychological support to those in need. These interactions allow students to develop empathy and social responsibility, reinforcing the college's commitment to holistic education.

Celebrating important days with community involvement is another hallmark of the college's outreach efforts. Events such as **Independence Day, Teachers' Day, AIDS Awareness Day, Gandhi Jayanthi, and Kerala Piravi Day** are celebrated with active participation from community members. These celebrations are designed to foster a sense of unity and shared responsibility within the local community. Notably, on **AIDS Awareness Day**, the college conducted an eye-catching **flash mob** in Kudukkimotta town to raise awareness about HIV/AIDS, engaging the public in a creative and impactful way. The college's outreach extends beyond social awareness campaigns to practical support for local schools. Students from the college assist nearby schools during major events like school **Kalolsavam, sub-district Kalolsavam, sports meets, and Shastramela**. They help in various capacities, including judging events, writing certificates, and managing food distribution. This not only benefits the schools but also provides Kannur Salafi B.Ed. students with hands-on experience in event management and community service.

One of the college's notable initiatives is the "**Pothichoru**" program, which involves providing packed meals to the residents of the **CH Center** in Elayavoor. This simple yet meaningful gesture helps build a strong bond between the college and the local community, reinforcing the values of compassion and care for the underprivileged. In response to natural disasters, the college extends its outreach by supplying essential **goods to flood relief camps** in the region. This initiative demonstrates the college's commitment to supporting communities in times of crisis, further solidifying its role as an institution that prioritizes social responsibility.

Kannur Salafi B.Ed. College's outreach activities demonstrate its strong commitment to fostering an inclusive and socially responsible educational environment. Furthermore, the college extends its outreach through disaster relief efforts, supplying essential goods to flood relief camps and offering help to nearby schools during events like Kalolsavam and Shastramela. Through these initiatives, Kannur Salafi B.Ed. College ensures that its students grow into well-rounded, socially engaged individuals prepared to make a positive impact in the world.

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

3.3.5

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

Response: 7

3.3.4.1 **Total number of awards and honours received for outreach activities from government/**

recognized agency during the last five years.

2022-23	2021-22	2020-21	2019-20	2018-19
4	2	0	1	0

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

3.4 Collaboration and Linkages

3.4.1

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

Response: 13.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
27	1	14	14	10

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

3.4.2

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

Response: 8

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

Response: 8

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

3.4.3

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

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

Response: B. Any 5 or 6 of the above

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

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

Response:

Kannur salafi B Ed college is a teacher education college with adequate physical infrastructure facilities on a campus of **5 acres**.The college meets the standards of various statutory bodies,including National council for Teacher Education, University Grants Commission,Government of Kerala, and University of Kannur.

The college has two separate buildings with a total area of **3043.98** square meters for one unit of B E.d course.The college has 12 classrooms that are all well-ventilated.Each classroom has things like whiteboards,bulletin boards,and smart TVs. Also for each optional subject there are two rooms. One of these rooms meant for group discussions and working together. Other rooms include the Principal's office, staff room, administrative office,common rooms,visitors room,toilet facilities,store rooms,a multipurpose hall and a conference hall. The college has an open -air classroom named '**SANTHINIKETHAN**' with nature friendly seating arrangements in a semi circle way.

The college has a library with **4217** books,**3** journals, **8** magazines and a number of newspapers and periodicals. The library can accommodate up to 40 students simultaneously for reference and reading purposes.

The college has a psychology lab and counseling room, natural science ,social science and mathematics lab which are connected with the optional classroom. The college has a language lab also.

The college has a Multipurpose playground called **GAME HUB** which provides space for various sports activities. There is also a volleyball court,a well equipped fitness centre and a physical education room for consultations,minor games and health check-ups.

The college has a computer lab with multimedia facilities with **12** computers .Students can access the lab at any time to enhance their learning outcomes. The college also has a multimedia interactive hall with interaction and presentation facilities, and a digital technology hub with broadcasting facilities to create audio and video materials. The college maintains **IGNITE YOUTUBE** channel with the help of this lab.

College offers a guest accommodation facility equipped with all the necessary amenities for individuals attending programmes at the institution. The college provides separate common room facilities for boys and girls.A feeding corner is available in the girls' room,and resting facilities are also provided for pregnant women. And toilet facilities are available separately for boys and girls.

The college has implemented various facilities to accommodate differently abled

students,including lifts for mobility,and separate differently abled toilets.

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

4.1.2

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

Response: 100

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

Response: 13

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

Response: 13

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

4.1.3

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

Response: 6.19

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

2022-23	2021-22	2020-21	2019-20	2018-19
2.88	.97	.13	4.51	3.4

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

The institution has a well-fledged library with adequate seating capacity. It is well furnished and fully automated in its functioning. The library has a large stock of books, and journals. The print collection includes textbooks, reference books, periodicals, and their back volumes. In addition to this, books related to general reading, competitive examination preparation, and soft skills are also available. The books and periodicals in the library cater the needs and aspirations of the B Ed program in terms of its diverse collection. Further the library acts as a supporting mechanism for the preparation of teaching-learning material. All the services in the library were carried out through computers. The college takes immense pride in its efficiently operated library, offering extensive reference and reading room facilities. Presently the library has a collection of **4217** books and **3** journal and **8** magazines subscriptions. A **Network Resource Centre** also attached to the library for students use. The Wi-Fi enabled computer system in the digital reading room facilitates the students and teachers to search digital contents online and access freely for the preparation of projects and papers. The library has separate sections for books and journals. The reference section provides the latest reference material for the students to read and access. Adequate number of magazines and newspapers were subscribed. Most of the non teaching staff utilize these resources effectively.

The automation of library services commenced in 2023, the library made a shift to the open-source software '**Koha**,' providing bibliographic details for each book.

The **Online Public Access Catalogue (OPAC)** is accessible 24x7, allowing users to effortlessly check the availability of books in our library. Circulation activities are seamlessly managed through the Koha software. The College Library has taken proactive steps by incorporating book locations into

'**KOHA**', simplifying the process of locating and accessing books. Utilizing Koha, stock-taking activities are efficiently carried out, supporting both check-out and check-in procedures

Along with this automation, manual book keeping was also carried out to ensure more adequacy in the service. Augmentation of additional services in the software are done periodically whenever it is required.

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

4.2.2

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

Response:

The library implemented the '**KOHA**' open-source integrated library management system, marking a significant advancement in its automation of functions and services. This state-of-the-art system has streamlined library operations and enhanced accessibility, particularly through its **Online Public Access Catalog (OPAC)**. The OPAC operates on the cloud, providing users with 24/7 access to comprehensive bibliographic details about the library's collection.

As part of the streamlined admission process, students are issued library memberships linked to their chosen optional subjects. During this process, email addresses are collected and stored within the library's automation platform. This system enables the library to efficiently send relevant materials and updates to students via their email addresses, ensuring they remain well-informed about available resources.

In addition to these automated features, the institution has established an effective mechanism for delivering content to students who may need it. The librarian plays a crucial role in this process, particularly when it comes to **e-books** and other **digital resources**. For materials not directly accessible by students, the librarian takes proactive steps to obtain these resources from various sources upon request. These materials are then shared with the students via email, ensuring that no student faces limitations in accessing or requesting digital content.

The library's policies are designed to support and facilitate this seamless delivery of e-resources. There are no restrictions on the number of requests students can make for e-content, reflecting the

library's commitment to providing equitable access to information. These policies are crafted to align with the library's goal of meeting the diverse needs of its users and to promote an inclusive learning environment.

Moreover, the institution provides necessary guidance to help students navigate freely available e-resources. This support ensures that students can effectively utilize these resources in alignment with the remote access facilities offered by the library. The guidance includes instructions on accessing and leveraging various digital tools and platforms, helping students maximize their use of available online resources.

Overall, the integration of **KOHA** and the library's automated systems has significantly enhanced its ability to serve students. By combining automated cataloging with proactive resource delivery and comprehensive support, the library ensures that all students have the tools and information they need for their academic success. The approach not only improves operational efficiency but also fosters a more accessible and responsive library environment

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

4.2.3

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

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

Response: C. Any 2 of the above

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

4.2.4

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

Response: 0.08

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

2022-23	2021-22	2020-21	2019-20	2018-19
.1235	.1254	.0329	.046	.077

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

4.2.5

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

Response: 80.82

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

Response: 1250

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

Response: 1287

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

Response: 1516

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

Response: 2433

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

Response: 2970

File Description**Document**

Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the last completed academic year with seal and signature of both the librarian and principal

[View Document](#)

Any other relevant information

[View Document](#)

Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution

[View Document](#)**4.2.6**

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

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

Response: C. Any 2 of the above

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

4.3 ICT Infrastructure

4.3.1

Institution updates its ICT facilities including Wi-Fi

Response:

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

In **July 2017**, the college introduced Wi-Fi access in the office . The administration offices are well equipped with IT infrastructure for efficient management of the student and faculty database.

The college has a public addressing system operated by students. This comprehensive infrastructure ensures a technologically enriched learning enriched learning environment for both students and teachers.

Additionally the college manages a YouTube channel named **IGNITE** for creating and publishing educational related videos.

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

All classrooms come with ICT facilities. There are 13 undergraduate classrooms ,each equipped with a smart TV and Wi-Fi connectivity.

To meet reprographic needs, 3 printers were installed . These multi tasking printers offer efficient printing, scanning, copying services on campus.

To ensure uninterrupted internet services, the college installed two BSNL fiber connections, all with a speed of **150 MBPS** ,serving as backups for eligible high speed internet access.

The college has established a dedicated space called the **Digital Technology Hub**, equipped with advanced digital facilities. This hub serves as a space for digital discussions, providing various facilities for creating e-content and recording audio and video.

In the interest of security, CCTV cameras were installed campus-wide in 2018, ensuring surveillance and safety. In 2023 the college established a new conference hall with modern ICT facilities, creating an engaging and interactive learning environment for students. Also we introduce a live studio room for the purpose of creating education related videos for students and staff.

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

4.3.2

Student – Computer ratio for last completed academic year

Response: 8.23

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

4.3.3

Internet bandwidth available in the institution

Response: 150

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

Response: 150

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

4.3.4

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

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

Response: B. Any 4 of the above

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

4.4 Maintenance of Campus and Infrastructure

4.4.1

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

Response: 7.81

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

2022-23	2021-22	2020-21	2019-20	2018-19
2.69	1.59	1.07	4.08	5.57

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

4.4.2

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

Response:

The institution has adequate systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. With the guidance of principal, teaching staff, respective committees frame such standards of procedure and guidelines for overall conservation of physical, academic and support facilities.

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

General and multipurpose Hall: The institution has utilized its multi purpose hall to host curricular and co curricular activities. The policy documents displayed in the hall provides necessary information regarding this.

Conference hall: The college uses a conference hall to host seminars and conferences related to education by offline and online mode. The maintenance of this hall is well arranged by teachers and staff.

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

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

Sports and games facilities:The physical education teacher takes care of the sports and games rooms. Prior permission is required for utilizing the equipment which are installed in the sports and games rooms. The sports equipment is issued to the students as per the schedule of the events. If any equipment gets faulty, physical education submits a proposal for maintenance. Preventive maintenance measures are taken in time.

Safety and Security: Safety measures, including emergency protocols and safety equipment, are implemented in all facilities to ensure the well-being of users. Security measures, such as CCTV surveillance and access control, are in place to protect the facilities and their users. By implementing these systems and procedures, the college aims to create a conducive environment for teaching, learning, research, and recreational activities, while ensuring the proper maintenance and optimal utilization of its physical, academic, and support facilities.

Support facilities- The support facilities of the institution include clean drinking water, washrooms, especially accessible toilets and ramps, vehicle parking, recreation etc., These facilities are well maintained and looked after regularly with the help of adequate number of cleaning staff. Segregation of waste into degradable and biodegradable makes the institutional premises clean and tidy. Disposing of waste is also done in a proper manner to create a pollution free environment.

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

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

Response: A. All of the above

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

5.1.2

Available student support facilities in the institution are:

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

9.Canteen
10.Toilets for girls

Response: A. Any 8 or more of the above

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

5.1.3

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

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

Response: A. All of the above

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

5.1.4

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

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

Response: B. Any 3 or 4 of the above

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

5.2 Student Progression

5.2.1

Percentage of placement of students as teachers/teacher educators

Response: 39.68

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

2022-23	2021-22	2020-21	2019-20	2018-19
26	17	19	22	14

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

5.2.2**Percentage of student progression to higher education during the last completed academic year****Response:** 23.53**5.2.2.1 Number of outgoing students progressing from Bachelor to PG.**

Response: 12

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

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

5.2.3**Percentage of students qualifying state/national level examinations during the last five years (eg: NET/SLET/ TET/ CTET)****Response:** 70.04**5.2.3.1 Number of students qualifying in state/ national level examinations (eg: NET/SLET/ TET/ CTET) during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
44	27	31	42	29

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

5.3 Student Participation and Activities

5.3.1

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

Response:

Student council plays a crucial role in the functioning of the institution by coordinating and organising various activities of students. The student council for each year is being elected through a democratic process of voting. The student council along with the staff advisor prepares action plans for the conduct of various activities which include sports, arts, cultural and literary programs. Field visits, day celebrations, Extension activities of multidimensional nature, Environmental protection, Conservation and restoration activities are some examples of the various programs organised by the student council. Apart from conducting various activities mentioned above, the student council plays an important role as a liaison between the students and teachers. Student council also helps in the conduct of special coaching programs aiming various competitive exams. The students council functions to up bring the multiple talents and capabilities of the students. Staff advisor helps the student's union members to plan various programs. Apart from organising different types of programs for developing academic and non-academic proficiencies, the student council ensures the mandatory participation of students in these programs via a rotation mechanism. Students are to participate and organise these programs according to their turn. '**Creative thoughts**' and '**club activities**' are examples for these types of programs. Student council takes special enthusiasm to ensure the participation of students in the inter collegiate fine arts festivals and sports meets. In short the student council provides ample opportunity for each pre-service teacher to metamorphose into a best teacher.

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

The student council at Kannur Salafi B.Ed College plays a vital role in the smooth functioning of the institution. Acting as a bridge between students and faculty, the council helps to address student concerns, promote a sense of community, and encourage active participation in college activities. By organizing cultural, academic, and social events, the student council fosters a vibrant campus life, enhancing both personal and professional growth among students. They also collaborate with the administration to plan and implement various initiatives, contributing to the overall development of the college and ensuring a supportive environment for all.

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

5.3.2

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

Response: 16.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
22	15	12	16	17

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

5.4 Alumni Engagement

5.4.1

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

Response:

The institution has an operative alumni association which registered recently but actively participates in the institution's developmental activities. The association supports the institution and contributes to its institutional, academic and non-academic development. The alumni association offers great ability to build skills and knowledge through a shared network. It enables ex-student to keep in touch with one another, and gives an opportunity of helping one another and of expressing their loyalty and concern for the institution. The association also promotes interaction among alumni and newcomers with valuable social contacts. It further helps in providing guidance in pursuing education and starting the career. The contributions and support of alumni reflect in the various activities of the institution like fund raising activities, informal interactions, placement assistance, organizing alumni meets, outsourcing institutional specialities and acting ambassadors of institution etc. The two significant contributions of alumni in the functional aspects of institution are as follows:

Academic Support: -The most visible involvement of the alumni in the institution is the contribution of their time and expertise in different phases of the academic program. During the student induction program itself opportunities are provided for the students to interact with alumni with the aim of directing and detailing the structure of the program. Alumni involvement in the student's induction program meant for this. Prior to internship, the institution utilises alumni's expertise in providing demonstration classes to the current batch students to perk up the basic skills of teaching. This is a regular practice of the institution where every year the skilful alumni are invited and appropriate orientation towards diverse pedagogical practices are discussed and demonstrated. Learning material support is also offered by some of the alumni to the students who are facing difficulty in accessing such resources. On rare occasions alumni provide resource persons for academic workshops and talks. Apart from this as an effective way of influencing students with regard to examinations and practicums of the study, separate alumni interaction sessions were scheduled in advance.

Placement Assistance: -Another major visible activity of the alumni is the support for placement

assistance. Since alumni are placed in various institutions and organisations across the country opportunities are provided for students to leverage alumni contacts to offer career advancement assistance. Moreover, passionate students are guided appropriately during different phases of their career by interacting with alumni. Furthermore, the success stories, achievements of alumni are disseminated through various social media platforms to inspire current students to pursue suitable career. Altogether alumni offer a truly strong support to the institution placement initiatives through linking different stakeholders of educational institutions.

Professional Teacher Empowerment Program: Professional Teacher Empowerment Program is a program to provide free coaching for competitive exams like UGC NET, SET, KTET, CTET and for KPSC and UPSC exams. Experts from alumni association extend their service as resource persons in PTEP. Professional Teacher Empowerment Program is a flagship program conducted with the functional support of the alumni association. The PTEP provides free coaching for competitive exams like UGC NET, SET, KTET, CTET, KPSC exams and UPSC exams as per the need of the time. Both UG and PG students and Alumni members benefit from these coaching. Nearly 100 percent of B.Ed. students qualified the KTET exam and about half of the students qualify the other exams by utilising the PTEP. Apart from arranging coaching the staff in charge provides timely direction and guidance to apply for these exams. E-learning materials are also shared in these coaching classes. Almost all the faculties of PTEP are either former students or former teachers of the institution. This free coaching classes are very much helpful to all students especially for those who are from economically backwards sectors of the society.

conducting Demonstration classes; Practical Teaching Experience

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

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

These classes are more than just a transfer of knowledge, they are a form of mentorship. Alumni, having been through the educational system themselves, understand the challenges and opportunities with it. The alumni of Kannur Salafi B.Ed College continue to contribute to the institution in meaningful ways, enhancing the overall development of students and the college community. Many alumni members have taken on the role of judges in various arts and sports programs organized by the college, sharing their expertise and experiences to guide current students.

Additionally, they actively supervise teacher trainees during their internships in schools, providing valuable feedback and mentorship. Their involvement extends to assisting in the planning of educational tours, ensuring that the programs are both enriching and well-organized, further strengthening the bond between the alumni and the college.

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

5.4.2

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

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

Response: A. Any 6 or more of the above

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

5.4.3**Number of meetings of Alumni Association held during the last five years****Response:** 9**5.4.3.1 Number of meetings of Alumni Association held during the last five years**

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

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

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

Alumni association members serving in various walks of life around the globe as researchers, teachers etc find time to share their expertise and life experiences to motivate and guide our students. Alumni extend its support in enriching the club activities and extension activities by sharing academic expertise and service.

The institution has an operative alumni association which is registered and actively participates in the institution's developmental activities. The association supports the institution and contributes to its institutional, academic and non-academic development. For ensuring effective support to the institutional functioning the members of the alumni are playing a significant part in many of the academic and administrative bodies such as **Internal Quality Assurance Cell**, curriculum development committee, placement cell, etc. The institution collects and utilises their valuable suggestions in the overall developmental process of the institution. The institution conducts alumni meetings annually and designs plans for the upcoming years. The meeting ensures active representation of alumni in all its aspects. Moreover, the institution invites alumni on significant occasions to take part in various programs and events. In order to nurture positive augmentation in curricular and co-curricular plans, before the resumption every regular curricular activity proper alumni interaction is planned and the actual benefit is

ensured.

For effective monitoring of institutional functioning, every year **IQAC** collects alumni feedback and suggestions to improve the teaching learning process. The new initiatives and plans proposed by IQAC are all based on this analysis. Another important alumni support in institutional functioning is seen in the academic areas. alumni offer exemplary support in executing college based, community based and school-based practicums. Prior to the execution of all program's alumni interaction is ensured by the institution and sample referral materials are also shared among students. Orientation for cracking various competitive examinations is also guaranteed in these communications. The online social media platforms of alumni group regularly share and disseminate novel ideas and experiences to the student teachers. Job vacancies and other openings are intimated through these platforms. Apart from the formal alumni groups, respective optional teachers are still maintaining their optional social media groups to share information. With this help, the institution enhances the skill of readiness of students by engaging and connecting job markets. Alumni of the institution play a significant role in providing mentoring, facilitating internships. The institution regularly invites alumni for demonstration classes. In many cases they are invited for motivation classes and grooming sessions before their actual entry in teaching. Since outreach activities are the core of institutional vision and mission, the institution upholds the role of alumni in contributing and maintaining the team spirit in achieving the desired goal.

The **alumni** of **Kannur Salafi B.Ed College** continue to contribute to the institution in meaningful ways, enhancing the overall development of students and the college community. Many alumni members have taken on the role of judges in various arts and sports programs organized by the college, sharing their expertise and experiences to guide current students.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Vision

“Inspire generation through unique experiences”

Mission

‘To deliver exceptional education to tackle contemporary challenges effectively’

The mission of the college is to mold 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 outlook
- To engage the students in eco-friendly practices

Kannur Salafi B.Ed College is driven by a strong vision and mission that pervades every aspect of its functioning. The collaborative efforts of faculty, students, alumni, administrators, and management have been instrumental in achieving this vision. Through innovative strategies and unique programs, the college excels in both academic and non-academic areas of teacher education.

At the heart of the institution's philosophy are curriculum adaptation, value-oriented programs, innovative pedagogical strategies, and technology integration. These form the cornerstone of the college's policies, ensuring a holistic approach to education. The institution is committed to internalizing its vision, mission, and values among all stakeholders.

Efforts to communicate and embody the institution's vision and mission are evident in various activities and platforms. Planned events, induction meets, parents' meetings, the college website, student teachers' handbooks, information bulletins, and display boards are designed to transfer the essence of the vision and mission to stakeholders effectively.

Governance at Kannur Salafi B.Ed College reflects effective leadership and participatory mechanisms aligned with its vision. Committees with representation from staff and students play a crucial role in decision-making and program quality enhancement. Monthly staff council meetings, faculty evaluations, and continuous feedback mechanisms ensure ongoing improvement and alignment with the institution's goals.

The college's programs and activities reflect its vision and mission in tangible ways. Regular meetings, committees, academic calendars aligned with the university, discipline through extracurricular activities, faculty development through seminars and conferences, welfare activities, community services, and trainee teacher development are some of the initiatives that embody the institution's core values.

Through these initiatives, Kannur Salafi B.Ed College strives to be a dynamic center of education that empowers students with knowledge, skills, and values for a better society. It emphasizes holistic development, national contribution through teacher education, responsible use of technology, research, and the promotion of local language and culture.

Kannur Salafi B.Ed College's vision and mission-based programs create a nurturing environment where every stakeholder contributes to the institution's growth and success. Through effective communication, participatory governance, and a commitment to excellence, the college continues to be a beacon of quality education in the field of teacher education.

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

6.1.2

Institution practices decentralization and participative management

Response:

Kannur Salafi B.Ed College employs a comprehensive decentralized structure to ensure effective governance and participative management. At the top level, the institution is guided by external bodies such as Kannur University, the University Grants Commission (UGC), the Government, and the Ministry of Education. These bodies provide regulatory frameworks and policy directions for the activities of the college. Kannur University, represented by the Vice-Chancellor (VC), Registrar, Pro-Vice-Chancellor (PVC), and the College Development Council, works closely with the institution to align its academic programs with university standards and regulations. **The ISLAHI Trust is the parental body**, crucial in managing the college's overarching policies and strategic direction. Government departments, including the Deputy Director of Collegiate Education and the Deputy Director of Education, provide additional oversight and guidance, ensuring compliance with governmental educational standards. Through the Southern Regional Committee, the Ministry of Education and NCTE oversee the college's adherence to national educational policies and teacher education standards.

At the core of this structure, the Principal acts as the central figure in the administrative hierarchy, coordinating various councils, committees, and departments to ensure smooth functioning. The college employs multiple councils and committees to promote decentralization and participative management.

The Staff Council, managed by the Staff Secretary, addresses faculty concerns, promotes professional development, and facilitates faculty participation in decision-making processes. **The Students Council** represents the student community, addressing their concerns and fostering a collaborative environment for academic and extracurricular activities. **The Internal Quality Assurance Cell (IQAC)**, headed by a coordinator, ensures the maintenance and enhancement of quality in academic and administrative processes. It includes the Examination & Evaluation Committee and the Curriculum Planning Committee. The Academic Quality Assurance Cell (AQAC) works closely with the IQAC to uphold academic standards and improve educational outcomes. Several specialized committees address specific aspects of college management. The Library Advisory Committee, overseen by the Librarian, ensures the library's resources and services meet the needs of students and faculty. **The Alumni Committee**, coordinated by the Alumni Coordinator, maintains connections with alumni, fostering a supportive network and facilitating alumni contributions to the college. The Parent-Teacher Association (PTA), led by a Secretary, promotes collaboration between parents and teachers, enhancing the educational experience for students.

The college has established numerous additional committees and clubs to further decentralize management, including the **Internal Complaint Cell, Women Development Cell, Academic Calendar Committee, Grievance Redressal Cell, and Ethics Committee**. These committees ensure a safe, inclusive, and ethical environment. Student clubs, such as the **Tourism Club, Science Club, Literary Club, and Social Science Club**, provide platforms for students to pursue interests and develop skills outside the classroom. Operational committees, including the **Anti-Ragging Committee, Minority/SC/ST Cell, Waste Management Committee, Anti-Human Trafficking Cell, Counseling Cell, Career Guidance Cell, and Health and Sports Club**, address specific student needs, promoting a supportive and well-rounded educational environment. Through the integration of various councils, committees, and external bodies, the college ensures a collaborative, inclusive, and quality-driven

educational experience for all stakeholders.

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

6.1.3

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

Response:

Kannur Salafi B Ed College stands as a beacon of transparency and accountability in its financial, academic, and administrative operations. Guided by the principles of the **Islahi Trust governing body**, the college upholds rigorous standards of integrity and openness in all its activities.

Financial transparency is a cornerstone of the college's operations. The institution diligently conducts its **financial audits on time**, ensuring that all financial transactions are accurately recorded and transparently reported. This commitment to financial accountability instills trust among stakeholders and reflects the college's responsible stewardship of resources. The college also ensures that **budget allocations** are made with careful consideration of the needs of students and staff, promoting an equitable distribution of resources. Regular financial reports are made available to the public, further reinforcing the institution's dedication to transparency.

Academic integrity is another key aspect of Kannur Salafi B Ed College's ethos. The **Internal Quality Assurance Cell (IQAC)** plays a vital role in conducting **periodic academic audits**. These audits not only evaluate the quality of education and learning outcomes but also ensure compliance with regulatory standards and best practices. Additionally, external bodies from the university regularly visit the college to verify the academic processes and maintain the highest academic standards. The college also encourages **faculty development programs** and **student feedback mechanisms** to continuously improve the quality of education. By fostering a culture of academic honesty and rigor, the college ensures that its graduates are well-prepared for their professional careers.

Administrative transparency is evident in the college's governance and decision-making processes. Regular meetings are held to discuss important matters, and decisions are communicated transparently to all staff members. This open communication fosters a culture of collaboration and shared responsibility, where everyone is informed and involved in shaping the college's direction. The college also implements open-door policies for administrative staff, allowing students and faculty to voice their concerns and suggestions freely. This inclusive approach ensures that the administration remains responsive to the needs of the college community. **The Academic and Administrative Audit Committee (AAA) constituted in the college regularly conducts academic and administrative audits**

once a year. The committee verifies and appraises activities and systems prevailing in the college and points out areas to be improved.

The transparency exhibited by Kannur Salafi B Ed College in its financial, academic, and administrative domains not only enhances accountability but also strengthens the institution's credibility and reputation. It demonstrates a commitment to excellence and continuous improvement, setting a benchmark for educational institutions striving for transparency and integrity. By maintaining high standards in all areas, the college not only builds trust among its stakeholders but also creates a positive and conducive environment for learning and growth. This holistic approach to transparency and accountability ensures that Kannur Salafi B Ed College remains a leader in the field of education, inspiring other institutions to follow suit.

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

6.2 Strategy Development and Deployment

6.2.1

The institutional Strategic plan is effectively deployed

Response:

Renovating and Launching a New Multipurpose Conference Hall

In our commitment to fostering an engaging and collaborative learning environment, our institution has undertaken significant efforts to renovate and launch a new multipurpose conference hall. This initiative is aligned with our strategic objectives, particularly in enhancing the infrastructure that supports academic excellence and community engagement. The renovation of the General Hall into a state-of-the-art conference facility reflects our dedication to meeting the diverse needs of our students, faculty, and external stakeholders.

Planning and Stakeholder Engagement

The first step in this ambitious project involved extensive planning and stakeholder engagement. We organized a series of consultations with faculty, students, and administrative staff to gather insights on the essential features of the new conference hall. This participatory approach ensured that the design and functionality would cater to various events, from academic conferences and workshops to community gatherings and cultural events.

Design and Infrastructure

Once we gathered feedback, we collaborated with experienced architects and designers to create a blueprint that reflects modern standards while honoring the historical significance of the General Hall. The design focuses on creating an adaptable environment with flexible seating arrangements, advanced audiovisual technology, and ample breakout spaces for discussions and networking. Accessibility was a key consideration, ensuring that the hall accommodates all individuals, including those with disabilities.

Budgeting and Funding

Securing funding for the renovation was critical. The institution allocated a significant portion of its budget to renovate the hall

Launch and Community Engagement

Upon completion of the renovation, we organized a launch event to unveil the new multipurpose conference hall. This event not only celebrated the culmination of our efforts but also served as a platform for showcasing the facility's capabilities. Faculty, students, and community members were invited to explore the new space. **The inauguration of the Conference Hall at Kannur Salafi B.Ed. College on September 7, 2023, marked a significant milestone for the institution. The esteemed event was graced by Dr. K.K. Shine, Chairman of the National Council for Teacher Education (NCTE) in New Delhi, SRC.**

The new conference hall is now a vibrant hub for academic discourse, cultural events, and community engagement, reinforcing our institution's mission to provide a holistic educational experience. The collaborative nature of this project exemplifies our commitment to continuous improvement and innovation in serving the diverse needs of our college community.

Facilities in the Conference Hall:

- Seating capacity for over 120 individuals with cushioned chairs
- Air-conditioned hall to ensure comfort during conferences
- Proper lighting to create an ideal ambiance
- Large projector screen for presentations and visual aids
- Interactive whiteboard for dynamic presentations
- Audio systems, both wired and wireless, for clear communication and presentations

The Conference Hall plays a pivotal role in promoting academic excellence, research, and collaboration within the institution, making it a valuable asset for the Kannur Salafi B.Ed. College community.

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

6.2.2

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

Response:

Kannur Salafi B.Ed College has a **well-established administrative setup** that ensures smooth operations while promoting both academic excellence and institutional growth. Operating under the guidance of the Islahi Trust and affiliated with Kannur University, the college adheres to a structured, decentralized management system. This approach allows the college to effectively meet the needs of its students and staff while upholding its vision and mission.

At the core of the college's administrative framework is the Governing Body, which works closely with the Principal and various administrative and academic committees to guide the institution's strategic planning, financial management, and policy formulation. The Principal, as the academic and administrative leader, ensures that all college activities align with the institution's goals while fostering a healthy academic environment.

One of the key aspects of the college's administrative functioning is its strict adherence to *The Kerala Self-Financing College Teaching and Non-Teaching Employees (Appointment and Conditions of Service) Bill, 2021*. This legislation sets forth guidelines for transparent recruitment, service conditions, and career progression for both teaching and non-teaching staff. By complying with this bill, Kannur Salafi B.Ed College demonstrates its commitment to fairness, accountability, and transparency in employment practices.

The college follows a merit-based recruitment process, ensuring that qualified and competent individuals are appointed to both academic and administrative positions. The bill's provisions also guarantee that the staff members have access to career advancement opportunities, grievance redressal mechanisms, and proper service conditions, fostering a supportive work environment.

In addition to regulatory compliance, Kannur Salafi B.Ed College's Internal Quality Assurance Cell (IQAC) plays a crucial role in driving continuous improvement across all facets of the institution. The IQAC monitors academic quality, oversees internal audits, and facilitates initiatives such as faculty development programs and accreditation processes. Through IQAC's efforts, the college consistently

maintains high standards of education and student outcomes.

The participatory decision-making culture at Kannur Salafi B.Ed College also contributes to its effective governance. Regular meetings of the Governing Body, academic councils, and various committees ensure that all stakeholders, including students, staff, and management, are involved in the decision-making process. This collaborative approach ensures that the college's policies and procedures are inclusive, well-informed, and aligned with its mission of delivering quality education.

Kannur Salafi B.Ed College's administrative setup, characterized by its decentralized management, compliance with *The Kerala Self-Financing College Teaching and Non-Teaching Employees (Appointment and Conditions of Service) Bill, 2021*, and IQAC-driven quality assurance, reflects a model of effective institutional governance. This comprehensive structure ensures the college remains a dynamic and student-focused institution, committed to academic excellence and holistic development.

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

6.2.3

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

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

Response: A. Any 6 or more of the above

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

6.2.4

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

Response:

The **Wisdom Waves** program, launched in 2019 by Kannur Salafi B.Ed College, is an initiative designed to prepare future educators with the skills needed for the evolving 21st-century classroom. It forms a crucial part of the college's Kannur Salafi Academic Excellence (KSAE) project and aligns with its broader goals of fostering educational innovation and excellence.

Initiated by the former Principal, **Dr. Vijayan Chalode, during the Teacher's Day celebration, and inaugurated by Sri. E. P. R. Vesala**, a respected teacher and cultural activist, the program focuses on equipping Bachelor of Education (B.Ed.) students with contemporary teaching competencies. The program is now directed by Dr. Sobha S., the current principal, and supported by an expert team of faculty members.

The **Wisdom Waves** initiative is built around the idea of blending modern technological skills with human wisdom. It promotes deep understanding, adaptability, continuous learning, and the integration of technology into the learning process. The program emphasizes the importance of equipping future teachers with the necessary tools to thrive in the fast-changing educational landscape.

Structure and Learning Outcomes

The course spans 48 hours and is delivered through a combination of lectures, discussions, workshops, and online learning via a Learning Management System (LMS). The weekly classes, under the guidance of experienced faculty members, ensure that students have ample opportunity to cover the syllabus while developing key competencies.

Upon completing the course, students are expected to:

- Proficiently use digital tools and understand cybersecurity principles.
- Develop strong critical thinking, problem-solving, and creative skills.
- Exhibit excellent communication and collaboration abilities.

- Adapt to new technologies and remain open to continuous learning.
- Foster emotional intelligence, stress management, and personal well-being.
- Apply ethical decision-making and promote responsible citizenship in a globalized world.
- Utilize effective assessment and feedback strategies in their future classrooms.

Core Units

The curriculum is structured around seven key areas:

1. **Digital Literacy:** Focus on technological proficiency, online safety, and integration of emerging technologies like MOOCs and the SWAYAM platform.
2. **Critical Thinking and Creativity:** Encourages inquiry-based learning, innovative problem-solving, and creativity in teaching methods.
3. **Collaboration and Communication:** Enhances leadership, teamwork, and cultural competence.
4. **Adaptability and Lifelong Learning:** Emphasizes resilience, time management, and continuous professional development.
5. **Ethical Information Use:** Teaches intellectual property rights, data privacy, and responsible research practices.
6. **Assessment and Feedback:** Focuses on effective assessment techniques and feedback mechanisms to foster equitable education.
7. **Global Awareness and Citizenship:** Promotes global understanding, diversity, and active citizenship.

The **Wisdom Waves** program exemplifies a forward-thinking approach to teacher education by ensuring that future educators are not only equipped with modern digital and pedagogical skills but also instilled with the emotional intelligence, adaptability, and ethical foundations necessary to thrive in a diverse, global classroom.

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

Kannur Salafi B.Ed College is committed to the well-being and professional development of its staff, offering a comprehensive range of welfare measures designed to create a supportive and enriching work environment.

The college provides a **well-furnished staffroom** equipped with modern amenities to ensure comfort and convenience. This includes computers and printers, photostat facilities, and high-speed internet connectivity, enabling faculty members to efficiently manage their academic responsibilities. Additionally, there are ample **storage spaces and free mobile and laptop charging facilities**, ensuring that staff have all the necessary resources at their disposal.

To promote physical and mental well-being, the college has established a **physical fitness center and a recreation room**. These facilities offer staff members opportunities to engage in physical activities and relax during their breaks. The college also ensures that clean drinking water is readily available on campus, contributing to the overall health and well-being of the staff.

The college **cafeteria** provides a variety of food and snacks at reasonable prices, making it convenient for staff to access nutritious meals without leaving the campus. Furthermore, a welfare fund and a chitty managed by staff members offer financial support and savings options, fostering a sense of community and mutual assistance.

Staff members are entitled to **various types of leave, including vacation leave, casual leave, and maternity and paternity leave**, ensuring they can balance their professional and personal lives. Financial assistance is also provided to facilitate the participation of faculty in conferences, seminars, and workshops, promoting continuous professional development. The institution allows duty leave (OD) for faculty members to attend various courses, further supporting their academic growth.

Festival advances are given to both teaching and non-teaching employees, helping them manage expenses during festive seasons. All monthly payments for casual staff are directly credited to their bank accounts, ensuring transparency and timely disbursement of salaries. Vehicle parking facilities are available for both teaching and non-teaching staff, adding to the convenience of commuting to the college.

The college also emphasizes the importance of academic autonomy, providing facilities for staff to serve as resource persons and encouraging them to enroll in research studies. **Timely Faculty Development Programs (FDPs)** and orientation programs are organized to keep the staff updated with the latest developments in their fields. Travel allowances (TA) are provided for teaching practice observations, ensuring that faculty can effectively supervise and support student teachers.

In addition to professional support, the college recognizes personal milestones and events. **Gifts and financial contributions are provided for personal functions like marriages and housewarming ceremonies**, fostering a sense of belonging and appreciation. The college also honors retiring staff members with warm retirement ceremonies, acknowledging their contributions and service.

Lastly, the college has introduced **electric vehicle charging facilities**, reflecting its commitment to sustainability and supporting staff who use eco-friendly transportation options. Special lunches on significant occasions further enhance the sense of community and camaraderie among the staff.

Overall, Kannur Salafi B.Ed College's comprehensive staff welfare measures ensure a supportive, enriching, and professionally stimulating environment for all its employees.

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

6.3.2

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

Response: 8.33

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

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

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

6.3.3

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

Response: 38

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

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

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

6.3.4

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

Response: 100

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

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

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

6.3.5

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

Response:

Kannur Salafi B.Ed College is dedicated to fostering the professional development of teaching and non-teaching staff through a comprehensive Performance Appraisal System. This system is meticulously aligned with UGC, NCTE regulations, Government of Kerala norms, and Kannur University guidelines, demonstrating the institution's commitment to global competitiveness and faculty growth.

The Institutional Performance Appraisal System is overseen by a committee led by the Principal and IQAC Coordinator. This committee plays a crucial role in assessing and certifying the annual professional development activities of faculty members, ensuring the authenticity and significance of their achievements. The internal evaluation not only validates the faculty's accomplishments but also serves as a catalyst for enhancing the quality of education, contributing significantly to the promotion and placement of faculty members within the institution.

The faculty appraisal system is a comprehensive evaluation tool designed to uphold the highest standards of teaching and professional conduct. It is divided into five key categories: General Work Habits, Interaction with Students, Classroom Management, Working with Colleagues, and Professionalism and Growth. Each category is assessed through specific criteria to provide a well-rounded evaluation of faculty performance.

In the General Work Habits category, faculty members are evaluated on their punctuality, reliability in attendance, responsibility in job duties, and ability to maintain a positive attitude. This section ensures that faculty members demonstrate professionalism and commitment to their roles. Interaction with Students focuses on the quality of relationships faculty build with their students, emphasizing the importance of fostering a supportive and nurturing learning environment.

The Working with Colleagues category examines the faculty's ability to collaborate effectively with others, while the Professionalism and Growth category evaluates the faculty's dedication to their profession, including their efforts to improve their skills and adherence to ethical behavior.

The internal Performance Appraisal System for teachers is comprehensive, covering various domains such as Faculty Development Programs (FDP), presentations, publications, research projects, teaching methodologies, remedial teaching, official positions held, collaborations, extension activities, and accolades received. This holistic approach ensures a well-rounded evaluation, recognizing and incentivizing a diverse range of contributions.

The Performance Appraisal System for non-teaching staff evaluates a range of criteria, including responsibilities and duties, participation in administrative bodies, engagement in seminars/workshops/conferences, memberships in professional organizations, and contributions of innovative ideas for college development. This comprehensive evaluation recognizes the diverse roles played by non-teaching staff in contributing to the institution's growth.

Overall, the Institutional Performance Appraisal System at Kannur Salafi B.Ed College provides a structured framework for setting goals, measuring achievements, and fostering professional development. By aligning with external regulatory frameworks and concurrently instituting an internal appraisal system, the institution ensures that both teaching and non-teaching staff are recognized, incentivized, and motivated to contribute their best to the college's overarching goals. This holistic approach not only enhances individual professional growth but also collectively propels the institution forward in the evolving landscape of education.

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

6.4 Financial Management and Resource Mobilization

6.4.1

Institution conducts internal or/and external financial audit regularly**Response:**

Kannur Salafi B.Ed College maintains a robust system of internal and external audits to ensure financial, academic, and administrative transparency. These audits are essential for the institution's accountability, efficiency, and overall quality assurance. By regularly conducting these audits, the college upholds its commitment to good governance and continuous improvement.

Internal Audits: The college's internal audit system is a proactive measure to monitor and evaluate the institution's operations. It involves regular checks by the Internal Quality Assurance Cell (IQAC) and other designated internal committees. These audits cover various aspects, including financial transactions, academic processes, and administrative procedures. The primary goal of internal audits is to identify any discrepancies, ensure compliance with established policies, and suggest improvements. The findings from internal audits are discussed in staff meetings, and necessary actions are taken to address any identified issues. This ongoing process helps the college maintain high standards in its daily operations and ensures that resources are utilized efficiently.

External Audits: In addition to internal audits, Kannur Salafi B.Ed College also undergoes external audits conducted by independent bodies. These audits provide an objective assessment of the college's financial and academic practices. Financial audits are typically carried out by certified external auditors who review the institution's financial records, transactions, and compliance with statutory requirements. These audits are crucial for maintaining financial integrity and ensuring that the college's funds are managed transparently and by legal standards.

Academic audits are another critical aspect of the external audit process. These audits are often conducted by the college to improve the academic and administrative initiatives of college.

Impact and Importance: **The regular internal external audits and academic administrative audits** at Kannur Salafi B.Ed College have a significant impact on its overall functioning. They ensure that the institution operates with a high level of transparency and accountability, which is essential for building trust among stakeholders, including students, faculty, and the broader community. The audits also help the college identify areas for improvement, leading to the implementation of corrective measures and the enhancement of institutional quality.

In conclusion, Kannur Salafi B.Ed College's commitment to conducting regular internal and external audits reflects its dedication to maintaining excellence in all aspects of its operations. These audits are integral to the college's strategy for achieving sustainable growth, upholding educational standards, and ensuring that it remains a leading institution in the field of teacher education.

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

6.4.2

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

Response: 0

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

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

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

6.4.3

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

Response:

Kannur Salafi B.Ed College, under the governance of the Islahi Trust, has established a robust fund mobilization policy designed to ensure financial stability and support for various academic and administrative activities. This policy is grounded in the college's commitment to maintaining

transparency, accountability, and optimal resource utilization.

1. Trust Fund

The primary source of funding for Kannur Salafi B.Ed College comes from its parental body, the Islahi Trust. This trust is instrumental in providing financial resources for major projects, infrastructure development, and other institutional needs. The trust's contributions ensure that the college can pursue its strategic goals without financial constraints, thereby supporting the institution's mission to provide quality education.

2.. Alumni Fund

The college maintains a strong relationship with its alumni, who contribute to the alumni fund. This fund is primarily used for supporting institutional development projects, scholarships, and other student-centric activities. The contributions from alumni not only provide financial support but also strengthen the bond between the institution and its former students, fostering a sense of belonging and continuous engagement.

3. Staff Fund

The staff fund is a unique initiative at Kannur Salafi B.Ed College, aimed at enhancing staff welfare and providing financial support for their professional development. This fund is used to cover expenses related to staff welfare activities, financial aid in times of need, and participation in seminars, workshops, and conferences. The college recognizes the importance of continuous professional development for its faculty and staff, and this fund ensures that they have access to the necessary resources to grow in their careers.

4. Optimal Utilisation of Resources

To ensure the optimal utilization of funds, the college has implemented a comprehensive budgeting process. Each department is required to submit a detailed budget proposal, which is reviewed and approved by the finance committee. The college also emphasizes cost-effective practices and the strategic allocation of resources to avoid wastage and ensure that funds are used efficiently.

5.. Regular Internal and External Audits

Kannur Salafi B.Ed College conducts regular internal and external audits to maintain financial transparency and accountability. These audits are crucial in ensuring that funds are utilized appropriately and by the college's financial policies. The audits also help in identifying areas where resources can be optimized further, contributing to the overall financial health of the institution.

In conclusion, Kannur Salafi B.Ed College's fund mobilization policy, supported by contributions from the Islahi Trust, PTA, alumni, and staff, coupled with regular audits, ensures that the college remains financially stable and capable of providing quality education to its students.

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

6.5 Internal Quality Assurance System

6.5.1

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

Response:

The Internal Quality Assurance Cell (IQAC) of Kannur Salafi B.Ed College was **established in 2021** with the vision "to “Inspire generation through unique experiences”; Promote holistic development; and Promote a quality culture." The Principal, who serves as the Chairperson of the IQAC, leads the cell with strong support from vibrant IQAC coordinators and dynamic teaching staff. Together, they strive to implement quality assurance strategies, structures, and measures that align with the institution's vision and mission, focusing on academic and administrative excellence.

Quality Assurance in Assessment and Accreditation

The IQAC is committed to achieving high standards in both academic and administrative domains. It organizes in-house workshops, orientations, outreach activities, and meetings related to the NAAC Accreditation process, ensuring that the college meets and exceeds accreditation standards. These efforts are aimed at fostering a culture of continuous improvement within the institution.

Quality Assurance in Academic Activities

- **Curriculum Development Committee:** This committee is responsible for ensuring that curriculum transactions meet high standards. It reviews and executes curriculum plans, provides faculty instructions, discusses effective teaching strategies, and ensures the optimal utilization of resources.
- **Performance Appraisal:** The IQAC has implemented a performance-based appraisal system that helps staff members plan their careers, assess their performance, and set higher goals. This system motivates staff to pursue excellence in their professional roles.
- **Examination Cell:** Acting as a liaison between the university and the institution, the Examination Cell ensures a strong academic record by preparing exam schedules and conducting

result analyses.

- **Grievance Redressal Cell:** This cell is dedicated to maintaining transparency and fairness in examinations, addressing grievances promptly, and ensuring a smooth examination process.
- **Feedback System:** The feedback system is a cornerstone of the IQAC's approach. Academic decisions and initiatives are informed by feedback collected from various stakeholders, which is analyzed to identify and address gaps in the teaching-learning process.

Quality Assurance in Administration

- **Admission Cell:** This cell oversees the entire admission process, ensuring compliance with the university's admission guidelines and maintaining the integrity of the process.
- **Students' Union/Council:** The Students' Union/Council facilitates communication between students and the institution, supporting educational development and progress.
- **Staff Council:** The Staff Council advises and assists the head of the institution, ensuring the quality implementation of academic and administrative activities.
- **Disciplinary Committee:** This committee maintains a calm academic atmosphere by orienting students on the institution's code of conduct and supporting the anti-ragging committee.
- **SC/ST/ OBC Cell:** This cell ensures that students from these categories receive necessary financial assistance and have a grievance-free academic experience.

The Internal Quality Assurance Cell (IQAC) at Kannur Salafi B.Ed College is dedicated to fostering a culture of continuous improvement and excellence in education. The IQAC **organizes a variety of quality improvement programs** aimed at enhancing the academic and administrative performance of the college. These programs include workshops, seminars, and training sessions that focus on the latest teaching methodologies, educational technologies, and best practices in higher education. By engaging faculty and staff in these initiatives,

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

6.5.2

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

Response:

At Kannur Salafi B.Ed College, the teaching-learning process is periodically reviewed continuously and comprehensively through various academic and administrative committees, such as the Curriculum Development Committee, Examination Committee, Library Management Committee, Sports Club, Fine Arts Club, and Option Subject Clubs under the **Internal Quality Assurance Cell (IQAC)**. The institution undertakes several quality activities facilitated by IQAC, which include the preparation of the academic calendar, and orientation programs on the B.Ed. Curriculum, and the promotion of effective learning through ICT-enabled classrooms.

Workshops on teaching-learning materials, seminars, co-curricular activities through various clubs, the celebration of significant days, value-added courses, and self-study courses are integral parts of the learning process. Additionally, programs such as the school initiatory program, school internship program, special school visits, observation school programs for enhancing professional capacities, and a range of assessments including class tests, terminal tests, model examinations, and mock viva voce contribute to a well-rounded educational experience.

The college also emphasizes the importance of peer involvement through peer discussion classes, demonstration classes, and peer criticism sessions, as well as field trips, educational tours, community-based outreach activities, and community living camps. These activities are continuously reviewed and documented by the respective committees or cells concerned, ensuring that each aspect of the learning process is carefully monitored and improved upon.

Kannur Salafi B.Ed College boasts a robust **Learning Management System (LMS)** that significantly enhances the teaching and learning experience. The LMS integrates various advanced technologies, providing a seamless platform for both students and faculty. It supports a wide range of educational activities, including course management, content delivery, and assessment. The system allows for the easy upload and access of lecture notes, assignments, and multimedia resources, ensuring that students have all the necessary materials at their fingertips. Additionally, the LMS facilitates interactive learning through discussion forums, quizzes, and real-time feedback, fostering a collaborative and engaging educational environment.

Student-teachers receive necessary guidance and counseling through the **mentor-mentee system**, where mentors provide personalized support. The comprehensive review of the learning progress of student-teachers is conducted periodically by both optional teachers and the head of the institution. The head of the institution, in collaboration with IQAC, also reviews teaching processes by examining teaching notes, analyzing test and examination results, and gathering feedback from students.

The Institution collects **timely feedback from students** on the teaching-learning process and makes necessary improvements in the process. **The performance appraisal** of teachers also gives a clear idea of improvements and professional development of teachers. Through analyzing the performance appraisal report of teachers head of the institution provides timely feedback to teachers to improve the teaching-learning process. The improvement of the teaching-learning process of the institution is visible

through the percentage of students **qualifying for K-TET, SET, and NET examinations.**

Overall the Kannur salafi B.Ed college is continuously making efforts to improve the teaching-learning process of the institution through various activities

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

6.5.3

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

Response: 85.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
112	91	72	79	74

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

6.5.4

Institution engages in several quality initiatives such as

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

Response: B. Any 3 of the above

File Description	Document
Supporting document of participation in NIRF	View Document
Feedback analysis report	View Document
e-Copies of the accreditations and certifications	View Document
Data as per Data Template	View Document
Consolidated report of Academic Administrative Audit (AAA)	View Document
Any additional information	View Document
Link to the minutes of the meeting of IQAC	View Document

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

The primary focus of Kannur Salafi B.Ed College is on reviewing and enhancing the quality of academic and administrative programs in line with the institution's vision and mission. We place great emphasis on the teaching-learning process, ensuring that methodologies and approaches align with program learning outcomes. Various cells and committees, under the guidance of the Internal Quality Assurance Cell (IQAC), oversee these efforts, leading to significant improvements in our curricular aspect

Professional Improvements and Placements

One area where our institution has seen considerable progress is in professional development and placement opportunities for our student-teachers. Each academic year, we organize orientation programs that prepare student-teachers for crucial eligibility exams like KTET, CTET, SET, and NET. These programs provide the motivation and clarity needed to succeed in these examinations. Our institution's

library supports this effort by offering relevant resources, enabling student-teachers to enrich their knowledge. The regular timetable includes library hours, allowing students to utilize these resources during academic activities.

In the fourth semester, we provide outgoing student-teachers with orientation on placement opportunities and higher education pathways, including career guidance. These efforts have resulted in a gradual increase in the percentage of students securing placements and enrolling in further studies. The mentor-mentee system plays a vital role in this process, where each student-teachers professional aspirations, family background, and personal attitudes are carefully monitored and guided by our dedicated faculty under the leadership of our dynamic principal, all in alignment with the institution's vision and mission.

Leadership Skill Development

Kannur Salafi B.Ed College is dedicated to the holistic development of our student-teachers, focusing on their physical, mental, emotional, social, moral, and aesthetic growth. A significant area of progress has been in the development of leadership skills among our students through various socially productive activities, such as charity work, awareness programs, and organizing academic and extracurricular events.

Our institution provides opportunities for student-teachers to engage in community service, allowing them to gain firsthand experience in leadership and teamwork. Each student is individually assessed by their respective teachers, who ensure active participation in programs that contribute to their all-round development. Through these initiatives, our student-teachers develop the leadership qualities necessary to become effective and responsible educators.

By fostering these skills and providing ample opportunities for personal and professional growth, Kannur Salafi B.Ed College ensures that its student-teachers are well-prepared to take on leadership roles in their future careers and contribute positively to society.

Kannur Salafi B.Ed College boasts a robust **Learning Management System (LMS)** that significantly enhances the teaching and learning experience. The LMS integrates various advanced technologies, providing a seamless platform for both students and faculty. It supports a wide range of educational activities, including course management, content delivery, and assessment. The system allows for the easy upload and access of lecture notes, assignments, and multimedia resources, ensuring that students have all the necessary materials at their fingertips. Additionally, the LMS facilitates interactive learning through discussion forums, quizzes, and real-time feedback, fostering a collaborative and engaging educational environment.

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

Response:

Our teacher education college is dedicated to promoting sustainable practices through a comprehensive approach to energy efficiency and conservation. We currently offer a B.Ed. program for approximately 110 students, equipping them to become responsible educators who will champion environmental stewardship. To enhance energy security, we have initiated several key projects. The institution is a teacher education college that offers preparing them to become school teachers at different levels. We are steadfast in our commitment to promoting sustainable practices and have undertaken various initiatives to achieve energy security and efficiency by enhancing sustainable energy consumption and reducing pollution. Some of the major initiatives are as follows:

Utilization of Energy-Efficient Equipment: To commence our energy-saving journey, we have systematically replaced old filament bulbs with energy-efficient CFL bulbs, tube lights, and low-energy fans. Additionally, we have invested in rewiring our buildings to eliminate energy leaks and prevent short circuits with the aim of safety and sustainability.

Systematic Oversight of Energy Consumption: The college has adopted a systematic approach to monitor energy consumption, with a dedicated non-teaching staff member assigned to oversee the usage of electrical devices regularly. Furthermore, the faculty educates and sensitizes students regularly about the paramount importance of energy conservation. All students are encouraged to take responsibility for turning off lights and electronic devices in classrooms when not in use, and informative display boards have been installed at the exit point of each room.

Exploration of Alternative Energy Sources: We firmly believe in exploring alternative energy sources and have established a platform for students to propose and undertake energy conservation and renewable energy projects. A distinguished faculty member has been appointed to spearhead these initiatives, following the order issued by the relevant authority. We have also procured a solar lamp to meet the energy requirements. A formal request has been submitted to the energy department of the Government of Kerala for an energy audit in the institution and to conduct a workshop for all college members to reduce power consumption both at home and within the institution. Accordingly, a comprehensive green audit was conducted for 2024, optimizing energy usage, adopting renewable energy sources, and promoting energy-efficient practices. We pledge to remain at the forefront of environmentally conscious practices, consistently implementing innovative strategies to reduce energy consumption. This initiative not only underscores our responsibility to the planet but also sets a precedent for a greener and more sustainable future. Together, we are building a community that prioritizes the well-being of our environment and future generations. By integrating sustainability into our educational framework, we prepare future educators to champion these values in their careers, ensuring a lasting impact on their students and communities.

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

7.1.2

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

Response:

The college is dedicated to upholding its **Waste Management Policy** which strongly emphasizes sustainable waste management practices. Our goal is to ensure a safe, healthy, and eco-friendly environment for all its stakeholders and guests. The College's Waste Management Policy is founded on four core principles: enhancing environmental consciousness among all members, minimizing waste generation and preventing pollution, taking mitigation measures to reduce waste, and promoting green practices and sustainable growth.

Solid Waste Management: The college adopted a systematic and advanced waste management strategy, including waste segregation at the source. The collection points are arranged in specific areas to facilitate the separation of biodegradable, non-biodegradable, and e-waste. Through a collaborative effort with the Grama panchayat, we've installed a ring composting unit for food waste management. supported by a duty chart that assigns each of the five classes a specific day of the week for effective food waste management. To reduce plastic waste, official WhatsApp groups have been created for all student batches and teaching/non-teaching staff, promoting communication and initiatives related to sustainable development.

Management of Non-Biodegradable Waste: We periodically collaborate with scrap dealers to responsibly dispose of non-biodegradable waste items such as bottles, cans, plastics, broken glassware, and tins through recycling initiatives. The formation of '**Haritha Mithra**' has further accelerated our efforts to manage waste effectively. At the start of each academic year, students are encouraged to pledge their commitment to maintaining a plastic waste-free campus. Flex boards have been banned entirely on campus, with digital display boards recommended for seminars and conferences. Students are also instructed to avoid plastic coverings for their projects, opting for steel food containers instead. Inside the campus, display boards have been set up to promote a green protocol. Sanitary pads are safely disposed and by keeping a separate bin outside the washroom, with regular collection and incineration in a pit. Several innovative initiatives led by the nature club have been implemented to reduce plastic waste on campus.

Liquid Waste Management: Water from hand washing areas is thoughtfully repurposed to water plants, while wastewater from washrooms is channeled into specially designed pits in the ground.

E-waste Management: We actively promote a buy-back policy for electronic gadgets to minimize e-waste. Outdated and unused electronic and audiovisual devices are showcased in the heritage corner within the Technology Hub. The college conducted an internal comprehensive Green Audit. Furthermore, an external body was entrusted to conduct green audits for the year 2024, providing a detailed report on the waste management mechanism of the college and the sustainable practices followed.

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

7.1.3

Institution waste management practices include

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

Response: B. Any 3 of the above

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

7.1.4

Institution has water management and conservation initiatives in the form of

1. Rain water harvesting
2. Waste water recycling

3. Reservoirs/tanks/ bore wells**4. Economical usage/ reduced wastage****Response:** B. Any 3 of the above

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

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

The commitment to environmental sustainability is deeply ingrained in the ethos of our college, shaping the very foundation of our academic and extracurricular activities. Right from the inception of the academic year, our students are introduced to the significance of maintaining a green and clean campus through a comprehensive orientation session. This sets the tone for a collective effort towards fostering a sustainable and eco-friendly environment. At the forefront of our green initiatives is the Nature Club, aptly named '**Haritha Mithra**' which catalyzes organizing a myriad of activities both within and beyond the college premises. They provide platforms for education, research, and community engagement, fostering a deeper understanding of the interconnectedness between humans and the environment. Moreover, they serve as models for replicable practices that promote harmony with nature, inspiring individuals and communities to adopt environmentally friendly behaviors and practices in their daily lives.

Promoting environmental awareness and conservation through activities like those organized by **KSGI (Kannur Salafi Green Initiative)** is crucial for the well-being of our planet. These initiatives not only raise awareness but also actively contribute to preserving our natural resources and ecosystems. The endeavors such as **Santhinikethan** - a pedagogical park, **Nellikka** - a fruit garden, and **Thulasi** - a medicinal garden are all significant steps towards sustainable living and biodiversity conservation.

Our proactive approach extends to commemorating relevant environmental days by planting saplings and conducting campus clean-up drives. These initiatives not only contribute to the aesthetic appeal of the campus but also instill a sense of environmental responsibility among the student body. A pivotal milestone in our journey towards sustainability was the official declaration of the college as plastic-free. Disposable cups were replaced with reusable steel glasses, and the use of flex boards was actively

discouraged. Additionally, digital display boards were introduced during seminars and conferences, aligning with our commitment to minimizing environmental impact. This not only reduces carbon emissions but also promotes a healthy lifestyle among the student community. In recognition of the critical role education plays in shaping environmental consciousness. The formation of **Haritha Mithra** has energized our green initiatives, with each class being assigned a specific area as its green field. It becomes the responsibility of each class to maintain their designated area in an environment-friendly manner, ensuring it remains green and plastic-free throughout their course duration. Documenting the campus trees by providing scientific names and informative boards enhances the knowledge base of our students. The maintenance of details regarding these trees is diligently overseen by the Haritha Mithra team. Students are actively involved in occasional tree-planting initiatives, showcasing their commitment to environmental conservation. The integration of sustainable practices extends to the personal hygiene domain, where students are trained in the use of menstrual cups, contributing to the reduction of sanitary napkin waste. Furthermore, our students organize weekly tea talk programs in natural settings, creating an informal platform to discuss and promote eco-friendly perspectives. Furthermore, we monitor water quality, soil quality, and air quality with the guidance of experts.

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

7.1.6

Institution is committed to encourage green practices that include:

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

Response: A. All of the above

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

7.1.7**Percentage of expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)****Response:** 0.93**7.1.7.1 Total expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
1.35	0.15	0.14	0.07	0.08

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

7.1.8

Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges.

Response:

The college places a strong emphasis on community service (NEP 11.8), which is at the core of our mission., the college has undertaken a series of impactful initiatives aimed at improving the lives of the local community. These initiatives span various areas, including education, financial support, and social welfare, reflecting the institution's commitment to creating a stronger and more vibrant society.

First Aid awareness program: First aid awareness classes for students and the public are incredibly valuable, as they empower individuals to respond effectively in emergencies. By utilizing the college's local knowledge and resources, they can tailor the training to address common regional challenges and practices, ensuring that the information is relevant and practical.

The Grama Panchayath Kudumbasree CDS GRC organized a highly impactful Santhwanam program specifically tailored to meet the needs of senior citizens in the community. This event, marked by the provision of a comprehensive medical camp, was enhanced by the active participation of students and staff from Kannur Salafi B Ed College.

Digital Literacy Programme: Collaborating with Navodaya Vayanasala in Valiyavelicham Parambu for a digital literacy awareness program is also a commendable initiative. In today's digital age, digital literacy is essential for individuals to navigate various aspects of life, including education, employment, and communication. By partnering with an organization like Navodaya Vayanasala, which likely has expertise in this area, the college can provide comprehensive and effective training to its students and the broader community.

Community Yoga sessions are organized annually, promoting holistic well-being and physical fitness among both students and the public.

Thanal exploration: Discovering together: Visiting Thanal Special School is a wonderful community practice that fosters inclusivity and understanding. This visit provided our students with an enriching experience.

Waste Management Awareness Programme: The college organized an awareness program on waste management in Kuttiaattoor panchayath. As part of the initiative, the college students visited various households in the Panchayath to evaluate their waste management practices.

Aids Awareness Programme: The Flash mob was organized by students, and was a significant initiative to raise awareness about HIV/AIDS. The event took place at Kudukkimotta Town and was strategically aligned with World AIDS Day, demonstrating a strong commitment to addressing a pressing global health issue.

Pothichoru: The Project involves college students in providing a day's meal to **CH Centre Elayavoor**. This initiative fosters empathy and engagement with marginalized communities.

Field Visit and Farmers Day Celebration at Kuttiaattoor Mango Product Factory: The college recently held a field visit and Farmers Day celebrations at the Kuttiaattoor Mango Products Factory. Students explored the mango production process and engaged in discussions with local farmers,

gaining valuable insights into sustainable agricultural practices.

Kannur Salafi B.Ed. College remains committed to its mission of community service, continuously striving to positively impact the lives of those in neighboring communities. Through a diverse range of initiatives, the college demonstrates its dedication to uplifting the underprivileged and fostering a stronger, more vibrant society

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

7.1.9

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

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

Response: A. All of the above

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

7.2 Best Practices

7.2.1

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

Response:

Title 1: Kannur Salafi Green Initiatives(KSGI) Project

Kannur Salafi B.Ed. College, known for its dedication to education, has also embraced sustainability through three key green initiatives: **Santhinikethan**, **Nellikka**, and **Thulasi**. These projects not only promote environmental consciousness but also enhance students' learning experiences.

1. **Shantiniketan (Pedagogical Park):** Pedagogical park designed not just for recreation but also for educational purposes. Pedagogical parks typically integrate learning experiences with nature, offering opportunities for hands-on exploration and environmental education. Santhinikethan aims to provide an immersive outdoor learning environment that integrates nature with academic studies, fostering a holistic understanding of environmental and ecological concepts.
2. **Thulasi (Medicinal Garden):** Thulasi serves as a living laboratory for herbal medicine, ethnobotany, and biodiversity conservation. Thulasi is dedicated to showcasing the medicinal properties of plants and preserving traditional knowledge systems related to herbal medicine and ethnobotany. The garden includes plants that have historical and cultural importance, reflecting traditional healing practices and Indigenous knowledge.
3. **Nellikka(Fruit Garden):** The Nellikka Fruit Garden is a vibrant and serene space dedicated to showcasing a variety of fruit-bearing trees and plants. It serves as both an educational resource and a peaceful retreat for students and visitors. The garden features an array of tropical and subtropical fruits, including bananas, mangoes, guavas, and jackfruits, creating a lush, green oasis. It provides hands-on learning opportunities about horticulture and sustainable farming practices, while also offering a tranquil environment for relaxation and reflection. This initiative not only enhances the college's aesthetic appeal but also fosters a deeper appreciation for agriculture and environmental stewardship among the college community.

Title 2: Karuthakam Karuthalode((Helping hands for inmates of Rehabilitation center)

The annual visits to CH Centre Elayavoor, known as '**Karuthakam Karuthalode**,' underscore the college's commitment to community service and elder care. Each year, students and staff engage in various activities to support and uplift the elderly residents:

1. 2018-19: **Distribution of Food Items:** Nutritious food items were collected and distributed to meet the dietary needs of residents, fostering connection and care.
2. 2019-20: **Distribution of 'Pothichore':** Traditional meals wrapped in banana leaves were given to residents, offering both nourishment and cultural comfort.

- 3.2020-21: **Counseling Program:** Amidst the COVID-19 pandemic, counseling sessions were provided to support mental well-being and address isolation and anxiety.
- 4.2021-22: **Distribution of 'Pothichore':** The tradition continued with improved meals including fresh fruits and snacks, reinforcing ongoing support.
- 5.2022-23: **Donation of Wheelchair:** A wheelchair was donated to aid mobility, accompanied by an educational session on its use and maintenance.

These activities are complemented by numerous volunteer hours and feedback collection to improve future initiatives. Each gesture, from food distribution to emotional support and practical donations, reflects the college's holistic approach to caring for the elderly and its dedication to community engagement.

Through these green initiatives and community activities, Kannur Salafi B.Ed. College demonstrates its commitment to sustainability, education, and social responsibility, fostering a meaningful impact on both the environment and the community.

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

7.3 Institutional Distinctiveness

7.3.1

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

Response:

The Kannur Salafi BEd College "**Vayanam Book Review Programme**" seems to carve out a distinct niche within the educational landscape. This initiative likely sets the college apart by emphasizing the importance of reading, analysis, and discussion, which are essential skills not only for academic success but also for personal and professional growth. In a broader context, this program likely enhances the college's reputation as an institution committed to holistic education, going beyond traditional pedagogical methods to cultivate well-rounded individuals. The focus on book reviews indicates a commitment to intellectual exploration, encouraging students to engage deeply with ideas and perspectives beyond their immediate academic subjects. Furthermore, this program might foster a sense of community within the college, providing a platform for students to share their thoughts and insights on various literary works. This could contribute to a vibrant intellectual atmosphere, where students feel encouraged to express themselves and learn from one another.

Integration of Literary Engagement: The program integrates literary engagement into the academic curriculum, demonstrating the college's commitment to a well-rounded education. By incorporating book reviews into the syllabus, students are encouraged to explore literature beyond their core subjects, fostering a broader intellectual perspective.

Critical Thinking and Analysis: The emphasis on book reviews promotes critical thinking and analytical skills among students. Through the process of dissecting and evaluating literary works, students learn to think critically, form opinions, and articulate their ideas effectively. This cultivates a deeper understanding of texts and encourages independent thought.

Promotion of Literacy: By encouraging students to read and review books, the program promotes literacy and a love for reading. It exposes students to a variety of literary genres and authors, expanding their literary horizons. This not only enhances their academic abilities but also enriches their personal lives by fostering a lifelong habit of reading.

1. **Community Engagement and Collaboration:** The program likely fosters a sense of community and collaboration within the college. Book review sessions provide a platform for students to come together, share their insights, and engage in meaningful discussions. This collaborative environment encourages peer learning and facilitates the exchange of diverse perspectives.
2. **Professional Development:** Engaging in book reviews enhances students' communication skills, critical analysis abilities, and presentation techniques, all of which are valuable for their future careers. The program not only enriches their academic experience but also prepares them for professional endeavors where effective communication and critical thinking are essential.
3. **Cultural Enrichment:** Through the exploration of literature, students gain insights into different cultures, societies, and historical contexts. The program promotes cultural enrichment by exposing students to a diverse range of literary works, fostering an appreciation for the richness and complexity of human experiences.

The "**Vayanam Book Review Programme**" stands out for its holistic approach to education, emphasizing critical thinking, literacy, community engagement, and cultural enrichment. It adds value to the academic experience at Kannur Salafi BEd College by nurturing well-rounded individuals equipped with essential skills for both academic and professional success.

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

5. CONCLUSION

Additional Information :

The teacher education institution has shown remarkable growth and progress despite facing several challenges such as financial constraints, its remote location, and the nature of being a self-financed college. Over the years, the institution has remained committed to its mission of producing competent and socially responsible educators, with continuous efforts to overcome these limitations and provide quality education.

Despite **financial constraints**, the institution has efficiently utilized available resources to upgrade its infrastructure, including the development of ICT-enabled classrooms, modern teaching-learning facilities, and well-equipped libraries. Grants and support from alumni and local bodies have been leveraged to maintain the necessary resources. Faculty and staff have also been instrumental in managing financial limitations by engaging in low-cost yet innovative teaching methods and self-initiated professional development activities.

The **remote location of the college**, though challenging in terms of access to external resources, has not hindered the institution's outreach and engagement with the local community. The institution has taken proactive steps in establishing partnerships with neighboring schools and community organizations, conducting extension activities, and offering educational support to underserved populations. These efforts not only enrich the practical training of student teachers but also contribute significantly to the development of the surrounding rural area.

Being a **self-financed institution** poses challenges related to financial sustainability; however, the college has managed to maintain high standards by fostering a culture of resourcefulness. Cost-effective management, income generation through workshops and short-term courses, and strong alumni engagement have contributed to the financial viability of the institution. The institution's governance structure promotes participatory decision-making, ensuring that resources are allocated efficiently, and operations are transparent.

In conclusion, despite facing these structural and financial challenges, the institution continues to evolve by focusing on academic excellence, community service, and the development of educators who can meet both local and global challenges. Its resilience in overcoming these weaknesses demonstrates a strong commitment to quality teacher education.

Concluding Remarks :

The institution excels in providing a comprehensive teacher education program, with a strong emphasis on **curricular aspects** that are both contemporary and flexible, ensuring relevance to the needs of future educators. The curriculum is designed to foster critical thinking, creativity, and inclusivity, preparing teachers to engage effectively with diverse student populations.

In terms of **teaching, learning, and evaluation**, the institution integrates modern pedagogical practices with technology-driven learning tools, promoting active learning and continuous assessment. Faculty members are highly qualified and committed to creating an engaging, student-centered learning environment, supported by innovative evaluation methods that focus on both theoretical knowledge and practical teaching skills.

The institution's **outreach activities** demonstrate its commitment to social responsibility. Regular

community engagement programs, collaborations with schools, and extension activities allow students to gain hands-on experience while addressing local and regional educational challenges.

The campus boasts state-of-the-art **infrastructure**, including well-equipped classrooms, libraries, ICT facilities, and laboratories, fostering a conducive learning environment. Continued investment in infrastructure ensures that students and faculty have access to the best resources.

In terms of **student progression**, the institution emphasizes comprehensive development, offering guidance and mentoring that lead to high rates of academic success, placements, and higher education opportunities. Alumni also play a pivotal role in mentoring and providing career support for current students.

The integration of **e-governance** enhances transparency and efficiency in administrative and academic operations. Online portals for admissions, attendance, examination management, and feedback systems ensure smooth institutional functioning.

Finally, the institution is driven by strong **institutional values and best practices**, focusing on ethics, sustainability, and inclusivity. Best practices like green campus initiatives, continuous professional development for faculty, and innovative teaching methods exemplify its commitment to excellence.

The institution demonstrates a strong commitment to the holistic development of future educators, integrating academic excellence with professional growth. Through its well-structured curriculum, emphasis on pedagogical innovations, and robust infrastructure, the institution nurtures competent, reflective, and socially responsible teachers.