SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

SALAFIYYA TRAINING COLLEGE, KARINGANAD

SALAFIYYA TRAINING COLLEGE, KARINGANAD VILYUR PO PATTAMBI VIA PALAKKAD DT
679309
www.salafiyyatrainingcollege.org

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

(Draft)

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Salafiya Training College, located in Karinganad, Palakkad District, Kerala, has been a beacon of educational excellence since its establishment in 2004 by the Jum-Iyyatha Salafiyyeen Charitable Society. With a commitment to quality teacher education rooted in contemporary pedagogical practices, the college strives to nurture the potential of future educators. Its mission, encapsulated in the motto "Recognise with Affection, Learn with Confidence, and Teach with Passion," fosters a vibrant academic atmosphere conducive to personal and professional growth.

Affiliated with Calicut University and recognised by NCTE, Salafiya Training College offers a Two-Year B.Ed. program, providing students with choices among four streams: Mathematics, English, Social Science, and Arabic. This diversity caters to the varied interests of its 50 students per unit, ensuring a well-rounded education that equips them for modern teaching challenges. The college combines university curricula with practical training, creating an environment where graduates can excel.

To enhance its educational framework, the college has initiated the **DHEERGAM program**, aimed at transforming the institution into a center of excellence. This initiative focuses on integrating digital facilities and infrastructure, promoting student comfort and accessibility while preparing them for the complexities outlined in the National Educational Policy 2020.

Equipped with modern amenities such as well-stocked libraries and technology-enabled classrooms, Salafiya Training College supports both academic and personal development. The institution fosters a culture of research and innovation, hosting workshops and seminars that encourage faculty and student contributions to educational discourse.

Community service and outreach programs are integral to the college's mission, promoting collaboration with local communities to enhance students' understanding of societal needs and responsibilities. To ensure continuous improvement, robust quality assurance systems—including stakeholder feedback and internal assessments—are in place, allowing the college to maintain high educational standards and adapt to evolving demands. Through these efforts, Salafiya Training College remains dedicated to shaping skilled and compassionate educators for the future.

Vision

Vision

Rural Roots and Global Visions : Cultivating Teachers who Inspire, Educate and Uplift

Rural Roots and Global Vision is encapsulates the essence of a rural teacher education college with a focus on uplifting students from socially backward communities. It symbolizes the college's commitment to honour its rural heritage and community roots, to cultivate teachers who are grounded in local contexts, to empower students to aspire to global standards and to foster a vision that transcends geographical boundaries. The term rural roots emphasizes connection to local culture, traditions, and needs. And it recognizes the unique

challenges and opportunities of rural education and celebrates community-driven initiatives. Similarly the rest of the statement Global Visions inspires students to think critically and creatively, prepares teachers to address global issues and challenges and encourages collaboration, innovation, and entrepreneurship.

Mission

Mission

To provide inclusive high quality teacher education that equips student teachers from different communities with skills, knowledge and character to foster positive social change by addressing social backwardness.

By achieving this mission, the college will contribute to the empowerment of rural and marginalized communities, fostering positive social change through high-quality teacher education. The key components of the statement as follows.

Inclusive: Emphasizes the college's commitment to diversity, equity, and social justice.

High-quality teacher education: Focuses on rigorous academic programs, innovative pedagogies, and continuous improvement.

Rural students: Targets students from rural areas, addressing specific challenges and opportunities.

Socially backward communities: Prioritizes students from marginalized groups, including Scheduled Castes, Scheduled Tribes, and other disadvantaged sections.

Skills, knowledge, and character: Encompasses holistic development, including:

   - Skills: Pedagogical, communication, and problem-solving.

   - Knowledge: Subject-specific, pedagogical, and social context.

   - Character: Values, empathy, and social responsibility.

Foster positive social change: Encourages teachers to become agents of change, promoting social justice, equality, and community development.

Goals and Objectives:

1. Increase access to quality teacher education for rural and marginalized students.

2. Develop culturally responsive teaching practices.

3. Enhance student outcomes and academic achievement.

4. Foster critical thinking, creativity, and problem-solving.

5. Promote social responsibility and community engagement.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

• College is owned and managed by JAM-IYYATHU SALAFIYYEEN, a registered charitable society with 20 years of experience in teacher education.

• Has 10 teaching faculties, among them two with doctoral degree

• Has a well-furnished physical infrastructure

• Has a very effective internal quality assurance system.

• Effective curricular transaction is ensured in our college through meticulous planning

• The library has a large number of books, periodicals, journals, computer and internet facilities, a reference section, and related facilities.

• Provides optimum facilities for the inclusion of the education of marginalized and differently-abled students

• Upholds a strong energy policy and green policy towards sustainable development.

• Focus on the adoption of school, empowerment of village aganavadi and Orphan empowerment project

• Has a Constant feedback system to collect structured appraisals from stakeholders.

• Has a highly transparent and automated office administration system

• The students of our college have excellent academic achievement at the university level

• Our students procure high achievements in teacher eligibility tests such as NET, SET, C-TET, and K-TET.

• Has our own social media networks.

• Runs value-added and self-study courses

• Has a wide range of club activities

• Our alumni have remarkable contributions in various societal activities.

• The PTA and Alumni association together form a very supportive sub-system.

• Sustains Teamwork and family atmosphere in the campus.

Institutional Weakness

Being a self-financing institution, have no grants for salary and other developmental activities.

- Lack of funds to undertake research projects
- Have some limitations to develop a well planned waste treatment facilities.
- Ours is not a 24x7 campus
- Some negligence on prompt and proper documentation of events and activities

Institutional Opportunity

With the present infrastructure facilities, the college can explore the possibilities of more Add On Courses.

- Ample scope for professional development
- To explore the research potential of the faculty and to intensify the research climate, the college of education can be developed as a Research Centre.
- Placement services
- With some more augmentation to Information and Communication Technology Centre, it can be changed into E-Content development lab.
- Sponsored scholarship programmes
- By utilizing the expertise of the human resources in our institution, the college can provide life skill training and career guidance programme for the needy students from different Schools.
- As envisioned in the National Education Policy 2020, there is scope for the Institution to modify the current Teacher Education Programme, offering B.A.B.Ed / B,Sc. B.Ed dual degree programmes (ITEP) exploring the possibilities of expansions as multidisciplinary campus

Institutional Challenge

Tight semester wise schedule of the programmes hinders students and faculty in updating with courses of emerging areas.

Many of the students are from socially and economically backward conditions

Lack of fund to provide more facilities to differently abled students

Equipping the institution for ITEP in accordance with university and government regulations.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Salafiyya Training College uniquely tailors the curriculum recommended by the University of Calicut, supported by enriched faculty members. To ensure a comprehensive introduction to the curriculum and facilities, the college conducts an induction meeting for new entrants. For structured implementation, the academic calendar and semester plans are meticulously communicated to all stakeholders.

The B.Ed. program offers flexibility with elective courses, allowing students to select their practice teaching schools and choose internship institutions according to their preferences. The curriculum integrates psychological, philosophical, sociological, technological, and pedagogic foundations through a mix of core and optional courses. Emphasizing the application of theoretical knowledge, both college-based and field-based practicals bridge the gap between theory and practice.

Academic and extension activities enhance the formal curriculum, providing students with practical insights and a holistic learning experience. Curricular content is expanded through various programs focusing on national and international education systems, education for diverse needs, value education, environmental education, disaster management, and innovative teaching methods. Value-added and add-on courses further contribute to the competencies of aspiring teachers, and students are encouraged to participate in online courses to enhance their professional skills.

Continuous feedback from stakeholders is actively sought, with analysis serving as a guide for curriculum refinement and improvement.

Teaching-learning and Evaluation

The Teacher Education Programme focuses on the teaching-learning process, contributing to the enhancement of professional competency and wisdom among future teachers in a global context by integrating both indigenous and imparted knowledge. Students are enrolled in the program through a transparent and well-administered mechanism that adheres to the norms and policies of the governing bodies at the university, state, and central government levels.

To cater to the needs of students from diverse backgrounds, the college implements appropriate interventions. As part of the Induction Programme, various measures are adopted to identify and address the learning needs of students, including entry-level attitude tests, content competency tests, self-reflective programs, personal counseling techniques, and mentoring. Additionally, digital learning resources are prepared by both teachers and students to enhance technological competencies. The college provides access to digital resources through an institutional Del-Net account and a digital library, along with adequate facilities to encourage participation in self-study courses.

To support prospective teachers, additional resource classes and workshops are organized as a blending strategy every academic year, ensuring a teaching-learning strategy that promotes collaborative, experiential, and participative learning modalities. A wide range of skill development programs is organized through the integration of both curricular and co-curricular strategies, with a particular emphasis on techno-pedagogic and life skills, systematically imparted to students.

The college benefits from well-qualified and experienced teachers who adopt both quantitative and qualitative measures for evaluation, in line with curricular objectives. Appropriate internal evaluative measures are consistently aligned with the Course Learning Outcomes (CLOs) and Program Learning Outcomes (PLOs) of the program. The college also implements effective grievance redressal mechanisms to monitor and regulate the evaluation process. As a result, the college boasts an impressive annual pass rate of nearly 100%, with more than 75% of students qualifying for state-level examinations for teachers, such as the Kerala Eligibility Test and the State Eligibility Test.

Infrastructure and Learning Resources

The college offers top-notch resources for learners. Classrooms and seminar halls are equipped with interactive boards, green boards, white boards, overhead projectors, computers, and internet access. The computer lab is furnished with whiteboards, LCD televisions, overhead projectors, and 27 computers with internet access, web cameras, headsets, and video editing software. Additionally, the college library has a collection of more than 6,231 bar-coded books (including reference materials, dictionaries, and CDs) and provides online access to a vast range of e-books and e-journals through a Del Net subscription.

Students can also utilize reprographic services, including photocopying and printing. The auditorium/multipurpose hall, which has a seating capacity of 150, is outfitted with a sound system, speakers, microphones, a projector, a screen, and a computer with internet access. The art and craft room is equipped with materials and tools for students to engage in creative works.

The sports center features a multi-gym, treadmill, elliptical, cycling equipment, and other necessary apparatus for strengthening exercises, along with kits for indoor and outdoor games. The playground includes badminton and volleyball courts, and the nearby model school playground is also utilized.

Other facilities include biometric punching for staff and students, a computerized college office, 24/7 CCTV camera surveillance, G-Suite accounts for all stakeholders, and a Wi-Fi enabled campus.

Student Support and Progression

The B.Ed. program at Salafiyya Training College is committed to providing comprehensive student support to ensure academic success, personal growth, and professional development. The institution offers various initiatives to help students achieve their educational and career goals.

Continuous Guidance: Students receive ongoing support through mentoring, tutorials, and remedial classes. Regular workshops and seminars enhance their pedagogical skills and keep them updated on the latest trends in education. Career Guidance and Placement: The college has a dedicated career guidance and placement cell that conducts career counseling sessions, mock interviews, and teacher recruitment drives. Collaboration with schools for internships and placements ensures that students are well-prepared for the teaching profession. Financial Assistance: The college provides scholarships, fee concessions, and financial aid to deserving students from economically weaker sections, ensuring that financial constraints do not hinder academic progression. Student Progression: The college tracks student progression through continuous internal assessments, regular feedback, and alumni engagement programs. It promotes holistic development through extracurricular activities, including arts, sports, community living camps, and other community service opportunities.

Governance, Leadership and Management

Salafiyya Training College is a self-financing institution affiliated with the University of Calicut in Kerala. The college is managed and supervised by the Jam-iyyathussalafiyyeen Charitable Society, with governance, leadership, and management clearly defined in accordance with its vision and mission statements.

The leadership structure consists of the Jam-iyyathussalafiyyeen Charitable Trust Board, which appoints a

manager and secretary to oversee governance. A director and an assistant administrative officer assist the managing trustee in the college's administration. The principal serves as the prime authority, supported by the college staff council, the Internal Quality Assurance Cell (IQAC), and the office superintendent. The college adopts a democratic, participatory governance model involving all stakeholders and maintains transparency in its financial, academic, and administrative functions by clearly articulating its vision and mission at all levels.

To enhance academic quality and values, the college has formulated and implemented a strategic plan focused on establishing better academic practices, developing quality faculty, producing professionally and ethically strong graduates, creating a smart campus, and fostering green initiatives and excellent teaching skills among students.

Additionally, the college has embraced e-governance in its planning, administration, finance and accounts, examination system, digital attendance, and admission procedures. In terms of faculty empowerment, the college organizes various faculty development programs to support staff professional growth.

For financial management and resource mobilization, Salafiyya Training College conducts regular internal and external audits to ensure financial transparency. Lastly, the IQAC adopts quality management strategies across academic, administrative, and extension activities, monitoring the implementation of the college's vision and mission while striving to institutionalize quality assurance measures, including the digitalization of various activities.

Institutional Values and Best Practices

Institutional Values

Inclusivity and Equity
Salafiyya Training College emphasizes inclusivity by providing equal opportunities for all students, regardless of background, gender, or socio-economic status.

Environmental Sustainability
The B.Ed. program promotes environmental consciousness by integrating eco-friendly practices into its curriculum and campus activities. Initiatives such as awareness campaigns, tree-planting drives, and sustainable resource usage instill a sense of environmental responsibility among students.

Community Engagement
Through outreach programs and community service, the college fosters social responsibility. Students actively participate in literacy drives, educational camps, and awareness initiatives within local communities.

Best Practice 1: Orphan Empowerment Project

Launched in 2019, the Orphan Empowerment Project by Salafiyya Training College focuses on transforming the lives of marginalized orphans through comprehensive support. This holistic initiative offers educational assistance, life skills training, health and hygiene awareness, psychosocial counseling, and vocational training, enabling orphans to become self-sufficient and confident individuals.

Complementing this, the Krishimithra Project promotes sustainable agriculture among rural communities, specifically targeting orphaned children. It aims to enhance food security, improve nutrition, and provide

livelihood opportunities through eco-friendly farming practices. By establishing a model organic farm and training participants, the project seeks to create a replicable rural development model that strengthens communities and fosters environmental conservation, ultimately improving the quality of life for orphans and surrounding populations.

Best Practice 2:Village Anganwadi Empowerment Programme

The Village Anganwadi Empowerment Programme, initiated by Salafiyya Training College in Karinganad, aims to strengthen Anganwadi Center No. 58 in Vilayoor Grama Panchayat, Palakkad District, Kerala. This initiative focuses on enhancing accessibility and quality of early childhood education, empowering Anganwadi workers, and fostering holistic development for rural children aged 0-6 years.

Key components include infrastructure development, capacity building for workers through training and mentoring, and comprehensive health and nutrition services. The program engages local communities, ensuring active participation in early childhood education and health awareness initiatives.Expected outcomes include improved educational access, enhanced health and nutrition for children and mothers, and increased confidence among Anganwadi workers. While challenges such as limited resources and infrastructure exist, the program's community-led approach and potential for scalability make it a replicable model for rural development in other regions.

Research and Outreach Activities

Salafiyya Training College stands out for its unwavering dedication to research, academic excellence, and community service. At the heart of this commitment is the Research and Innovation Club, which serves as a dynamic platform for students to develop their academic skills through workshops, seminars, and conferences. This vibrant environment fosters the exchange of ideas and promotes knowledge dissemination, allowing faculty members to present their research and publish their findings, thus enhancing the institution's academic prestige.

The college's outreach initiatives are equally noteworthy. Designed to address pressing social issues, these programs engage students in meaningful community development activities. From blood donation drives and distribution of food kits to anti-drug awareness campaigns, Salafiyya Training College emphasizes the importance of social responsibility and active participation in national priorities.

The impact of these community service efforts has garnered recognition, reflecting the institution's role in fostering societal betterment. Collaborations with educational institutions, local governments, and various departments further enrich the college's outreach, enhancing its identity and influence within the community.

Through its comprehensive approach to education—integrating research, community service, and co-curricular activities—Salafiyya Training College prepares students not only for academic success but also for impactful contributions to society.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SALAFIYYA TRAINING COLLEGE, KARINGANAD
Address	SALAFIYYA TRAINING COLLEGE, KARINGANAD VILYUR PO PATTAMBI VIA PALAKKAD DT
City	PATTAMBI
State	Kerala
Pin	679309
Website	www.salafiyyatrainingcollege.org

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal	MOHAMMED MUSTHAFA P	0466-2962495	9447110192	0466-2962495	salafiyyak@gmail.com
IQAC / CIQA coordinator	KUNHI MOIDEEN P	0466-2962342	8943090700	0466-2962342	sociomajlis@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 minroity institution	Yes Minority Certificate.pdf
If Yes, Specify minority status	
Religious	Islam
Linguistic	
Any Other	

Establishment Details		

State	University name	Document
Kerala	University Of Calicut	View Document

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

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

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
NCTE	View Document	23-02-2005	240	Permanent NCTE recognition is considered as permanent

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	SALAFIYYA TRAINING COLLEGE, KARINGANAD VILYUR PO PATTAMBI VIA PALAKKAD DT	Rural	5.27	1574.17

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,	24	Degree	English,Malayalam	50	50

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				8			
Recruited	0	0	0	0	0	0	0	0	4	4	0	8
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

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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				4
Recruited	2	2	0	4
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				1
Recruited	0	1	0	1
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	2	0	0	2
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	2	4	0	6
UG	0	0	0	0	0	0	0	0	0	0

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

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

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	7	0	0	0	7
	Female	43	0	0	0	43
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years		Year 1	Year 2	Year 3	Year 4
Category		**Year 1**	**Year 2**	**Year 3**	**Year 4**
SC	Male	0	0	0	0
	Female	2	2	1	2
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	6	4	4	4
	Female	0	0	41	41
	Others	0	0	0	0
General	Male	3	3	0	0
	Female	39	41	4	3
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		50	50	50	50

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	To run the teacher education courses, the college will have to follow the suggestions from NCTE and the University. Here are our recommendations to transform into a holistic multidisciplinary institution: The college can start integrated programs such as BA Ed, BSc Ed, and B.Com Ed.
2. Academic bank of credits (ABC):	The college is currently affiliated with the University of Calicut and will follow university directions to maintain ABC for the B.Ed. course as needed.
3. Skill development:	Strengthen SUPW activities to ensure skill development in creating art and craft materials. Provide short-term or long-term courses in ICT

	alongside the B.Ed. course. Offer value-added courses in counseling, personality development, and developmental psychology to prepare students as practitioners in the field. Focus on enhancing professional capacity through various activities. Organize outreach programs, yoga sessions, national priority initiatives (e.g., Swachh Bharat), residential community living camps, and activities aimed at developing social sensitivity.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The college is currently organizing EBSB activities, which will continue alongside specific seminars and invited lectures aimed at promoting student awareness of Indian knowledge and the educational contributions of ancient India. The medium of instruction will be both English and Malayalam to facilitate learning in both languages. To promote India's secular ethos, the college will celebrate festivals from all prominent religions in the region. Additionally, it proposes self-study courses on Indian traditional knowledge and values, as well as Indian art and culture. Every week, the college organizes cultural activities focused on Indian traditional art, culture, dances, music, and drama. Furthermore, the college will provide opportunities to enhance professional competency through art and drama, emphasizing Indian folk arts, theatre arts, folk songs, and puppetry.
5. Focus on Outcome based education (OBE):	Starting in 2021, the University of Calicut has adopted an OBE pattern for the B.Ed. curriculum, and the college implemented it accordingly. We are conducting unit tests and model examinations using the OBE method, and internal learning tasks are also carried out based on this approach.
6. Distance education/online education:	We conduct online courses, value-added courses, and self-study courses through online platforms. All teaching faculty utilize a blended approach to deliver subjects, and the college also organizes seminars and symposia for students and teachers in an online format.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been	Yes, our college has established an Electoral Literacy

set up in the College?	Club (ELC) in accordance with UGC requirements. The club hosts a range of events that impart vital knowledge about civic education and democratic principles. As a teacher training college, we provide potential teachers with numerous experiences and opportunities to participate in all campus-organized events.
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?	Yes, the college has an active Electoral Literacy Club in operation. Kunhimoideen P., Assistant Professor, has been appointed as the coordinating faculty for the ELC, while Mr. Salman serves as the student coordinator.
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.	The ELC has conducted the following activities: 1. An election literacy program, 2. A pledge related to voters' rights, 3. A familiarization session with the EVM/VVPAT machine, and 4. A celebration of National Voters' Day.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	The ELC has conducted programs to raise awareness among students about the significance of voting, including "Meet the Candidates." Additionally, seminars on democratic values were held.
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.	An election literacy campaign was conducted at the college, resulting in the enrollment of students who had not yet registered on the voters list.

Extended Profile

1 Students

1.1

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

2023-24	2022-23	2021-22	2020-21	2019-20
101	100	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..

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

2023-24	2022-23	2021-22	2020-21	2019-20
10	10	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..

2023-24	2022-23	2021-22	2020-21	2019-20
51	50	50	57	44

File Description	Document
List of final year students with seal and signat	[View Document](#)
Institutional data in prescribed format	[View Document](#)

1.5

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

2023-24	2022-23	2021-22	2020-21	2019-20
51	51	51	51	57

File Description	Document
Institutional data in prescribed format	[View Document](#)
Consolidated result sheet of graduating students	[View Document](#)

1.6

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

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

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

File Description	Document
Institutional data in prescribed format	[View Document](#)
Copy of the appointment orders issued to the tea	[View Document](#)

2.2

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

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

File Description	Document
University letter with respect to sanction of p	[View Document](#)
Any other relevant information	[View Document](#)

3 Institution

3.1

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

2023-24	2022-23	2021-22	2020-21	2019-20
1778539	1381803	1475054.25	1180935.98	1148707.72

File Description	Document
Audited Income Expenditure statement year wise d	[View Document](#)

3.2

Number of Computers in the institution for academic purposes..

Response: 26

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 leverages its faculty's extensive experience in university-level decision-making to effectively plan, implement, and monitor curricular programs. This ensures the academic offerings are well-structured and responsive to the evolving educational landscape. At the start of each academic year, induction meetings introduce students to the college's vision and mission, faculty profiles, program details, and evaluation procedures. Students are provided with a prospectus and syllabus, offering a clear overview of their academic journey.

As an affiliate of the University of Calicut, the institution aligns its semester plans with the university's academic calendar. These plans, developed by academic coordinators following university regulations, are reviewed and approved by the staff council before being posted on the notice board. Any necessary changes are promptly communicated to stakeholders and later presented for council approval. A master timetable, including a special Ramadan schedule, is prepared by the timetable committee to ensure the smooth operation of academic activities. Academic coordinators oversee regular activities, while remedial programs support minority and SC/ST students, ensuring inclusive educational assistance. The tutor-ward system is pivotal in identifying and supporting both slow learners and gifted students through personalized guidance.

B.Ed. students can select their internship institutions from a list of collaborators. Internship procedures and requirements are communicated to these institutions beforehand, ensuring a well-organized experience. The institution integrates modern technology to enhance learning, with tools facilitating educational activities. Student progress is monitored through internal assessments, including tasks, assignments, and unit tests, scheduled in advance and communicated through semester plans and the academic calendar.

The Evaluation and Examination Committee plays a key role in analyzing student performance in public exams and reporting findings to the staff council. Student progress and activities are also discussed in PTA meetings, where feedback helps organize community living camps and study tours. To ensure objective internal assessments, the institution employs modern techniques such as rubrics. B.Ed. students benefit from mid-evaluations during internships, allowing them to reflect on their experiences. Additionally, the timetable includes dedicated slots for library hours, physical education, and yoga, promoting a holistic student development approach.

To further enrich the educational experience, the institution organizes brainstorming sessions, ICT and soft skill workshops, and SPSS tutorials for B.Ed. students. Seminar topics are chosen to address relevant societal needs. During the COVID-19 pandemic, the institution swiftly

transitioned to online learning using tools such as Google Classroom, Google Meet, and SlideShare to ensure continuity in education.

The institution's commitment to creating a supportive learning environment is demonstrated through mentorship programs, regular feedback mechanisms, and professional development opportunities for faculty. By embracing innovative teaching methods and maintaining strong communication with stakeholders, the institution ensures its curricular programs remain dynamic, preparing students to meet future professional challenges with confidence.

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](#)

1.1.2

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

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

1. **Faculty of the institution**

2. **Head/Principal of the institution**

3. **Schools including Practice teaching schools**

4. **Employers**

5. **Experts**

6. **Students**

7. **Alumni**

Response: A. Any 5 or more of the above

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

1.1.3

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

1. **Website of the Institution**

2. **Prospectus**

3. **Student induction programme**

4. **Orientation programme for teachers**

Response: 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](#)

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.**

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

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

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

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](#)

1.2.2

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

Response: 6.2

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

2023-24	2022-23	2021-22	2020-21	2019-20
8	7	7	4	5

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](#)

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**

2023-24	2022-23	2021-22	2020-21	2019-20
100	100	100	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](#)

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: 100

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

2023-24	2022-23	2021-22	2020-21	2019-20
100	100	100	100	100

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](#)

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:

Our approach to teacher education encompasses a holistic understanding of the field, covering psychological, philosophical, and sociological aspects of education, along with current trends in evaluation. Beyond mandatory courses, we offer optional courses to provide theoretical insights into methodological and pedagogical aspects of specific subjects.

To ensure our students stay updated with the latest developments in education, we conduct various empowerment programs, such as seminars, workshops, and orientations. These sessions enhance students' critical thinking on educational issues and broaden their knowledge by engaging in discussions on diverse perspectives of education.

To develop procedural knowledge, B.Ed. students engage in pre-planning, planning, and post-planning of teaching sessions. This includes initiatory school experiences, micro-teaching, criticism classes, peer discussions on lesson plans, workshops on learning materials, ICT-based workshops, internships, and specialized training programs. Students also participate in internship programs in two phases: the first phase at the secondary level and the second phase at the upper primary/higher secondary level. These activities help students develop the skills necessary to thrive as 21st-century teachers. Involvement in school-based activities, action research, and innovative practices during internships ensures that students are well-prepared for successful teaching careers.

Our institution prepares all students to excel in various teacher qualifying examinations. This specialized training equips our students with the pedagogical skills needed to become high-quality educators and fosters a research-oriented mindset. This approach ensures that our graduates are not only ready to pass their exams but also prepared to implement effective teaching strategies in their future classrooms.

Activities such as EPC, peer tutoring, "thought of the day," and various clubs encourage students to apply their knowledge and skills in practical contexts. The initiatory school experiences program acquaints B.Ed. students with real school environments, providing valuable insights into daily operations, challenges, and the nuances of teaching. Workshops on topics such as soft skill development and research skills enhance communication and time management abilities.

Microteaching practices foster self-awareness and critical thinking. Community living camps, fieldwork with community-based programs, study tours, field trips, and workshops on Socially Useful Productive Work (SUPW) foster collaboration, social skills, and community engagement. Practical courses covering critical understanding of ICT, understanding the self, art and drama in education, soft skills development, and academic writing develop critical thinking, emotional intelligence, communication skills, and self-expression among students. Seminars, debates, and discussions refine negotiation skills and problem-solving abilities, while yoga practices promote self-regulation skills.

The entire program organized by the institution is value-based, adopting an integrated approach for value development. Ultimately, our goal is to nurture confident and effective educators ready for future teaching roles. Our comprehensive training program ensures that graduates are not only equipped with theoretical knowledge but also possess the practical skills and ethical grounding necessary to make a significant impact in the educational field.

By embracing innovative teaching methods and maintaining strong communication channels with all stakeholders, the institution ensures that its curricular programs remain dynamic and responsive to the evolving educational landscape. This holistic approach enhances student engagement and prepares them to meet the demands of their future professional endeavors with confidence and competence. Our institution remains dedicated to continuous improvement, ensuring that our teacher education programs are always aligned with the highest standards of educational excellence.

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]

1.3.2

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

Response:

Our institution employs various strategies to familiarize students with the diversities of the Indian school system while providing an international and comparative perspective. The curriculum is thoughtfully designed with modules on inclusive education, comparative education, school management, gender education, and societal influences. These modules give students a foundational understanding of educational systems, policies, and practices across different contexts.

We invite practitioners from diverse educational backgrounds to share insights through extension programs, workshops, and seminars. Experts offer perspectives on teaching methodologies, curriculum design, assessment methods, and classroom management practices from global contexts. These interactions give students invaluable opportunities to engage with professionals and broaden their understanding of education in different environments.

Initiatory school experiences are another key component. These allow students to observe inclusive classrooms, assess teacher expertise, identify challenges, and evaluate classroom practices. Students are encouraged to present papers on global educational systems and engage in case studies, deepening their understanding of the complexities of education and promoting a culturally responsive teaching approach.

B.Ed. students also visit special schools in the locality, gaining firsthand experience in special education. These visits, along with class observations of experienced teachers, help students learn

different strategies and methods of teaching, further enriching their practical knowledge.

Research and critical inquiry are central to our program. Students engage in research projects that explore diverse educational contexts, applying theoretical knowledge to real-world situations. This hands-on research fosters a deeper understanding of education's multifaceted nature and prepares students to tackle complex educational challenges.

Our curriculum also includes courses on school management and leadership, equipping students with the skills necessary for administrative roles. Topics such as educational policy, school finance, and organizational behavior are covered, giving students a comprehensive view of school operations.

To support professional development, we organize workshops on contemporary educational issues, including the use of technology in education, inclusive teaching strategies, and student assessment. These workshops ensure students stay updated on the latest trends and innovations in education.

Collaboration is fostered through group projects, peer tutoring, and discussion forums. These activities build critical thinking and problem-solving skills while promoting a supportive learning community.

Ultimately, our goal is to develop reflective and adaptive educators capable of meeting diverse student needs. By combining theoretical knowledge with practical experience, we ensure our graduates are well-prepared for successful teaching careers and are equipped to make meaningful contributions to the field of education.

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

1.3.3

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

Response:

The college prepares students for teaching at both graduate and postgraduate levels by blending theoretical knowledge with practical experience. Core courses cover educational philosophy, sociology, psychology, school administration, sustainability, methodology, pedagogy, and assessment. These subjects are taught using learner-centered methods, helping students build

confidence in both teaching and administrative roles.

The experiential curriculum offers opportunities for skill development through activities like micro-teaching, learning subject-specific terminology, analyzing question patterns, referencing content, and preparing learning resources. To stay current with educational trends, workshops on Art Integration, Theatre and Drama, and ICT are regularly conducted.

Students engage in peer discussions, observe faculty demonstrations, participate in criticism lessons, and undertake internships. These experiences familiarize them with school environments and the diverse responsibilities of teachers. During internships, students participate in tasks like administering psychological tools, conducting tests, offering remedial teaching, and leading physical and health education classes. These practical experiences ensure they are well-prepared for professional duties.

Internship programs also encourage students to experiment with innovative teaching strategies, fostering a research orientation and continuous improvement. Practices like action research and self-reflection help them gain insights into their teaching methods and their impact on student learning.

The curriculum emphasizes mental health and soft skill development through activities such as yoga, community living camps, self-awareness sessions, field trips, and community-based fieldwork. These activities cultivate resilience, self-regulation, and communication skills, essential for managing teaching demands.

Rubrics are used for student assessment, promoting fairness and transparency. Visits to special schools expose students to diverse teaching methods and foster empathy. Participation in planning and presenting ideas in various activities enhances confidence and communication skills. Programs like thought-of-the-day further prepare students to engage with general audiences.

Projects like school adoption and Each One Teach One foster creativity, productivity, and social responsibility. These initiatives help students become compassionate educators ready to contribute positively to society.

The college's comprehensive approach ensures graduates are well-prepared to meet the challenges of the teaching profession. By integrating theoretical and practical experiences, the institution equips students with the knowledge and skills needed to thrive in their careers. The focus on innovative teaching strategies, research, and continuous self-improvement ensures graduates are lifelong learners who can adapt to the evolving educational landscape.

Additionally, the emphasis on mental health and soft skills helps students become well-rounded individuals capable of managing the complexities of teaching and making a positive impact in their communities.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any other relevant information	[View Document](#)

1.4 Feedback System

1.4.1

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

Structured feedback is obtained from

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

Response: 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](#)

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: 100

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](#)

2.1.2

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

Response: 34

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

2023-24	2022-23	2021-22	2020-21	2019-20
3	5	4	2	3

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: 0

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

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	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](#)

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 institution's comprehensive approach to preparing prospective teachers begins with a detailed needs analysis to assess their readiness for the teacher education program. This process includes a test focusing on teaching aptitude and general education, as well as one-on-one interviews. Mentor teachers use the insights from these evaluations to guide students who may need additional support in developing their teaching skills and attitudes.

Induction programs and bridge courses further help build learning readiness. The curriculum integrates both theoretical knowledge and practical experiences. Courses like *Education in Contemporary India* and *Perspectives on Education* provide a philosophical grounding, while field visits and assignments reinforce positive attitudes toward teaching. Psychological foundation courses, such as *Development of the Learner* and *Facilitating Learning*, provide a deeper understanding of students' psychological and learning needs, with tools like case studies and learning style inventories aiding in practical application.

Pedagogical courses, along with activities like lesson planning, micro-teaching, and involvement in cultural and community programs, aim to enhance teaching skills. The institution also emphasizes modern competencies through ICT workshops, introducing tools like Google Classroom and Zoom, and hosts professional development programs on art, drama, and critical understanding of technology.

Throughout the program, mentor teachers closely monitor progress, ensuring individualized support is provided through tutorials and remedial teaching when necessary. These efforts collectively prepare student teachers to achieve professional excellence.

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](#)

2.2.4

Student-Mentor ratio for the last completed academic year

Response: 10.1

2.2.4.1 **Number of mentors in the Institution**

Response: 10

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:

In a dynamic educational landscape, the institution is committed to fostering effective learning through a variety of innovative teaching approaches. By incorporating experiential learning, participative techniques, problem-solving methods, focused group discussions, panel discussions, and online learning, the institution addresses diverse learner needs and enhances content engagement. These varied strategies are designed to create a rich and interactive learning environment, ensuring that all students have the opportunity to thrive and achieve their academic goals. This multifaceted approach not only caters to different learning styles but also prepares students to apply their knowledge in real-world contexts.

Experiential learning: Experiential learning is a dynamic and interactive approach to education where students engage directly with their learning through practical experiences and reflection. In B.Ed. programs, this method is particularly effective, as it allows prospective teachers to gain hands-on experience and deepen their understanding of teaching and learning processes. Activities such as internships, field trips, yoga sessions, and ICT workshops are integral components of this approach. Additionally, tasks and assignments like sociometry, adolescent problem surveys, case studies of children and educational institutions, and interviews with parents offer valuable field experiences. These activities enable future educators to connect theoretical knowledge with real-world practice, fostering a comprehensive and reflective learning journey.

Participative learning: Participatory learning is an interactive educational approach that emphasizes active engagement and collaboration among students, adapting to their needs and desired outcomes. This method involves a range of teaching techniques and roles, creating a dynamic learning environment. In B.Ed. programs, participatory learning is implemented through activities that encourage future educators to engage with their communities and peers. Prospective teachers participate in community surveys, field visits, excursions, and cultural programs, all of which foster hands-on experiences and collaborative learning. These activities not only enhance their practical skills but also enrich their understanding of diverse educational contexts and community dynamics.

Focused group discussion: The focus group discussion method is a valuable educational tool that involves bringing together individuals with similar backgrounds or experiences to explore a specific topic in depth. In B.Ed. classes, this method is utilized as a group learning experience with sessions typically lasting around 45 minutes, led by the instructor who acts as the moderator. The class is divided into small groups to facilitate effective discussions, allowing students to engage deeply with the content. This approach not only supports effective content transaction but also enhances students' skills and competencies. By addressing the diverse needs of learners, focus group discussions foster a collaborative learning environment that encourages critical thinking and diverse perspectives.

Online modes of teaching: The institution effectively employs a diverse array of educational

technologies to enhance learning and academic progress. Google Classrooms, adopted by teacher educators prior to the pandemic, supports a flipped learning model, promoting active engagement and deeper understanding. The institution ensures continuous monitoring of academic progress through regular internal assessments, tasks, assignments, and project reports. This multifaceted approach not only enriches the learning environment but also supports comprehensive evaluation and improvement of student performance.

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](#)

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: 62.5

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

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

File Description	Document
Data as per Data Template	[View Document](#)
Any other relevant information	[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: 49.5

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: 50

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](#)

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](#)

2.3.5

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

Response:

Mentoring in teacher education institutions plays a pivotal role in shaping future educators, ensuring they are not only academically sound but also well-equipped with essential life skills. These programs address multiple facets of a teacher's professional development, including pedagogical expertise, classroom management, and interpersonal skills. Personalized guidance through mentoring helps aspiring educators

refine their teaching methods, build confidence, and enhance their leadership capabilities.

Teamwork and Collaboration: Mentoring programs within teacher education institutions emphasize the development of teamwork and collaborative skills, which are vital for effective teaching and leadership. Teachers must often work closely with colleagues and students to achieve shared educational goals. Mentoring supports this by engaging students in activities that promote teamwork, such as team teaching, collaborative approaches, microteaching, and internships. These initiatives encourage future educators to delegate responsibilities, collaborate on shared objectives, and guide students in similar efforts. Additionally, reflective practices like book reviews, fieldwork, and assignment work help student teachers strengthen their ability to work cooperatively. Regular college activities, including club events and morning assemblies—where classes take turns in managing and leading the programs—further reinforce a strong sense of collective responsibility and community. This structured teamwork approach not only prepares future teachers for their professional roles but also nurtures a culture of cooperation and unity within the institution.

Addressing Student Diversity: One of the key roles of mentoring is to prepare teachers to embrace and effectively manage student diversity. Classrooms today are increasingly diverse, with students from various cultural, linguistic, and socioeconomic backgrounds. Mentoring programs equip aspiring teachers with culturally responsive teaching strategies that promote empathy and inclusion. By learning to accommodate diverse learning styles and needs, future educators are empowered to create classrooms where all students feel valued and supported.

Professional Conduct with Colleagues and Authorities: Mentoring programs also play a critical role in guiding future educators on how to conduct themselves professionally within the educational community. Aspiring teachers learn the importance of maintaining respectful and collaborative relationships with colleagues, superiors, and authorities. Mentoring emphasizes professionalism, effective communication, and ethical behavior, all of which are essential for successful interactions in the workplace.

Balancing Home and Work Stress: Teacher education institutions recognize that the teaching profession can be demanding, with many stressors that may affect work-life balance. Through mentoring, future educators are provided with the tools they need to manage these stressors effectively. Mentoring programs offer guidance on time management, stress-reduction techniques, and coping mechanisms that allow aspiring teachers to balance their personal and professional responsibilities.

Keeping Up with Educational Developments: To ensure that educators remain adaptable and innovative throughout their careers, mentoring programs emphasize the importance of lifelong learning. Aspiring teachers are encouraged to stay informed about recent educational trends, research, and technologies. Through journal reviews, practical coursework, and participation in workshops, future teachers gain access to the latest developments in education. Additionally, experts and alumni are often invited to share their insights on industry trends, enriching the learning experience for aspiring educators.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any 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](#)

2.3.7

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

Response:

The institution nurtures the intellectual abilities, creativity, critical and reflective thinking, empathy, life skills, cooperation, and community-centeredness of prospective teachers through a range of activities. These include programs to enhance professional competencies (EPC programs), club activities, workshops, community living camps, extension activities, and community service programs. The institution's key focus lies in its EPC programs and club activities designed to improve professional competency, ensuring that future educators are equipped to excel.

Teachers are often seen as social engineers, and the training provided by teacher education institutions

forms the foundation of their professional growth. In recognition of this, the institution has designed EPC programs that develop the professional competencies of prospective teachers throughout all four semesters.

First Semester: The EPC program on reading and reflecting on texts is introduced to enhance reading comprehension, critical thinking, reflective thinking, and collaboration. This program helps prospective teachers understand the variations in language used across different contexts, including textbooks, classroom interactions, and assessments. Additionally, training in yoga and health education is provided, focusing on preventing lifestyle diseases and promoting physical and mental well-being.

Second Semester: The emphasis shifts to practical skill development through IT orientation workshops, teaching aid preparation, and micro-teaching sessions. These workshops are designed to strengthen prospective teachers' competencies in technology integration and instructional strategies, preparing them for effective classroom management and teaching.

Third Semester: The curriculum includes an Art and Drama workshop, along with physical education and yoga training. Prospective teachers also participate in community living camps and field trips, allowing them to apply their skills in real-world scenarios while fostering empathy and community engagement.

Fourth Semester: The final semester focuses on understanding the self and developing a critical understanding of Information and Communication Technology (ICT). These programs equip prospective teachers with the necessary skills to meet the demands of 21st-century learners and navigate the complexities of modern education.

The institution organizes a four-day residential community living camp each year, totaling 30 hours, with the goal of promoting cooperative living, imparting personal values, and fostering democratic practices.

Expert-led sessions during the camp provide valuable insights on educational issues, encouraging critical thinking and stimulating discussions. Prospective teachers are given the opportunity to engage with current challenges in education, broadening their perspectives.

Cultural events form an integral part of the camp, offering prospective teachers a platform to showcase their talents. Community service projects, such as visits to tribal schools, instill social responsibility and promote environmental protection. Additional activities, including educational theatre, folk songs, and other art forms, are designed to foster creativity, innovation, and positive attitudes.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any other relevant 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](#)

2.4.2

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

1. Formulating learning objectives

2. Content mapping

3. Lesson planning/ Individualized Education Plans (IEP)

4. Identifying varied student abilities

5. Dealing with student diversity in classrooms

6. Visualising differential learning activities according to student needs

7. Addressing inclusiveness

8. Assessing student learning

9. Mobilizing relevant and varied learning resources

10. Evolving ICT based learning situations

11. Exposure to Braille /Indian languages /Community engagement

Response: A. Any 8 or more of the above

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

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: A. All of the above

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

2.4.4

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

1. **Teacher made written tests essentially based on subject content**
2. **Observation modes for individual and group activities**

3.Performance tests
4.Oral assessment
5.Rating Scales

Response: B. Any 3 or 4 of the above

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

2.4.5

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

1. **Preparation of lesson plans**

2. **Developing assessment tools for both online and offline learning**

3. **Effective use of social media/learning apps/adaptive devices for learning**

4. **Identifying and selecting/ developing online learning resources**

5. **Evolving learning sequences (learning activities) for online as well as face to face situations**

Response: 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](#)

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](#)

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](#)

2.4.8

Internship programme is systematically planned with necessary preparedness..

Response:

Internship programme is systematically planned with necessary preparedness.

The college's school internship program spans 20 weeks across two phases, designed to foster

professional growth and practical teaching skills in prospective teachers. In the first phase, student teachers engage in a four-week school experience during their second semester, providing initial exposure to classroom environments. The second phase, lasting 16 weeks during the third semester, is more intensive and involves student teachers working as regular educators. This phase includes one week of observing an experienced teacher, followed by active participation in all aspects of school life such as lesson planning, teaching, assessment, and community interaction.

Selection /identification for internship : participative / on request

Firstly, students are provided with a list of schools designated by the college for their internship. They then select their preferred school based on convenience and accessibility. Following this, a sanction letter is obtained from the government, and a formal request is submitted to the respective schools to facilitate the internship placements.

Orientation to school principal/teachers

A general meeting was held among school principals and teacher educators to raise awareness and ensure mutual understanding of the internship program for teacher trainees. Key topics discussed included the importance of the internship in providing practical teaching experience, the various activities and responsibilities of the trainees, the need for maintaining discipline, and the development of a clear plan of action. The meeting aimed to align expectations and ensure a supportive environment for the trainees' professional growth.

Orientation to students going for internship

The principal, program coordinator, and course coordinators provided an orientation on the internship and guidelines for teaching practice. Students were instructed to strictly follow the school's rules regarding dress code and ethics. General guidelines covered attendance, class observations, peer feedback, classroom teaching, and maintaining internship-related records. It was emphasized that students must get their lesson plans signed by both the teacher educator and the supervising teacher before conducting any class. They are also required to use teaching aids like charts, models, and PPTs to enhance their lessons.

Defining role of teachers of the institution

All teachers assigned to trainees are responsible for supervising and supporting their respective trainee. They must provide the necessary resources for teaching and ensure the trainee's active participation in all school activities, including curricular and co-curricular activities, tests, examinations, and administrative tasks.

Streamlining mode/s of assessment of student performance

Teacher educators regularly visit and assess trainees' performance. They give them correct feedback to improve their performance. Peer evaluation and evaluation by teachers of school helps in proper assessment of trainees.

Exposure to variety of school set ups

Interns are fully involved in the school's day-to-day activities and participate in various programs such as sports, arts, exhibitions, and tours. This engagement provides them with valuable exposure to different aspects of school operations. As part of their practical work, they are also required to create a detailed school profile, systematically collecting and organizing all relevant information about the school.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any other relevant information	[View Document](#)

2.4.9

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

Response: 8.5

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

Response: 6

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
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:

Salafiyya Training College, Karinganad adopts various methods to regularly monitor internship programmes.

Before the internship begins, the college principal arranges a meeting with the principals of the practice schools, along with teacher educators, to discuss a monitoring plan for the students. All records and lesson plans are reviewed, corrected, and signed off before the students go to the schools. Optional subject teachers observe a minimum of three classes and provide corrections to each student, while core subject teachers monitor practical work such as case studies, school profiles, assessment practices, adolescent problem lessons, and action research projects.

During the internship, each trainee's lesson plan is regularly monitored by the school's subject/methodology teacher, who offers suggestions for improvement. Teacher trainees are actively involved in both curricular and co-curricular activities as directed by the school, and they complete reflective journals and supervision diaries after each lesson. The response column in lesson plans is filled by the trainees after every class.

Peer evaluation plays a significant role in helping students improve their teaching skills, as peers regularly assess each other's classes. In addition to their subject teaching, every trainee is required to teach three physical education and yoga classes, along with two classes in health and physical education, value education, and art and drama. They also conduct one class focused on adolescent problems, all of which are supervised by general and physical education teachers.

Each student prepares and implements 55 lessons, including subject-specific lessons, innovative lessons, and LAC (Learner Activity-Centered) lessons, during their induction and internship. Throughout the

internship, the teachers in charge of the respective schools observe and provide feedback, while peers continue to evaluate the lessons and write reports to support continuous improvement.

File Description	Document
Documentary evidence in support of the response	[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](#)

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](#)
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: 25

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

Response: 2

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: 18.75

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

Response: 150

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:

The institution motivates teacher educators to participate in faculty development programmes, orientation programmes and refresher courses which helps the teachers in getting acquainted with the new teaching methodologies and professional skills. The notifications are shared through official whats app groups and encourage teachers to participate in different seminars, webinars, conferences and workshops.

The ICT workshops conducted by the institution helps to orient teacher educators towards technologymediated learning and exposure to a variety of online instructional resources help the teachers to keep track of recent developments in the educational field.

The institution encourages teacher educators to involve in preparation and revision of curriculum at various levels of teacher education and this helps the faculty members to keep abreast of the recent developments in teacher education programme, school curriculum and recent teaching methodologies.

Institution provides necessary support for the faculty to do research leading to Ph.D. and to take up Major and Minor research projects funded by agencies like UGC, ICSSR etc. Institution also encourages the faculty members to publish papers in different journals, magazines and books.

The institution also permits the faculty members to act as resource persons in Seminars, webinars, Conferences and Workshops organized by National bodies and various institutions at National and International level. Institution also provides library resources and technology resources to help the faculty members to keep pace with recent developments by referring to e-books and e-journals.

The institution organized Links are also provided to the websites of important agencies and departments like UGC, NCTE, NCERT, and MHRD which help the faculties have easy access to the policies and acts to the recent developments in education. College website, social media platforms and college youtube channel disseminates the information with public

In these respects, the institution promotes in house discussions on current development and issues in education as well as share information with other institutions and public.

File Description	Document
Documentary evidence to support the claims	[View Document](#)
Any other relevant information	[View Document](#)

2.6 Evaluation Process

2.6.1

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

Response:

Student assessment is done through internal continuous assessments and an end semester examination. Internal assessments include traditional methods like unit tests, term-end, and model exams, along with continuous evaluation measures such as assignments, presentations, group discussions, practical work, and peer assessments. Attendance and participation in class activities are also considered, ensuring a well-rounded evaluation of both academic performance and practical skills.

Surprise Tests: These tests are typically administered immediately after the completion of a unit or topic. They serve as a valuable tool to evaluate how well student teachers are grasping the subject matter. The test scores provide insights into the learning progress of the students and help identify their learning needs. Additionally, these tests are instrumental in assessing the effectiveness of the teaching strategies employed. Typically, short-answer questions are used for these tests, allowing for a quick and focused assessment of the students' understanding.

Lesson Summary Presentations: At the end of a lecture hour, students are asked to write a summary of the class on a piece of paper. They are typically given 10 minutes to complete this task. The summaries are then collected and evaluated, allowing instructors to gauge how well students have understood the material covered during the lecture.

Evaluation Based on Participatory Activities: Group discussions and debates are employed as interactive methods for content delivery. The performance of students in these participatory activities is carefully evaluated. Additionally, students are required to prepare reports based on these activities, which are graded according to their performance.

Evaluation Based on Tasks and Assignments: Tasks and assignments are rigorously assessed, with scores awarded based on the quality of the work submitted. The institution also offers opportunities for students to resubmit tasks if they fail to meet the required standards, ensuring that learners have the chance to improve and succeed.

Evaluation Based on Class Seminars: For class seminars, topics are assigned to students in advance, giving them time to research and prepare their seminar papers using various resources, including books and other references. Students then present their seminars during class hours. The seminar sessions, along with the prepared seminar papers, are evaluated by the concerned teachers.

Internal and External Examination Ratio in the B.Ed Program: The evaluation system for theory courses in the B.Ed program consists of both internal and external examinations, with a ratio of 20:80. Internal evaluation is based on a predetermined, transparent system that includes periodic unit tests, tasks, assignments, and college-based practicums. Internal assessments also cover a range of activities, such as yoga, health education, microteaching, peer discussions, peer criticism, workshops on teacher enrichment, initiatory school experience, school internships, art and drama workshops, community living camps, ICT workshops, and field trips.

To ensure transparency in the internal evaluation process, student teachers are informed of the criteria and indicators for assessment well in advance. The internal assessment marks for each theory and practical course are published on the notice board at least one week before the commencement of the external examinations.

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

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](#)

2.6.3

Mechanism for grievance redressal related to examination is operationally effective

Response:

The institution has established a well-structured and effective grievance redressal cell to address student grievances, particularly those related to internal and external examinations. This cell provides a transparent platform for students to express their concerns, ensuring that issues are resolved promptly and fairly.

For internal examination-related grievances, student teachers can communicate their concerns directly to their mentor teacher. If students are hesitant, teachers proactively inquire about any issues related to internal marks. Genuine grievances are resolved at the teacher level. Additionally, a grievance box is placed in the college library, where students can anonymously submit their concerns regarding evaluation mechanisms. The grievance redressal committee reviews and addresses these concerns monthly, ensuring a systematic and fair process.

For students unable to attend internal or model examinations on scheduled dates, the institution offers the option of a retest if the grievance is genuine. The rescheduled exam is arranged at the convenience of both the student and the concerned subject teacher, and the retest marks are considered for internal evaluation. Internal marks-related grievances are resolved within the grievance redressal committee, in the presence of the respective subject teacher, immediately after internal marks are published on the college notice board and before being uploaded to the University website.

The grievance redressal process operates as a three-tier system:

1. Students first approach the concerned subject teacher to address their grievances.
2. If not satisfied, they can escalate the issue to their class teacher for further resolution.
3. As a final step, students can bring their grievance to the college principal if the previous steps have not provided satisfactory solutions.

This system ensures transparency and effectiveness in handling examination-related grievances.

For external examination grievances, the institution takes immediate action by reporting the issue to the university and following up to ensure resolution.

During remote learning, internal marks for each subject were communicated to students individually by the teachers in charge. Any grievances were resolved before the internal marks were uploaded to the university website. This ensured that the grievance redressal system remained efficient even during periods of remote learning.

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

2.6.4

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

Response:

The academic calendar serves as a crucial tool for effective planning and coordination of various activities in an academic year. For institutions affiliated with universities, like the one affiliated with Calicut University, adherence to the university's academic instructions is mandatory. However, institutions also prepare their own academic calendars, aligning with the university's framework while addressing specific institutional needs.

In this case, the academic calendar is developed by the academic monitoring cell in collaboration with faculty members and is supervised by the head of the institution. Separate academic monitoring cells manage the B.Ed programs to ensure that the calendar caters to the distinct requirements of each. Any shortcomings in the calendar are revised during the academic year to ensure its accuracy and relevance.

The calendar includes a comprehensive schedule for curricular and co-curricular activities, ensuring smooth execution of tasks. The practice teaching schedule, an essential component of teacher education programs, is developed in consultation with practice schools, faculty, and administrative staff, ensuring that it does not interfere with the regular functioning of schools or their holidays.

Additionally, the calendar outlines the dates for mid-semester and end-semester model examinations, as well as practical activities like EPC (Enhancing Professional Capacities) activities, microteaching, and other sessions like discussions and critiques. Local holidays and festivals are also considered to address the concerns of student teachers. The inclusion of internal evaluation schedules helps prospective teachers and educators plan their work in advance, ultimately supporting the smooth functioning of academic processes throughout the year.

File Description	Document
Any other relevant information	[View Document](#)
Academic calendar of the Institution with seal and signature of the Principal	[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:

Salafiyya Training College commences each academic year with a collaborative planning process between the principal and faculty members. This strategic planning ensures teaching-learning activities align with predetermined Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs). The comprehensive approach encompasses theory courses, practical activities, task-based assignments, and co-curricular initiatives.

Theory courses facilitate a deep understanding of education concepts through seminars, discussions, microteaching sessions, criticism lessons, practice teaching sessions, and EPC activities. Additionally, lectures, small group activities, peer-teaching, collaborative learning, problem-solving, field visits, case studies, and ICT resources enhance engagement. Prospective teachers and educators develop expertise in theories of personality and learning, individual differences, psychological principles, assessment, democratic education, school management, and physical and health education.

Task-based assignments, such as visiting educational institutions, case studies, sociometry, surveys, lesson planning, and diagnostic tests, help achieve PLOs and CLOs. Practical activities, including microteaching, reading and reflecting on texts, yoga and physical education, demonstration and criticism classes, ICT orientation, art and drama workshops, and coursework programs, foster professional and practical skills.

Co-curricular activities, comprising community living camps, extension activities, club initiatives, thought-for-the-day programs, and book review sessions, promote socio-cultural understanding, cooperation, collaboration, leadership skills, and critical thinking. These diverse activities empower prospective teachers to develop teaching skills, positive attitudes, readiness for progressive changes, and interest in facilitating learning and development.

Ultimately, the effective execution of curricular, co-curricular, and extracurricular activities at Salafiyya Training College prepares prospective teachers and educators to excel in their profession. By cultivating expertise, practical skills, and positive attitudes, the institution inspires future generations and contributes to the advancement of education.

The college's commitment to holistic education ensures graduates are well-equipped to navigate the complexities of the teaching profession. By integrating theory and practice, Salafiyya Training College sets a benchmark for excellence in teacher education, fostering a community of dedicated, innovative, and effective educators.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)

2.7.2

Average pass percentage of students during the last five years

Response: 99.6

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

2023-24	2022-23	2021-22	2020-21	2019-20
51	50	50	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](#)

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:

The institution ensures the consistent delivery of high-quality education through ongoing monitoring and evaluation of its courses and teaching-learning processes. Embracing Outcome-Based Education (OBE), the institution has developed a robust assessment framework to measure learner attainment. Direct and indirect assessment tools, including quizzes, assignments, projects, surveys, and feedback forms, are

utilized alongside Continuous and Comprehensive Evaluation (CCE) strategies. Course Outcome (CO) attainment is evaluated through these assessments, with results aggregated to assess Programme Outcome (PO) achievement. This systematic evaluation process enhances learner focus on achieving specific outcomes, ensures curriculum relevance and effectiveness, fosters continuous quality improvement, and prepares learners for successful careers and lifelong learning. By adopting OBE, Salafiyya Training College demonstrates its commitment to academic excellence, ensuring graduates possess the knowledge, skills, and attitudes necessary to excel in their chosen professions. The institution's dedication to monitoring and evaluation guarantees a consistently high standard of education, empowering learners to reach their full potential.

All the POs and the COs have been prepared meticulously by discussing with all stakeholders and are displayed on the college website, and on the display boards in their respective classes.

The institution shares desired outcomes with students through orientation programmes, bridge courses, classroom discussions, expert lectures, and practical internship training. To ensure effective teaching, the college also invests in faculty development, sending teachers to workshops, seminars, conferences, and Faculty Development Programmes (FDPs). This comprehensive approach empowers students to achieve desired outcomes and equips educators with cutting-edge competencies, fostering a dynamic teaching-learning environment.

The institution's internal assessment procedure comprehensively evaluates student performance across cognitive, affective, and psychomotor domains. Beyond regular assessments, the college conducts entry-level and exit-level evaluations to measure student growth and improvement. This comparative analysis helps identify the effectiveness of targeted interventions and collective teaching efforts in addressing initially identified student needs, informing data-driven instructional strategies and fostering continuous improvement.

The assessment of student is done through various methods

Direct Evaluation

Internal and external assessment tests.

Assessment of practicals and practicums

Assessment of teaching practice by teacher educators, school teachers and peers.

Indirect evaluation

Through continuous observation, teachers assess student performance in diverse activities, including:

- Organizing events (Talent Day, festivals, Sports/Arts Days, College Day)

- Club activities (Science, Literary, Mathematics, Commerce, Social Science)

- Morning assembly, extension activities, camps, tours

- Creative projects (short films, documentaries)

- Academic presentations (paper presentations, seminars, microteaching)

- Simulation, project work, case studies, action research

At the program's conclusion, students provide feedback on Course Outcomes (COs) and Program Outcomes (POs) attainment. POs clearly communicate program expectations, support learning, and outline employability skills, content, and critical issues (gender, environment, values, professional ethics). Throughout the two-year program, comprehensive assessment mechanisms evaluate student growth, cont

File Description	Document
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	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

2.7.5

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

Response:

The institution employs a comprehensive assessment framework to evaluate student learning outcomes, tracking improvement from initial entry behavior through various tasks, including theory courses, internal exams, EPC activities, community living camps, and practical works. To cater to diverse student

needs, the institution offers differentiated teaching-learning activities, club activities, SUPW, sports, yoga, fostering social awareness, professional skills, life skills, and ICT proficiency. Academic mentoring, tutorial sessions, and cooperative activities, such as seminars, workshops, and community extension, equip students with 21st-century skills like collaboration, leadership, digital literacy, self-direction, and effective communication. By integrating these initiatives, the institution empowers prospective teachers with holistic development, preparing them for successful careers and lifelong learning.

The institution offers a diverse range of activities to cater to the varied needs of students. These include discussion-based lesson plan writing, expert-led demonstration classes, microteaching, criticism sessions, evaluation practice training, reflective reading, art and drama sessions, ICT workshops, and 'Understanding the Self' programs. Teaching practice, internship, classroom and out-of-classroom activities, elective courses, and club activities further enhance student development. Remedial learning sessions are also arranged to improve the performance of students.

Through all these ways, the teaching learning process of the institution caters to the individual difference among the students.

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

2.8 Student Satisfaction Survey

2.8.1

Online student satisfaction survey regarding teaching learning process

Response:

Criterion 3 - Research and Outreach Activities

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

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

File Description	Document
Data as per Data Template	[View Document](#)

3.1.2

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

Response: 0

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

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

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: A. Any 4 or more 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](#)

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](#)
Any 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**

2023-24	2022-23	2021-22	2020-21	2019-20
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](#)

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: 1

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

2023-24	2022-23	2021-22	2020-21	2019-20
4	4	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](#)

3.3 Outreach Activities

3.3.1

Average number of outreach activities organized by the institution during the last five years..

Response: 30.6

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

2023-24	2022-23	2021-22	2020-21	2019-20
80	39	13	10	11

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: 86.4

3.3.2.1 **Number of students participating in outreach activities organized by the institution during the last five years**

06-10-2024 01:04:23

2023-24	2022-23	2021-22	2020-21	2019-20
87	88	80	88	89

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](#)

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: 5.6

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

2023-24	2022-23	2021-22	2020-21	2019-20
7	6	5	5	5

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](#)

3.3.4

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

Response:

Salafiyya Training College is deeply committed to preparing its students to become responsible citizens by sensitizing them to various social issues through outreach activities. These activities are designed to foster students' understanding of societal challenges and their role in addressing them, aligning with the college's vision of producing skilled and socially aware educators.

The college collaborates with local institutions such as Vilayur Panchayath, local health centers, and local government and aided schools to conduct various programs that provide students with opportunities to serve, reflect, and learn about community challenges. These initiatives encourage personal growth, social responsibility, and a deeper sense of community engagement.

Among the key initiatives is the annual visit to ABAYAM Old Age Home and a rehabilitation center. During these visits, students spend time with the residents, gaining valuable insights into inclusion and fostering a high level of sensitivity, which is crucial for their development as empathetic educators.

Salafiyya Training College also actively participates in Swachh Bharat cleanliness drives at public spaces such as hospitals and Anganwadis. These drives not only contribute to community well-being but also instill a sense of civic duty in the students. The college's collaboration with the Pain and Palliative Care Club further exemplifies its commitment to social causes, with students organizing a payasam challenge to raise funds for cancer patients.

Through its Village Service Program, the college has adopted AMLP School in Kizhmuri and Anganwadi No. 59 in Vilayur Panchayath. Students participate in various activities, including donating study materials and conducting social surveys. Celebrations like Onam and Christmas, held in collaboration with these institutions, further enhance the sense of community and cultural exchange.

The college also conducts awareness programs on critical health issues. For instance, it organized a pre-rally awareness program on HIV/AIDS, which included a talk by a medical expert, distribution of pamphlets and condoms, and a candlelight vigil to honor those affected by the disease. These activities help students understand their role in spreading health awareness and promoting prevention efforts.

Community engagement extends to cultural awareness initiatives as well. The college recently organized visits to tribal communities in Wayanad and Attapadi, where students participated in donation drives and interacted with indigenous populations. These visits provided students with firsthand experience of India's cultural diversity, enhancing their understanding of cultural pluralism and respect for diverse identities.

In addition to these efforts, Salafiyya Training College has been involved in national priority programs such as gender sensitivity awareness, water conservation initiatives, Digital India programs, and yoga sessions for students' well-being.

During the 2019 floods, students demonstrated social responsibility by participating in flood relief operations in Kavalapara, providing aid to affected communities. These experiences, along with other outreach activities, have nurtured strong moral values and helped students develop essential life skills.

Overall, the outreach activities at Salafiyya Training College foster students' social accountability, empathy, and cultural awareness, preparing them to become educators who are both knowledgeable and socially responsible.

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: 11

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

2023-24	2022-23	2021-22	2020-21	2019-20
4	3	2	2	0

File Description	Document
Data as per Data Template	[View Document](#)
Appropriate certificates from the awarding agency	[View Document](#)
Any 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: 3

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

2023-24	2022-23	2021-22	2020-21	2019-20
10	4	1	0	0

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

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: 26

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: 26

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](#)

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: A. All 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](#)

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:

The institution possesses the necessary physical infrastructure as per NCTE norms. Currently, the college has a constructed area 913.82 square meters within 5.27acre of whole campus, equipped with sufficient amenities and resources to support diverse educational programs, administrative operations, and extension services. The College building is designed with good ventilation and lighting facilities for reducing the consumption of electrical energy. The college maintains a beautiful butterfly and medicinal garden.

The institution offers the following infrastructure facilities to support the teaching learning process

- **Smart classrooms**

- **Psychology lab**

- **ICT Resource Centre**

- **Language lab**

- **Automated library and Reading room**

- **Art and Craft Resource Centre**

- **Multipurpose hall**

- **Lecture halls Seminar hall**

- **Women's waiting room**

- **Principal Office**

- **Administrative Office**

- **Health and Physical Education Resource Centre**

- **Fitness center**

- **IQAC room**

- **Staff room for B Ed**

- **Store Room**

- **Multipurpose play field**

- **Visitors Lounge**

- **Separate Toilet Facility for Students and Staff**

- **Toilet block**

- **Disabled friendly toilet**

- **Water purifiers**

- **Cooler**

- **Waste incinerator**

- **Sanitary pad incinerator**

- **Waste bin for paper and food waste**

- **CCTV surveillance system**

- **Sickroom**

The other infrastructural facilities

- **Kitchen**

- **Hostel-Male and Female**

- **Canteen**

- **Ramp with hand rails**

- **Biogas plant**

- **Green practices like rain water harvesting, eco-friendly campus**

- **There are a good number of recognized schools within reasonable distance for fieldwork and practice teaching-related activities of the student teachers.**

- **Sister institutions-gvhs koppam, gjhssNaduvattam,GHSS Pattambi GHSS Vilayur, GHSS**

Pulamanthol, AMUP Chelakkad AUPS Muthuthala are readily available for practical works

- Well ventilated, spacious smart classroom equipped with LCD projector, OHP, maps, models, globes, charts and many other equipment with high speed internet connec

- A photocopier cum scanner is accessible to both students and teachers

- Well maintained UPS inverters with batteries and generator corroborates unconstrained power supply

- Psychology lab equipped with simple experiments and test related to educational psychology.

- A well-equipped language laboratory is also functioning in the college for giving training in English reading, listening and speaking skills.

- The automated library has adequate seating facilities and houses 6231 volumes of books, reference books, educational encyclopeadia, year books, 7 referred journals of Education and 5 journals of other disciplines, Magazines and Daily Newspaper.

- A well-furnished ICT Resource centre is equipped with computers, laptops, canteen, LCD projector, white board and internet connectivity

- A fitness Centre is in the college and is well equipped with different types of machines.
- The college has a well-equipped Health and Physical Education Resource Centre and multipurpose playfield.

- A separate waiting room for ladies and gents and a sickroom for students Principal Office, Administrative Office, Staffroom for B Ed

- Visitors Lounge

- Parking Space for staff and students and visitors

- Green practices like rain water harvesting, eco-friendly campus

File Description	Document
List of physical facilities available for teaching learning	[View Document](#)
Geo tagged photographs	[View Document](#)
Any 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: 9

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

Response: 9

File Description	Document
Geo-tagged photographs	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)

4.1.3

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

Response: 47.33

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

2023-24	2022-23	2021-22	2020-21	2019-20
333630.60	249861.70	226167.30	226355.20	2260440

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](#)

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 library is automated with the latest version of KOHA ILMS (KOHA 22.11.10). KOHA is the first free software library automation package. In use worldwide, its development is steered by a growing community of users collaborating to achieve their technology goals. KOHA's feature set continues to evolve and expand to meet the needs of its user base. KOHA is a true enterprise-class ILMS with comprehensive functionality including basic and advanced options. KOHA will work for consortia of all sizes, multi-branch, and single-branch libraries. KOHA includes modules for Acquisition, Classification, Cataloguing, Circulation, Serials management, Report Generation, Spin label and Barcode printing. All the modules are currently used in the functioning of the library, offline circulation when Internet access is not available is also possible in KOHA. All the books are catalogued with Barcode. Barcode printer is used for printing spin labels and barcodes. KOHA implementation was successfully carried out in 2014. Since then the services are provided efficiently in the library with timely up gradations in the ILMS software. Currently the latest stable version of KOHA is in usage. Library facilitates Web - OPAC services that provide remote access to users Library users can search the computerized bibliographical details of Books, Theses, CDs, Journals etc. through OPAC (On-line Public Access Catalogue) services. Using OPAC, the users can use Advanced search option to search books with keywords, the field that the book belongs to and the language in which they are written. The search results are displayed as the front page of the book, the name of the author, title, publication and the year of publication.

File Description	Document
Bill for augmentation of library signed by the Principal	[View Document](#)
Any additional information	[View Document](#)

4.2.2

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

Response:

The library is fully automated with ILMS. **KOHA software 22.11.10** version is installed in 2015 which is the world's best Open-Source library automation software consists Acquisition, Circulation, Cataloguing and Serial Control. The college library is an important hub of student life. The library is an integrated knowledge resource centre having 6231books, periodicals, references, journals, newspapers, CDs etc. It is fully computerized with an OPAC facility. The reading space is well furnished to accommodate 50 students at a time and provides a conducive environment for study. It remains open on all working days. A gate register is maintained in the library for entry and exit of visitors. New arrivals of books and journals are displayed on a rack. The library has developed the database of its own collection through the library software. The library is fully computerized with a barcode-based issue-and return process. An online public access catalog (OPAC) facility is made available in the library which is used

by students and faculty members for searching for books by title, author or subject name. All the books collected are updated in the library software database and the online public access catalog (OPAC) is available for students and faculty members. WEBOPAC is available on which any one can search resources by title, author, subject. Reader gets information about new arrivals through WEBOPAC.. The students are given membership in the library immediately after the admission process. The library provides internet service. The browsing centre has 3 systems. The Library is provided with a Wi-Fi facility of 100 Mbps. Library building have provision for both individual and group studies. Adequate space is provided for browsing and relaxed reading. It subscribes journals of great repute, along with magazines and newspapers for general reading. The library also houses a rich reference Collection of Encyclopaedia, Year Books, Dictionaries and other reference materials.

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: A. Any 4 or more 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: 0.49

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

2023-24	2022-23	2021-22	2020-21	2019-20
0.51	0.45	0.79	0.28	0.41

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

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: 11.08

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: 260

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: 221

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: 324

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: 221

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: 182

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](#)

4.3 ICT Infrastructure

4.3.1

Institution updates its ICT facilities including Wi-Fi

Response:

The institution is equipped with high speed internet Wi-Fi LAN connection. There are six LCD Projectors two smart boards, laptopis, Computers, OHP, projected digital camera and Video camera and CCTV. The office is furnished with high configured systems, connected with internet Wi-Fi LAN and has Biometric system and close circuit cameras. Computer systems are upgraded as per the requirements of the college.

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: A. All of the above

File Description	Document
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)

4.3 ICT Infrastructure

4.3.1

Institution updates its ICT facilities including Wi-Fi

Response:

The institution is equipped with high speed internet Wi-Fi LAN connection. There are six LCD Projectors two smart boards, laptopis, Computers, OHP, projected digital camera and Video camera and CCTV. The office is furnished with high configured systems, connected with internet Wi-Fi LAN and has Biometric system and close circuit cameras. Computer systems are upgraded as per the requirements of the college.

ICT resources available

- **The ICT facilities available in the institution include:**
- **Multimedia projectors with screen**
- **Computers Desktops**
- **Laptops**
- **Smart board**
- **Electronic podiums**
- **Public Addressing system comprising of speakers, microphones, amplifiers and mixers**
- **Digital cameras Video cameras**
- **Cctv**
- **User friendly website**

The Computers, laptops and desktops are highly configured systems available for use by teachers and students. All these ICT tools support teacher-educators and student-teachers to infuse digital teaching and learning. The high speed LAN Wi-Fi connectivity throughout the campus helps in the integration of ICT tools for teaching and learning.

Classrooms and Multipurpose hall, Lecture hall and Seminar hall with Wi-Fi facility

The institution has ICT enabled classrooms for pedagogy classes. Separate classrooms fitted with projectors and laptops/computers, TV, OHP in Pedagogy of English, Malayalam, Mathematics, Arabic and Social science classrooms. The institution has a multipurpose hall with LCD Projector, public addressing system, Electronic podium ICT facilities and high speed internet connectivity. An air-conditioned seminar hall with all the ICT facilities. Two lecture halls equipped with all technological devices like LCD Projector, Laptop, Smartboard, electronic podium. All the above ICT resources provide a conducive environment to facilitate learning

ICT Resource Centre and Library

The ICT Resource Centre of the institution has 20 computers, LCD Projector, with high speed internet connectivity, headphones and essential software for learning. The projector in the ICT Resource Centre is useful to organize hands training sessions and workshops. Library is fully automated with LMS-KOHA since 2014

hands on training sessions and workshops. Library is fully automated with LMS- KOHA since 2014 provides a user friendly interface for searching documents in the library and their issue-status The institution has a spacious library with three computers with high configuration for the exclusive use of students and teachers.The ICT facilities in the library and Resource Centre provide a conducive environment for self-directed learning.

Media Facility

Studio facility in the institution is used for developing by the teacher educators. The studio is acoustically

treated and has computer with audio interface, studio headphones, microphones, quality audio cables, recording facility and editing software The Wi-Fi routers are placed in the Principal's room, staffroom, ICT Resource center and library to spread signals to larger areas. The institution used broadband connection from BSNL service providers 16 mbps.

File Description	Document
Document related to date of implementation, and updation, receipt for updating the Wi-Fi	[View Document](#)
Any additional information	[View Document](#)

4.3.2

Student – Computer ratio for last completed academic year

Response: 3.88

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](#)

4.3.3

Internet bandwidth available in the institution

Response: 200

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

Response: 200

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](#)

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: A. All 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 the e-content developed by the faculty of the institution	[View Document](#)
Link for additional information	[View Document](#)
Link to videos of the e-content development facilities	[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: 38.45

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

2023-24	2022-23	2021-22	2020-21	2019-20
522101.30	637332.10	572291.10	375810.90	570262.50

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](#)

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:

Infrastructure and Maintenance Policy

There are established systems and procedures for maintaining and utilizing physical, academic and support facilities library, sports complex, computers, classrooms etc. The Institutional Infrastructure and Maintenance policy is stated as given below.

General infrastructure

- The new infrastructure requirements raised by different stakeholders are discussed at various levels such as staff council and management council for final sanction.
- The request for purchase of sanctioned items is submitted to the college purchase committee for endorsement.
- The stock register of the infrastructure facilities is regularly maintained.
- Stock verification of inventory is done annually, and suitable additions, renovations, repairing and up gradation are carried out, in accordance with the requirements of the learners. Utmost care is given for optimum utilization of the physical, academic and support facilities available in the college.
- The complaints regarding infrastructural cleanliness and maintenance can be raised through the Grievance Redressal Cell.
- Posters, banners or boards should not be put up on the campus without permission of the principal
- College infrastructural facilities like Auditorium, Classrooms and Seminar halls are shared with sister institutions and local community without disturbing the academic activities, on prior permission from Principal and Manager of the institution.
- Details of the equipment and devices taken outside the college for repair are to be recorded in the register meant for it.
- ICT Infrastructure facilities are open to all the staff and students
- ICT equipment in the classrooms are monitored regularly by the Non-teaching staff (NTS) Annual maintenance contract (AMC) is sustained for all technological gadgets like servers, computers and other ICT equipments.
- Library management software is used for data maintenance.
- Anyone entering the library should enter his/her details in the gate register

- The rules on utilization, maintenance and augmentation of the library facilities are framed by the
- Library Advisory Committee
- The Library Advisory Committee monitors the developments in the library, and meets regularly to suggest new initiatives and purchases
- Library systems and software are under continuous maintenance
- Stock verification is done at the end of every year.

Classrooms are designed and furnished as per NCTE norms

Classrooms are renovated and maintained according to the needs of the learners.

Every student should handle with care the facilities of the classrooms and shall do everything in his power to preserve the cleanliness of building and furniture.

Sports Infrastructure:

- The college has good sports infrastructure.
- The sports courts, grounds, and physical fitness centre are maintained and regularly upgraded as per requirements.
- These facilities are open to the staff and students.
- The proper utilization and maintenance of the Sports Infrastructure is ensured by the faculty in charge of Physical Education.
- A Stock Register of the Sports items is maintained in the physical education room.

Stock verification is done annually.

File Description	Document
Any additional information	[View Document](#)
Link for additional inflrmation	[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](#)

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](#)

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](#)

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: A. Any 5 or more 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](#)

5.2 Student Progression

5.2.1

Percentage of placement of students as teachers/teacher educators

Response: 38.7

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

2023-24	2022-23	2021-22	2020-21	2019-20
17	20	15	22	27

File Description	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](#)

5.2.2

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

Response: 84.31

5.2.2.1 **Number of outgoing students progressing from Bachelor to PG.**

Response: 43

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
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](#)

5.2.3

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

Response: 44.44

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

2023-24	2022-23	2021-22	2020-21	2019-20
0	38	21	26	31

File Description	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:

The College Union Student Council is an elected body, which is empowered to promote and facilitate all curricular and co-curricular activities of the college and provide opportunities for the training of students as good citizens. Election to the College Union is held democratically in conformity with the guidelines and procedures laid down by the College in accordance with the recommendations of Calicut University. Election follows parliamentary system under the leadership of a senior faculty, appointed as the Returning Officer. The council of class representatives (Student parliament), formed with one from each class, is constituted every year. Students' Union consists of Chairperson, Vice-Chairperson, General Secretary, Magazine Editor, University Union Counsellor, Lady Representative, Arts Club Secretary, Sports Secretary and Class Representatives. The elected Union is mentored and guided by the Staff Advisor, in organising various events, sports and arts competitions. The Vision and Mission is perceived empirically by the Student Council and is reflected through activities conducted within and outside Institution. Student Council interacts with the alumni association in organising various events in the institution.

Dynamic Role in Institutional Functioning.

The Student Council of the institution is actively involved in all academic and co-curricular ventures which help in promoting institutional excellence. The Student Council collaborates with the different cells and clubs of the college like College Magazine Committee, Grievance-Redressal Committee, Anti-ragging Cell, Women's Cell, SC/ST Monitoring Cell, Mathematics Club, Social Science Club and Eco Club for its effective functioning. It leads and supports students to participate in cultural programmes in local events, National Day Celebrations.

Contributions for Students' Welfare

The Student Council plays a major role in the proper functioning of the institution. It represents all the students in the college and voices their opinions, suggestions, and grievances and provides feedback to the administration and vice versa. It helps in addressing and solving problems of students-academic, social, cultural or personal. They promote a conducive environment for educational and personal development, encourage involvement of students in organising institutional activities, and help in creating a positive spirit and environment in the institution. The Student Council supports the management, administrative officials and faculty in the development of the college by partaking in decision making processes and committees. They help in organising activities like cultural events and sports events. They help in proposing activities beneficial to the institution to sustain its quality. The council meets regularly to plan activities, share students' ideas, interests and concerns with teachers and the college management. Student Council ensures a democratic mode of functioning through proper planning, fruitful implementation and objective evaluation of activities. The students elected as University Union Counsellor (UUC) represents the college by voicing opinions in the university students union.

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: 18.6

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

2023-24	2022-23	2021-22	2020-21	2019-20
17	17	24	14	21

File Description	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](#)

5.4 Alumni Engagement

5.4.1

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

Response:

Alumni Association of the Institution plays a vital role in its holistic development and contributes

significantly in all activities. The Alumni are involved in both curricular and co-curricular endeavours. Their expertise and experience are shared among all the significant events starting from induction and orientation programmes for B.Ed students every academic year. It provides academic and professional development guidance and renders help in extension activities imbibing the vision and mission of the institution. The annual alumni meet is held every year on the second Saturday of January, which is a spectacular event when the members from different batches gather together to share their experiences and express their concerns for their Alma mater. Alumni offer their productive and creative suggestions for institutional development in the meetings. The heads and teachers of various schools are Alumni members of the institution, who can commendably guide the teacher trainees during internship. They act as mentors for trainees, orient them about updations in the education system, school administration and evaluation mechanism. Their expertise in different spaces of teaching is taken as inspiration to the trainees for excelling in their field. They give demonstration lessons to the trainee teachers, monitor, supervise and provide feedback on all internship programmes. The Alumni includes outstanding achievers, nationally and internationally acclaimed award winners, thereby serving as models of professionalism for the upcoming teachers.

The major interventions of the Alumni include the following:

- Active participation in the induction and orientation program for new B.Ed batches.
- Holistic assistance and association for academic and co-curricular events.
- Honouring the highest achievers in University examinations with endowments.
- Organise and actively participate in seminars and other activities like sports day, celebrations, commemorating days of importance, annual day, etc
- Honours the students, teachers and the alumni members who have made notable accomplishments every academic year.
- Financial contributions towards development of the college.
- Serve college as resource persons in scholastic and co-scholastic activities. Extend help by providing demonstration classes to the trainees.
- Organises instructional sessions of experts from SCERT curriculum committee showcasing the prevailing pedagogic environment at schools before practice teaching. Shares experiences during pre and post-practice teaching to polish the B.Ed students' pedagogic skills useful for their teaching competency sessions in schools.
- Provide industrial support and familiarisation including placement related information in the field of teaching.
- Serve as mentors providing professional guidance in self-study, higher studies and employment.

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: 5

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

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

File Description	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:

Salafiyya Training College's Alumni Association plays a pivotal role in the institution's growth by acting as a strong support system for both students and faculty. The association actively engages in motivating current students through various initiatives such as career talks, mentoring programs, and workshops aimed at skill development. Alumni members frequently visit the campus to share their professional experiences, inspiring students to pursue excellence in their academic and career endeavors.

Additionally, the Alumni Association plays a crucial role in recognizing and nurturing special talents among students. Through scholarships, awards, and sponsorships for special programs, they encourage students who exhibit excellence in academics, sports, arts, and other extracurricular activities. The association also collaborates with the institution to organize talent-based competitions, providing students with platforms to showcase their skills and further develop their potential.

The association's involvement extends beyond motivation and recognition; it contributes to building a network that connects students to industry professionals and potential employment opportunities. This strong support system enhances the students' learning environment and helps in their holistic development, aligning with the college's mission of fostering well-rounded, career-ready graduates. Through its efforts, the Alumni Association remains a key contributor to the institution's continuous improvement and student success

File Description	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

Our vision is Rural Roots and Global Visions: Cultivating Teachers who Inspire, Educate and Uplift

Rural Roots and Global Vision is encapsulates the essence of a rural teacher education college with a focus on uplifting students from socially backward communities. It symbolizes the college's commitment to honour its rural heritage and community roots, to cultivate teachers who are grounded in local contexts, to empower students to aspire to global standards and to foster a vision that transcends geographical boundaries. The term rural roots emphasizes connection to local culture, traditions, and needs. And it recognizes the unique challenges and opportunities of rural education and celebrates community-driven initiatives. Similarly the rest of the statement Global Visions inspires students to think critically and creatively, prepares teachers to address global issues and challenges and encourages collaboration, innovation, and entrepreneurship.

Mission

To provide inclusive high quality teacher education that equips student teachers from different communities with skills, knowledge and character to foster positive social change by addressing social backwardness

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 signatureof 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:

The organisational arrangement of the institution follows the principle of decentralisation. The college is under the management of Jam-Iyyathussalafiyyeen charitable society. The manager of the institution selected by the management guides the functioning of the college. The college managing council, meets quarterly to make decisions regarding the developmental activities of the institution. The principal, teaching and non-teaching representatives are members of the managing council. Under the management, the principal acts as the executive head of academic and administrative functions. Besides the principal, the academic and administrative bodies like the staff council and IQAC make various decisions regarding the functioning of the college.

The institution has a well organised system for ensuring participative management. It is made possible by the appropriate and efficient organisation, implementation and evaluation by the various academic and administrative bodies. At the starting of the academic year, the staff council conducts a meeting to discuss and plan the activities of the academic year. The meeting also discusses and distributes the charges of different clubs and cells functioning in the college to the staff members. Different committees are formed before the commencement of important programmes conducted in the college and the duties of each committee are assigned to the teachers. It helps in the effective implementation of the plans. Representation of non-teaching staff is ensured in various administrative bodies and committees in the college. Students' council has a leading role in planning and executing different programmes including curricular, co-curricular and extension activities. Student coordinators are selected for various clubs and cells functioning in the college. Students are also assigned with duties of committees of various programmes under the leadership of teachers.

The participation and involvement of all members in the college are ensured while actualising each programme. The decisions are taken in a democratic atmosphere by considering the opinions of all. All the stakeholders of the institution are free to express their opinions about the functioning of the college. The meetings of the college managing council, staff council, students' council, PTA, Alumni and other meetings with the manager act as the platform to express the views of its stakeholders.

File Description	Document
Relevant documents to indicate decentralization and participative management	[View Document](#)
Any additional information	[View Document](#)

6.1.3

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

Response:

The college maintains transparency in its financial academic and administrative functions.

Financial Transparency

All the financial transactions in the college are transparent. A budget for every financial year is prepared by the principal and submitted to the management for approval. The funds available under various heads are utilised very systematically. The expenses of the funds collected from students are clearly explained to the students and parents. Receipts are provided for receiving funds from students. All financial transactions are recorded in cash books. The entries in the cash book are verified by the principal regularly. A registered chartered accountant audits the annual financial statement. To monitor the financial transactions, the college has an internal auditing system by the management and an external audit by the Government. The audit committee constituted by the management audits the financial transactions of the college. The auditing team from the office of the Deputy Director of Collegiate Education, Palakkad audits the Government account. The audit objections raised are rectified immediately by taking proper action. The income-expenditure statement of PTA and Alumni funds are presented in the meetings of respective bodies annually.

Academic Transparency

The curriculum of the course and academic calendar are made available for the students which helps them to verify the completion of curricular activities on time. The answer sheets of internal examinations and assignments are evaluated properly and returned to the students for verification. The feedback of various practical activities is provided on time. The internal marks are awarded to the students genuinely and are distributed to the students for verification before they are submitted to the university.

Administrative Transparency

The admission process of students is done through the centralised allotment process of Calicut University. The rules and regulations of the college are made available to the students through the handbook and website. The grievance redressal cell and internal compliance committee are always ready to receive grievances from students and teachers. The committees try to find solutions to the grievances raised by the students and staff at the earliest.

The staff council and IQAC monitor the academic and administrative functions of the colleges. The final decisions regarding various programmes are discussed and finalised in the staff council before implementation. The opinion of the students' council also has an important role in the various activities. Teachers maintain a teacher's diary that details the monthly academic and administrative activities of each teacher and is monitored by IQAC. The IQAC conducts academic and administrative audit every year which gives directions for improving the quality of the institution. The IQAC and staff council monitor the timely and effective implementation of various activities conducted in the college and provide necessary suggestions.

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:

At **Salafiyya Training College, Karinganad**, which operates under the **Jamiyyathulsalafiyeen Charity**, the institutional strategic plan has been effectively deployed to align with the college's mission and vision. The plan is designed to enhance the quality of education, foster research, and improve the overall learning environment.

Key Aspects of Strategic Plan Deployment:

1. **Academic Excellence:**
   - The institution has prioritized the continuous development of the curriculum, aligning it with modern educational standards and student needs. Faculty members are encouraged to participate in professional development programs, ensuring that teaching practices remain current and effective.
2. **Resource Allocation:**
   - Despite the absence of RUSA funding, the college efficiently allocates resources to academic, infrastructural, and extracurricular initiatives. This is achieved through internal funds and external support from the charity organization, local community, and other stakeholders.
3. **Infrastructure Development:**
   - Over the past years, Salafiyya Training College has undertaken significant upgrades to its campus facilities, including improved classroom technologies, library resources, and digital learning platforms. These efforts are part of the strategic focus on creating a conducive environment for learning.
4. **Collaborative Efforts:**
   - The strategic plan involves collaborative initiatives with alumni, local industries, and educational organizations. These partnerships help in knowledge exchange, practical exposure for students, and resource mobilization.
5. **Monitoring and Feedback:**
   - The college has established a systematic review mechanism to monitor the progress of the strategic plan. Regular internal audits, feedback from students, faculty, and other stakeholders help in making necessary adjustments to meet evolving challenges.

Through careful planning, resource management, and stakeholder involvement, Salafiyya Training College has successfully implemented its strategic initiatives, leading to tangible improvements in academic quality and campus life

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](#)

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:

The institution has an organised administrative set-up under the management of Jam-Iyyathussalafiyyeen, a charitable trust. The executive committee of the Management controls the overall administration of the college. The college managing council with members from the executive committee, manager, principal, staff representatives, syndicate member of the affiliated university, deputy director of collegiate education and nominated members from management reviews and gives advice on the promotion of academic and administrative activities of the college. The college manager selected by the management monitors the functioning of the college. The funding, monitoring and appraisal of college developmental activities are done by the management. Under the management, the principal acts as the head of academic and administrative activities at the institutional level.

The staff council acts as an advisory body that gives advice and assists the principal in academic and administrative functions. Various academic and administrative bodies function under the leadership of the principal. Teaching faculty are the key players in deciding and implementing the academic activities of the college. The administrative functions are managed by the non-teaching staff of the college. The IQAC is responsible for deciding and executing the quality initiatives. The Co-curricular activities are planned and implemented by various clubs and committees under the leadership of the teachers in charge. The academic bodies are responsible for framing implementing and evaluating the academic activities. The students' council also contributes to the effective implementation of curricular and co-curricular activities. A staff advisor is there to advise the students' council.

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

6.2.3

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

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

Response: A. Any 6 or more of the above

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

6.2.4

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

Response:

Salafiyya Training College is deeply committed to the holistic development of its students and the surrounding community through various clubs, committees, and social initiatives. These bodies ensure the smooth functioning of the college while promoting social responsibility and community engagement. A notable decision taken by the staff council on June 20, 2019, was the adoption of an orphanage under the Salafiyya Charitable Society. The college provides tuition and physical fitness programs for the

children in the orphanage, focusing on their academic and physical well-being. The initiative has been well-received, with significant improvements in the children's academic performance and health, as reported in periodic assessments. The minutes of meetings from June 2019 onwards reflect consistent follow-ups and evaluations of this project, demonstrating its positive impact.

In addition to the orphanage, the college collaborates with the Pain and Palliative Care Club of Vilayur Panchayath to offer financial assistance and physical support to cancer patients. This collaboration has been instrumental in raising awareness among students about social responsibilities while providing critical support to patients in need. Regular student visits to the palliative care center have helped enhance patient care. Feedback from the center indicates that the college's involvement has made a significant difference in improving the emotional and physical well-being of cancer patients. The success of this partnership is reflected in multiple staff council meetings, where it was decided to continue and expand the initiative.

Under the "Deergam Project," Salafiyya Training College also organizes skill acquisition programs aimed at empowering students and community members. These workshops cover areas such as vocational training, self-employment, and practical life skills. The project has seen great success, with participants gaining essential skills that have helped them secure employment or start their ventures. The effectiveness of this initiative is highlighted in the minutes of meetings from 2020 to 2023, where continuous improvements and expansions were discussed.

Another significant initiative undertaken by the college is the adoption of an Anganwadi, as decided in a staff council meeting on June 6, 2023. Although this is a recent development, the college has already started providing educational support and financial assistance to the Anganwadi children. Early reports from the staff and community members have been positive, though a thorough evaluation is still underway. Minutes from the meeting confirm the start of this project, and follow-up meetings will track its progress.

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

Introduction

The Staff Welfare Policy at Salafiyya Training College, Karinganad, is designed to promote a supportive and enriching environment for all staff members. Recognizing the importance of employee well-being, this policy aims to enhance job satisfaction, professional growth, and personal development, ultimately contributing to a positive workplace culture.

Objectives

Financial Support During Emergency:

Provide immediate financial assistance to staff in times of personal or family emergencies to ensure their stability and well-being.

Staff Welfare Fund:

Establish a dedicated fund to support various welfare initiatives, promoting the overall health and happiness of staff members.

Honouring Achievements of Staff:

Acknowledge and celebrate the professional milestones and contributions of staff through awards and recognition programs.

Staff Cabin:

Create dedicated spaces for staff to relax and collaborate, fostering a sense of community and belonging.

Support for PhD:

Offer financial and academic assistance for staff pursuing doctoral studies, encouraging professional advancement and research initiatives

Granting Leaves and Finance to FDP:

Facilitate leaves and financial support for staff attending Faculty Development Programs, enhancing their skills and knowledge.

Awareness:

Organize workshops and seminars to raise awareness about staff welfare programs and resources available.

Training

Implement continuous training programs aimed at professional development and personal growth for all staff members.

Cultural Activities:

Encourage participation in cultural events and activities to strengthen team bonding and promote a vibrant workplace atmosphere.

Staff Tour:

Organize recreational trips for staff to enhance camaraderie and relaxation outside of the work environment.

Children of Staff Honoured for Special Achievements:

Recognize and celebrate the accomplishments of staff children to foster family involvement in the college community.

This staff welfare policy is designed to create a supportive and nurturing environment recognizing and valuing the contributions of staff while providing essential support for their wellbeing and professional growth.

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: 15

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

2023-24	2022-23	2021-22	2020-21	2019-20
3	1	2	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: 13

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

2023-24	2022-23	2021-22	2020-21	2019-20
5	3	1	2	2

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](#)

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: 22.5

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

2023-24	2022-23	2021-22	2020-21	2019-20
4	3	2	0	0

File Description	Document
Data as per Data Template	[View Document](#)
Copy of Course completion certificates	[View Document](#)
Any additional information	[View Document](#)

6.3.5

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

Response:

Introduction

Salafiyya Training College has implemented a comprehensive performance appraisal system designed to assess the performance of students, teaching staff, and non-teaching personnel. This system is integral to maintaining high educational standards while fostering continuous improvement across all areas of operation. The appraisal process is participatory and collaboratively developed by the college's management, staff, and stakeholders, reflecting a shared vision of excellence.

 Appraisal System for Staff

A key strength of the college's performance appraisal system is its inclusivity and consistency. Both teaching and non-teaching staff are evaluated, ensuring that every individual contributing to the institution's success is accounted for. For teaching staff, the evaluation criteria focus on instructional quality, curriculum development, student engagement, and innovation in pedagogy. For non-teaching staff, performance is assessed based on their specific roles, aligning their work with the college's operational goals.

The appraisal rubrics used for both teaching and non-teaching staff were collaboratively designed by the management, staff, and other stakeholders. This approach ensures that the performance indicators are aligned with the college's goals and that all staff members feel a sense of ownership and commitment

toward achieving the standards outlined in the rubrics.

Monthly Feedback Mechanism

A notable feature of the college's appraisal system is its monthly feedback process, which applies to both teaching and non-teaching staff. This mechanism allows staff to receive timely feedback and make ongoing improvements to their performance, rather than waiting for end-of-semester evaluations. The system encourages two-way communication, empowering staff and supervisors to engage in constructive dialogue about performance.

Teaching staff benefit from frequent feedback on their teaching methods, student engagement, and administrative duties. Non-teaching staff, in turn, receive feedback on their efficiency, communication, and contributions to the college's smooth functioning. This regular evaluation fosters continuous growth, accountability, and alignment with institutional objectives.

Student Performance Appraisal

Student performance is also a crucial element of Salafiyya Training College's appraisal system. At the end of each semester, the college carefully monitors students' academic results, providing data-driven insights into their progress. However, the appraisal process extends beyond grades. The college actively seeks feedback from students about their overall learning experience.

This student feedback loop creates a system where the institution can respond to student concerns and adjust its academic and administrative practices accordingly. By listening to students, the college gains valuable insights into areas where students feel they need more support or where teaching methods can be improved. This responsiveness reflects the college's commitment to fostering a student-centered environment.

Continuous Improvement and Monitoring

Salafiyya Training College is deeply committed to a culture of continuous improvement. The regular collection of feedback from both students and staff ensures that the institution remains adaptable and responsive to emerging challenges and opportunities.

Additionally, the appraisal system encourages the professional growth of staff. Constructive feedback helps educators refine their teaching practices, adopt new instructional technologies, and engage in reflective processes to enhance their effectiveness. Non-teaching staff similarly benefit from structured feedback, leading to improved efficiency and satisfaction in their roles.

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](#)

6.4 Financial Management and Resource Mobilization

6.4.1

Institution conducts internal or/and external financial audit regularly

Response:

To monitor financial transactions, the college has established a system of internal and external audits. The external audit is conducted by an independent agency, overseen by a registered chartered accountant. The internal auditing system includes audits by the management and an internal audit committee.

The audit team from the office for P.A Hameed & Associates, Chartered Accountants, FR No. 005527S and Raziq Ahmed F.C.A partner, Membership No, 220045 audits the account. Occasionally, an audit is also conducted by the of the Accountant General. All audit reports are properly filed, and the college ensures transparency in all transactions. Funds are systematically utilized, and any audit objections raised are promptly addressed. Compliance with audit objections is submitted to the relevant authorities in a timely manner.

The audit covers various funds, including admission fees, affiliation fees, tuition fees, university fees, special fees, and women's funds etc. A registered chartered accountant audits the annual financial statement, including funds such as the management fund, PTA, and alumni contributions. Additionally, a management-appointed audit committee reviews the use of the management fund, while an internal audit committee, comprising teaching and administrative staff, oversees the auditing of the PTA, alumni, and staff welfare funds." Salafiyya Training College has only external audit. So kindly edit the above mentioned paragraph by eliminating the sentences including internal audit.

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](#)

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)**

2023-24	2022-23	2021-22	2020-21	2019-20
0000	0000	0000	0000	0000

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

6.4.3

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

Response:

Salafiyya Training College utilizes its funds to support various activities aimed at enhancing student welfare, academic growth, and extracurricular engagement. The college allocates a significant portion of its budget toward providing study materials, purchasing books, and subscribing to academic journals,

ensuring that students have access to essential learning resources. Practical examinations are also a key focus, with funds directed toward ensuring the smooth conduct of these exams. In addition, the college invests in student welfare services such as healthcare, counseling, and financial aid, further promoting a conducive learning environment.

Moreover, funds are used to organize extension lectures, workshops, and co-curricular activities, enriching the academic experience by bringing in external experts and offering students opportunities for holistic development. Extracurricular activities, including sports and cultural events, receive financial support, promoting a balanced student life. To ensure optimal financial management, it is recommended that the college implements an internal audit system, alongside its external audits, to improve transparency and accountability in fund utilization. This will help sustain the college's financial health and its ability to provide quality education.

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 Salafiyya Training College plays a pivotal role in ensuring the consistent enhancement of academic standards and institutional performance. At the beginning of each academic year, the IQAC prepares a comprehensive action plan, focusing significantly on the teaching-learning process. This action plan is developed based on reflections and feedback from various stakeholders, ensuring that the evolving needs of the college community are met. The academic calendar, devised by the in-house Curriculum Transaction Planning Committee, serves as a roadmap for effectively executing academic activities. To gauge student competencies and needs, a need-assessment survey is conducted at the start of each course. Based on the results, bridge courses, workshops, invited talks, and other student-centric programmes are arranged. The college employs diverse teaching strategies such as discussions, group activities, peer teaching, debates, ICT-based strategies, and more to facilitate the curriculum's smooth and effective transaction. Additionally, activities like internships, classroom teaching, club activities, case studies, and action research are designed to enhance students' teaching competencies.

In addition to these academic initiatives, the IQAC also organizes various club activities and arranges

Faculty Development Programmes (FDPs) to continuously improve teaching and learning outcomes. The cell actively monitors skill acquisition and reviews the implementation of curricular activities to ensure their alignment with institutional goals. The IQAC also provides coaching for Kerala Teacher Eligibility Test (KTET) aspirants, ensuring that students are well-prepared for professional teaching qualifications. Furthermore, the IQAC oversees the implementation of decisions taken by the management and conducts continuous evaluations of student progress. By introducing the Moodle Learning Management System (LMS) to enhance online teaching and learning, the IQAC promotes the integration of technology in education, ensuring that the college remains at the forefront of innovative teaching practices.

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](#)

6.5.2

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

Response:

Salafiyya Training College, under the supervision of its Internal Quality Assurance Cell (IQAC), is committed to ensuring the academic and holistic development of its students. At the beginning of each academic year, the IQAC prepares a detailed action plan, serving as a roadmap for the institution's activities. One of the key initiatives is the bridge course, which is designed to help newly admitted students transition smoothly into the college environment, ensuring they possess the foundational knowledge required for the B.Ed. curriculum. Additionally, the IQAC organizes various workshops focused on enhancing pedagogical skills, classroom management, and innovative teaching methods, helping future educators hone their practical skills. To foster intellectual and moral growth, existential lectures are conducted, providing students with philosophical insights and ethical guidance. The college also offers art education and drama sessions, encouraging students to explore their creativity and communication skills, both of which are essential in education.

Furthermore, the college runs a mentoring program, where faculty members offer personalized guidance to students, ensuring continuous support in both academic and personal matters. The IQAC also coordinates internship programs allowing student-teachers to gain valuable, hands-on experience in real-world school environments. Regular feedback sessions are held, where students share their input on academic content and teaching methods, helping the college refine its programs. As part of its focus on innovative teaching practices, the IQAC encourages action research projects, where students apply solutions to classroom problems, contributing to improved teaching strategies. Additionally, value education sessions aim to instill moral principles and social responsibility in students, preparing them to

become ethical educators and responsible citizens.

In terms of student well-being, the IQAC organizes health education programs that promote awareness of physical and mental health, further enhancing the overall development of students. Enhancing Professional Capacities (EPC) courses are also offered to strengthen essential skills such as communication, critical thinking, and technology integration in education. The college provides thorough KTET orientation sessions to help students prepare

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

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: 7

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

2023-24	2022-23	2021-22	2020-21	2019-20
11	6	5	5	8

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
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: A. Any 4 or more of the above

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

6.5.5

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

Response:

The college has made considerable progress in enhancing its educational offerings by actively addressing stakeholder feedback and adapting to changing needs. Over the past five years, notable advancements have been made in expanding e-learning capabilities and strengthening partnerships with various organizations. These efforts have greatly improved the student learning experience and fostered meaningful community engagement.

Expanding E-Learning Capabilities:

The institution has focused on integrating ICT across all classrooms, promoting the use of these tools among teachers and students for better engagement. Workshops on M-Learning (mobile learning) were organized to ensure that both faculty and students remain proficient in using technology. During the pandemic, the college quickly transitioned to online platforms such as

Google Classrooms, Google Meet, and Zoom, accompanied by training programs to enhance the effective use of these tools. Furthermore, supplementary resources like YouTube, WhatsApp, and podcasts were incorporated into the learning process, enriching its overall impact. To support students in developing their ICT skills, bridge courses were offered, and the college upgraded its Wi-Fi infrastructure to ensure seamless access to online learning materials.

Strengthening Collaborative Partnerships:

The college has significantly broadened its partnerships with various institutions and organizations, facilitating educational and community-focused initiatives. These collaborations have resulted in a range of projects that enhance both intellectual growth and cultural development across campuses. Some of the key partnerships include:

- **Anganvaadi, Karinganad Kundu:** This collaboration focuses on providing learning support materials and suitable educational aids to young learners.

- **Pain and Palliative Club, Vilayur Panchayat:** Engaging in service-oriented initiatives and humanitarian activities aimed at supporting individuals in need.

- **GHS Pattambi:** Collaborative programs that aim to enhance the intellectual and cultural development of both campuses.

- **GJHS Naduvattam:** Initiatives designed to foster intellectual growth and mutual cultural enrichment between institutions.

- **Salafiyya Arabic College:** Joint initiatives that promote intellectual exchange and cultural enhancement, benefiting both campuses.

- **Salafiyya Orphanage:** Partnerships aimed at developing shared programs that enrich the academic and cultural experiences of students across both campuses.

- **GVHSS Koppam:** Cooperation on programs designed to enhance intellectual and cultural engagement.

- **GHSS Pattambi:** Collaborative projects that contribute to both academic and cultural development across institutions.

- **AMLPS Keezhmuri:** Efforts focused on fostering intellectual and cultural growth through shared initiatives.

- **GHS Chundampatta:** Joint programs implemented to promote academic excellence and cultural vibrancy.

- **AUPS Chelakkad:** Synergistic initiatives aimed at advancing the intellectual and cultural life of both campuses.

- **AUPS Amayur:** Mutually beneficial partnerships developed to enrich both the academic and cultural spheres.

Additionally, collaborative workshops and seminars are regularly conducted in partnership with other higher education institutions, further broadening the scope of intellectual and cultural exchange.

Through these efforts, the college has demonstrated its commitment to providing a well-rounded education while actively engaging with the community and other institutions to create meaningful and mutually beneficial partnerships.

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:

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

Response: In light of environmental challenges, Salafiyya Training College is dedicated to a policy that emphasizes energy efficiency, energy conservation, optimal utilization of alternative energy sources, and the reduction of environmental pollution. The college aims to create an eco-friendly and health-conscious campus while also implementing economically viable alternative energy sources for the benefit of future generations.

ENERGY POLICY STATEMENT

The institution's energy policy statement reflects its dedication to energy preservation and environmental responsibility. This policy delineates the institution's proactive initiatives aimed at conserving energy and decreasing carbon emissions, all in pursuit of sustaining a campus environment that is both environmentally friendly and sustainable.

ENERGY MANAGEMENT COMMITTEE

There is an energy management committee in our institution, chaired by the principal. The committee includes representatives of staff, students, and administration. This committee plays a crucial role in coordinating the efficient execution of the energy management programme within the college.

OBJECTIVES

- To incorporate energy-efficient practices and technologies to reduce energy consumption
- To advocate non-conventional energy sources, and hence to diversify the energy portfolio and reduce the carbon footprint
- To raise awareness about environmental responsibility and encourage sustainable energy practices
- To emphasize equipment repair, reuse, and maintenance for sustainable longevity

ENERGY POLICY STRATEGIES

Our institution adheres to specific practices to attain these objectives. They are listed below Energy Efficiency and Conservation: The institution has chosen to implement LED electrical bulbs in the majority of its locations to reduce electricity consumption. Incandescent and CFL lamps are being substituted in areas with minimal usage.

- The campus benefits from strategically designed windows that maximize natural daylight, reducing the reliance on artificial lighting. Many classrooms and faculty rooms feature large windows.
- To harness natural daylight effectively, the institution has painted its walls with light colours, reducing the need for artificial lighting during daylight hours.
- The institution places significant emphasis on the maintenance of electrical equipment, overseen by a committee, with routine servicing conducted by electricians.
- The institution does routine maintenance on its UPS, printers, and photocopiers to help avoid unnecessary energy waste
- To meet the energy needs of the college during power failures, the college make use of diesel generator with capacity 3 KVA
- A biogas system has been installed, generating energy for cooking purposes. This environmentally friendly energy source has notably reduced the consumption of conventional cooking gas.

Education and Awareness:

- Distributes informative circulars throughout the institution to ensure that everyone is well informed about our energy conservation goals and their specific responsibilities.
- Prioritize educating students, teachers, and all occupants of the campus about the necessity of switching off lights and fans when they are not in active use.
- Encourages the adoption of shared transportation systems, bicycles, and electric vehicles among the campus community.

File Description	Document
Institution energy policy document	[View Document](#)
Any additional information	[View Document](#)

7.1.2

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

Response:

WASTE MANAGEMENT POLICY

The waste management policy for an educational institution serves as a guiding document that outlines the institution's commitment to responsible waste management, sustainability, and environmental stewardship. The foundation of our policy is "Reduced waste, Enhanced cleanliness, and Improved health."

- The institution follows three-bin system on campus to facilitate effective waste segregation.
- All stakeholders are expected to reduce their individual waste generation
- The institution adheres to the green protocol guidelines established by the Government of Kerala.

- The institution actively promotes awareness and advocates for the reuse and recycling of waste materials among our campus community.
- The institution is dedicated to ensure efficient waste segregation and proper disposal practices to minimize environmental impacts.
- Electronic waste (e-waste) has to be collected and disposed of in accordance with regulations.
- The institution encourages initiatives aimed at transforming waste into valuable, sustainable products, thus contributing to a circular economy.
- The institution recommends eco-friendly materials for both curricular and extracurricular activities.

IMPLEMENTATION PROCEDURE

An institution's waste management practices are a sign of effective policy. The college focuses on the sustainable ideals articulated by the UN and envisions a sustainable community with appropriate public and student awareness.

Solid Waste Management

- Solid waste is gathered and sorted into two separate bins on each of the three floors for paper and plastic waste, with an additional bin located on the ground floor for food waste collection.
- These collected waste materials are consistently transferred to Haritha Karma Sena. Food waste, in particular, is efficiently utilized in a biogas plant for energy generation.
- Students are encouraged to use reusable lunch boxes.
- The college has purchased steel plates and glasses for food distribution inside the college during any function.
- Single-use plastic is banned on campus, so plastic waste is comparatively less. At the institutional level, there is a total ban on the use of disposable glasses and plates. Sanitary napkin incinerators have been installed in the girls' toilet to facilitate the disposal of sanitary napkins in an environment-friendly way.
- Regular instruction is given to the sweeper in the college to separate degradable waste from non-degradable waste

Liquid waste management

Wastewater generated from the wash area is purposefully redirected to the vegetable garden, forming an integral part of our sustainable practice.

E-Waste Management

Electronic waste (e-waste) is collected and disposed of in accordance with regulations. Periodic maintenance and upgrading of electronic and electrical equipment are done for optimum use and to minimize e-waste. The cartridges in printers are refilled. The college also encourages the use of refill inkjet cartridges and laser toners. UPS batteries are recharged and repaired by the suppliers.

Waste Management Team

The waste management team consists of:

1) Principal

(2) Faculty Member on a rotational basis

(3) Student Members

The team is entrusted with the responsibility of developing an action plan to ensure waste management strategies are organized and implemented optimally.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any 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: A. Any 4 or more 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](#)

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](#)

7.1.5

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

Response:

Salafiyya Training College, Karinganad, is deeply committed to maintaining a clean, hygienic, and eco-friendly campus, ensuring that students, staff, and visitors are provided with a healthy and pollution-free environment. The institution has implemented several initiatives aimed at promoting cleanliness, enhancing green cover, and maintaining high standards of sanitation.

1. Cleanliness and Sanitation:

The college prioritizes cleanliness across the campus. Regular cleaning and sanitation drives are conducted to maintain hygienic conditions in classrooms, administrative offices, laboratories, and common areas.

- **Daily Cleaning:** The housekeeping staff ensures the daily cleaning of classrooms, corridors, washrooms, and outdoor spaces.
- **Waste Management:** The institution follows a systematic waste segregation process, encouraging the separation of biodegradable and non-biodegradable waste. Regular collection and disposal of waste are carried out in compliance with local regulations.
- **Sanitization Measures:** Post-pandemic, extra efforts have been made to disinfect frequently touched surfaces and shared spaces, ensuring that health protocols are followed.

2. Green Cover Enhancement:

Salafiyya Training College believes in the importance of creating a green and sustainable environment for its students and staff. The campus has seen continuous efforts to increase its green cover and promote eco-friendly practices.

- **Tree Plantation Drives:** The institution regularly organizes tree-planting initiatives, involving both students and faculty, to enhance the campus's green cover.
- **Gardens and Landscaping:** The college maintains well-tended gardens, which contribute to a soothing and aesthetically pleasing environment. Medicinal plants and flowering species are part of the landscape.
- **Eco Clubs and Initiatives:** The college has an active eco-club that engages students in various environmental activities, including awareness programs on sustainability and green practices.

3. Pollution-Free Environment:

The college has taken several measures to ensure a pollution-free environment.

- **Plastic-Free Campus:** The institution promotes the use of eco-friendly alternatives and discourages the use of plastic on campus. Reusable materials are encouraged, and awareness campaigns are regularly conducted.
- **Vehicle-Free Zones:** Certain parts of the campus are designated vehicle-free to reduce pollution and promote a pedestrian-friendly atmosphere.
- **Air Quality Monitoring:** Efforts are made to monitor and maintain air quality standards through a reduction of vehicular emissions and promoting greenery, which helps in keeping the environment fresh and healthy.

4. Water and Energy Conservation:

- **Rainwater Harvesting:** The institution has implemented rainwater harvesting systems to conserve water and ensure efficient water management.
- **Energy Efficient Systems:** Solar panels have been installed to harness renewable energy, and energy-saving lighting is used across the campus to reduce energy consumption.

Conclusion:

Salafiyya Training College is committed to ensuring a clean, green, and pollution-free environment. Through continuous efforts in cleanliness, green cover enhancement, pollution control, and sustainable practices, the institution strives to provide a healthy and conducive atmosphere for learning and growth.

File Description	Document
Documents and/or photographs in support of the claim	[View Document](#)
Any 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](#)

7.1.7

Percentage of expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)

Response: 2.1

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

2023-24	2022-23	2021-22	2020-21	2019-20
085000	004100	042800	005988	008198

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

7.1.8

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

Response:

Salafiyya Training College has long been committed to utilizing the local environment, leveraging locational knowledge, and tapping into community resources to create a meaningful and lasting impact. The institution recognizes the importance of integrating community practices and addressing local challenges as essential components of holistic development. This approach not only enhances the educational experience for its students but also contributes to the well-being of the surrounding community.

Adoption of AMLP School, Naduvattam
One of the notable initiatives undertaken by Salafiyya Training College is the adoption of AMLP School in Naduvattam, Keezhmuri PO, Koppam Grama Panchayath. This initiative reflects the college's dedication to improving the educational environment and overall experience of the students at the adopted school. The institution has implemented a variety of activities to support the school, demonstrating its commitment to fostering a positive and enriching learning environment.

- **Cleaning Drives:**
    - **Purpose:** To maintain a clean and hygienic environment, crucial for students' health and well-being.
    - **Activities:** Regular cleaning sessions involving both students and staff.
    - **Impact:** Instills environmental responsibility and the value of cleanliness among students.
- **Yoga Classes:**
    - **Purpose:** To promote physical and mental well-being through mindfulness and concentration.
    - **Activities:** Yoga sessions conducted regularly, tailored to the needs of young students.
    - **Impact:** Enhances students' focus, discipline, and overall health, promoting a balanced lifestyle.
- **Craft-Making Workshops:**
    - **Purpose:** To nurture creativity and develop practical skills.
    - **Activities:** Regular workshops where students engage in various craft-making activities.
    - **Impact:** Encourages self-expression, creativity, and innovation, boosting students' confidence and skillsets.

- **Anti-Drug Awareness Classes:**
  - **Purpose:** To combat the rising issue of substance abuse among youth.
  - **Activities:** Educational sessions that inform students about the dangers of drug use.
  - **Impact:** Empowers students to make informed decisions and avoid the pitfalls of substance abuse.

Community-Oriented Initiatives

Beyond the initiatives at AMLP School, Keezhmuri,Naduvattam, Salafiyya Training College extends its efforts to the broader community through various community-oriented programs.

COVID-19 Relief Activities:

- **Purpose:** To provide essential support to the community during the pandemic.
- **Activities:** Distribution of essential supplies, raising awareness about safety measures, and offering emotional support.
- **Impact:** Alleviated the challenges faced by the community during the pandemic, reinforcing the college's role as a pillar of support.

- **Palliative Care Activities:**
  - The institution is committed to providing palliative care to those in need within the community. This involves offering support to individuals with life-limiting illnesses and ensuring their comfort and dignity during challenging times.
- **Organic Vegetable Distribution:** The College has initiated a program to cultivate organic vegetables, which are then donated to local orphanages. This initiative not only supports the nutrition of orphaned children but also promotes sustainable agricultural practices within the community.

Learning from Elders and Cultural Practitioners:

- Students gain first-hand knowledge of traditional practices and customs.
- Interaction with elders and practitioners helps connect students with the region's rich cultural history.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any 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
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:

BEST PRACTICE 1

The Orphan Empowerment Project, initiated by Salafiyya Training College, aims to transform the lives of orphans, Launched in 2019, this comprehensive program provides educational, emotional, and economic support to marginalized orphans. The project focuses on holistic development, empowering beneficiaries to become self-sufficient and confident individuals.

Key interventions include:

- Educational support
- Life skills training
- Health and hygiene awareness
- Psychosocial counselling
- Vocational training
- Promote livelihood.

Opportunites

- Krishimithra
- Agricultural practices
- Eco friendly practices.

By fostering a supportive ecosystem, the project ensures orphans receive care, protection, and opportunities for a brighter future.

The Krishimithra Project at Salafiyya Training College, Karinganad, seeks to empower rural communities and improve the lives of orphaned children through sustainable agriculture and vocational training. Its main goals are to promote eco-friendly farming, enhance food security and nutrition, provide livelihood opportunities, and foster community engagement.

Key objectives include establishing a model organic farm, offering training in sustainable agriculture to orphaned children and teacher trainees, and improving their nutritional status. Long-term, the project aims to create a sustainable, replicable model for rural development, build a network of organic farmers, and improve the quality of life for orphaned children and teacher communities.

Expected outcomes include greater adoption of sustainable practices, improved livelihoods, enhanced life skills, and environmental conservation. The Krishimithra Project ultimately aims to strengthen communities and address both local and global challenges in agriculture.

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BEST PRACTICE 2

The Village Anganwadi Empowerment Programme of Salafiyya Training College, Karinganad,is an initiative aimed at strengthening and empowering Anganwadi center, No.58,ward/8, in Vilayoor Grama Panjayath,Palakkad District,Kerala.

Objectives:

1. Enhance accessibility and quality of early childhood education

2. Empower Anganwadi workers and communities

3. Foster holistic development of rural children

Key Components:

1. Infrastructure development (renovation, equipment)

2. Capacity building for Anganwadi workers (training, mentoring)

3. Health and nutrition services (immunization, growth monitoring)

4. Early childhood education and play-based learning

5. Community engagement and participation

Target Beneficiaries:

1. Rural children (0-6 years)

2. Pregnant and lactating mothers

3. Anganwadi workers

4. Local communities

Interventions:

1. Training for Anganwadi workers on early childhood education, health, and nutrition

2. Provision of educational materials, toys, and equipment

3. Health awareness, immunization, and referral services

4. Nutrition counseling and supplementary feeding programs

5. Community meetings and awareness campaigns

Partnerships:

1. Government departments (Women and Child Development, Health)

2. Local and community organizations

3. Private sector partners

Outcomes:

1. Improved access to quality early childhood education

2. Enhanced health and nutrition status of children and mothers

3. Increased capacity and confidence of Anganwadi workers

4. Strengthened community engagement and ownership

Challenges:

1. Limited resources and infrastructure

2. Accessibility and reach in remote areas

3. Capacity building and retention of Anganwadi workers

4. Sustainability and scalability concerns

Practices:

1. Community-led initiatives

2. Collaborative partnerships

3. Capacity building and mentoring

4. Innovative and contextualized interventions

Scalability and Replicability:

1. Potential for replication in other rural areas

2. Scalability through government and private partnerships

3. Adaptation to local contexts

File Description	Document
Photos related to two best practices of the Institution	[View Document](#)
Any 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:

SCHOOL ADOPTION PROJECT

Salafiyya Training College is dedicated to making a meaningful impact on the community by aligning our vision and mission with actionable projects. Among our long-term initiatives, the 'School Adoption Project stands out as a flagship program that has been transforming lives since its inception.

Adopting AMLPS Kizhumuri ,Naduvattam in 2019, we took a significant step by adopting the Primary School, which was on the brink of closure. This initiative not only breathed new life into the school but also provided our students with a practical platform to apply the theoretical knowledge gained in their classrooms. Our support has been multifaceted, encompassing financial, academic, manpower, and material assistance for over a decade.

Our approach to revitalizing AMLPS has been systematic and strategic. The project has evolved through

various phases, each with distinct objectives.

In the initial phase, our focus was on creating a child-friendly environment through infrastructural improvements. We painted the school's walls, cleaned the surroundings, and ensured that nutritious meals were provided to the students regularly. Special meals are served on the first working day of every month and on special occasions,

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](#)

5. CONCLUSION

Additional Information :

Salafiyya Training College, Karinganad conducts extension programs that extend beyond the traditional curriculum, providing students with practical experiences and exposure to real world scenarios with field visits, internships, community engagement activities and outreach programs. Similarly, value added courses offered by the college have its own specialty with self-study nature. This course may include workshops, seminars, certificate programs and online learning opportunities. The college proposes to develop strategic partnerships with research and educational institutions, enhance infrastructure, including digital resources, introduce new academic programs and strengthen research and innovation

Concluding Remarks :

The accreditation process has transformed Salafiyya Training college into a quality-conscious institution. Though rigorous self-appraisal, we have identified commendable strengths and accomplishments, but also recognized vast opportunities for growth. Our self-study report reflects our determination to address shortcomings and limitations across all criteria and key indicators.

As we navigate this transition phase, we acknowledge the imperative to address pressing issues in Higher Education and effect transformative changes at both course and institutional levels. Aligning with the National Education Policy-2020, we are committed to revitalizing Teacher Education.

NAAC accreditation marks a significant milestone, not the culmination, but the beginning of our pursuit of excellence to consolidate our institutional dynamism, foster a culture of quality and perseverance and to provide a solid foundation for innovative ventures. Accreditation will empower us to enhance academic programs and research, strengthen professional partnerships and community engagement and to cultivate a culture of continuous empowerment.

As we embark on this journey, we reaffirm our commitment to upholding salafiyya values and principles, developing socially conscious and globally competent teachers and to contributing to the nation's educational landscape.

We view NAAC accreditation as a catalyst for progress, propelling Salafiyya Training College, Karinganad toward excellence and shaping the future of Teacher Education.